

I2I Journal – September

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04 September 2014

As is probably evident by the timestamp, this entry is well after class. However, I had been keeping a journal in Evernote, so I am just now transferring it to ~~Blackboard~~ Canvas.

We didn't talk about it in class much, but my favorite part of the VO Chapter 2 (That's Not Logical) was his discussion of metaphors. Putting things in terms of something more familiar to me is a big part of what I do every day, not only in my school work, but in my own life as well. Putting complex ideas in terms of something familiar is often the only way that I can understand the concepts I learn in class.

This gets me thinking - how can I look at the Burnett Woods project in terms of something familiar. What in my life parallels to the Burnett woods project? Obviously, I have the safety concerns that every student has. I originally did not know of its existence, and it took disappointingly long for me to find out that we have such a great park right next door. However, for me, the parks system at home was for one purpose - relaxation. It was nice to get out of the town and into the woods in the middle of winter, with trees covered in snow and not a sound to be heard. For me, the park provides the disconnect that I so desperately need to maintain sanity. So, when I think of the Burnett Woods Project and put it in terms of something familiar (admittedly an exaggerated definition of a metaphor, but one that Van Oech uses nonetheless), I *want* to see Burnett woods as the woods at home. I want that place to relax in the midst of chaos, and I want to be able to retreat to the woods and feel safe. With regards to this goal only, there are a couple of things that Burnett Woods needs

- Safety
- A place that is completely isolated from the city (streets and sounds included) (this is probably not feasible, but I guess I haven't explored quite enough)
- Well-maintained hiking trails - hiking is my #1 when it comes to getting away from things. **Maybe a school club could volunteer to maintain the trails.**

These are notes of some of the things that I would like to see Burnett woods as my woods at home - to see Burnett Woods, an unfamiliar territory, in terms of something I know and love.

Until next week!

Alex

09 September 2014

Hello Journal. It's me again, here to tell you all my deepest darkest secrets. Not really...

Anyhow, to give you a background on the fundamental idea behind last class, imagine this cycle: in order to thin-slice, you must first do something a fair amount of times in order to become familiar with the situation (and by thin slice, we mean making snap judgments based on small amounts of information). By recognizing patterns (consciously or otherwise), one is able to thin slice. However, when we adhere to rigidly to these patters, problems arise because we never look at things from a different angle. That is why we must **break the rules**.

I'm not talking about laws in the local municipalities. I am talking about rules that structure thinking. However, with respect to (from now until the end of time, I will abbreviate this W.R.T.) my major, breaking the rules can be hard. As much as I try, I cannot break the law of conservation of mass or the law of conservation of energy. I can't break the fundamental laws.

That said, I can, however, attack the problem from a different vantage point. Maybe I'll forget a particular formula and look at the problem in terms of something else. That could work... hmmm... That would be a good way to break the rules and explore my field more fully. Yep, I like this idea.

Notes from Class (interesting points that I would like to document for posterity)

Sometimes, once you break a rule, you can never go back - you are now governed by a new set of rules because the parameters have changed

Begging the question means to question things that are universally taken for granted. E.g. we put a lot of faith in a decision based on an assumption that was never proven / explained (why is North up on a map?)

In trans-disciplinary study, we allow the problem to define the rules, and not the discipline!

Accept that there are different realities - each discipline has its own reality!

That's all for today, folks. Until next time!

11 September 2014

Today was our trip to Burnett Woods, V2. Here are some of the things from our brainstorming session that I would like to emphasize to my future self:

1. Why is the drain for the lake right by the overlook for the lake? Realistically, I know that there is not a chance that we would actually be able to relocate the drain, but maybe if the city thought hard enough, they could take care of it. Just a thought
2. I notice that the only people I see there are middle age (ok, maybe we are talking 30 year olds) and people who are just graduated. Why aren't any younger age people there. Why isn't it a place to go and do homework? My answer? Because nobody knows it exists until later in their UC career. I think that Burnett woods (and even Ludlow, for that matter) need to be promoted at orientation
3. Garbage cans
4. Lights
5. Lights
6. Lights
7. Did I mention lights?
8. I really like the idea of the blue help phones.
9. Fix the paths. I am really disappointed in the paths, because I love to hike, and it feels like some kind of Indian Jones adventure when I walk on the trails. I'd like more of a serene experience.

My group and I were talking on the way back to the brainstorming session. We think, you can't really just *stop* graffiti and *stop* drug activity and *stop* the park from being viewed as dangerous. Putting more cops there could help a little, but realistically, how much? How do you change all of these things? You change the culture around Burnett Woods. We have to bring people here to change the culture, but we need to fix it up first.

Later,
Alex

16 September 2014

So upon leaving class today, we were told to answer the following: (also I think that there should be some cool type of 'quote' styling in this journal. I mean, there is *math editor*. Why not some cool formats.) (Also, since this is a short journal entry, I did some HTMLing and have added my styling. Take that canopy!)

By writing one sentence, summarize the character / mission of your discipline

Ok Brainstorming session:

process, process improvement, safety, help individuals of the public, meaningful products, safety again, improve, help the environment (I like that)

Here we go:

As a chemical engineer, I am responsible for the safety of others, the creation of processes, for supplying the public, and for ensuring that the world we live in does not negatively change due to the aforementioned things.

That was rough. Try again:

As a chemical engineer I will create processes that supply the public with useful, but while putting the health of others and the health of the planet as the highest priority.

Getting better. Here's the final:

As a chemical engineer I will apply old principles to new processes and innovate to meet the demands of the public while never compromising the safety of others or the safety of the planet.

Beautiful. That is exactly what chemical engineering means to me.

18 September 2014

Ok, so I admit that I haven't been very prompt with this journal entry. However, I am actually glad that I put it off! Here's why:

As the rest of my seminar-mates did, I read Gamestorming. I think it's great to read these types of things, but usually I apply them in the class (or seminar or leadership event, etc) that I am in and then forget them. However, this time I thought, why not try some of the principals of Gamestorming at my next committee meeting for Engineers Without Borders. I walked in and told the members that I want any ideas they have for our new project, no matter how cost-ineffective or how feasible. 20 minutes later, we had **completely changed the vision of the project update, and I think we changed it for the better**. Needless to say, I'm not shocked, but I wasn't totally expecting it either.

Gamestorming works, and I'll never forget that.

23 September 2014

Hello Again. It's me, but then again, who else would it be. On to business:

What I really enjoyed about this class was thinking about what skills my discipline gives me that I can apply to any situation. Prof. brought it up, and I really like the idea.

As a chemical engineer, one of the things I have noticed is that to solve any problem correctly, it is equally important to know what to put in an equation, and what to take out. I feel that this gives me an ability to truly critically analyze any situation, and this will benefit me wherever I go. That, and I guess I know math.

On a serious note, I think studying chemical engineering has not only given me the above skill, but it has taught me to persevere and to look at problems from multiple angles. Often times, I will solve a problem incorrectly the first time around, and I am forced to change the way I look at the problem. This, more than anything, is something my discipline teaches that I will carry with me.

See ya later,
Alex

25 September 2014

I had to read Gladwell "Outliers" again (again meaning that I had to read it in 9th grade), and I really enjoyed the ride this time. So, here's my perspective on the 10,000 hour rule. How many hours per day over a ten year period would I need to work on a passion in order to achieve 10,000 hours? The math tells me the following: (here we go, playing with the equation editor)

$$\frac{10000 \text{ hr}}{10 \text{ yr}} = \frac{1000 \text{ hr}}{\text{yr}} \times \frac{1 \text{ yr}}{365 \text{ days}} = 2.74 \text{ hr/day}$$

That seems like a lot, but let me put this into perspective. From K - 8 we were in school for 6 hours per day, 180 days per year, for 12 years. That's 12,960 hours *just for 1-12th grade!* Essentially, we are masters at school. This is exactly why I believe it is so hard to transition from school-test-homework thought to real world trial-error-design-creativity thought. We have an enormous amount of hours under our belts (notice I didn't count homework time) at looking for one right answer.

Just a thought. Maybe we need some kind of update.

Alex

30 September 2014

One of my favorite quotes from today's Reading, "**Science and Design: The Implications of Different Forms of Accountability**" by *William Gaver* was the quote that read:

"Science uncovers what exists, and design creates the new."

I think that this is interesting, because to me, this makes the two ways of thinking dependent upon each other. For example, scientific thinking will uncover a physical phenomenon, and then design thinking will use this newfound knowledge to create something new. However, after the designer has created the new thing, a scientist will observe that new thing in a new setting, and uncover something else that exists about the particular machine, etc. This, in turn, allows designers to design another new thing. This circular nature, at least to me, seems to connect the scientific and design ways of thinking -- without one, the other would be useless. It would, for example, be useless to discover something new if nothing new can be created from it. And, if nobody is willing to observe something and uncover its hidden aspects, what, then, is the purpose of design. To me, while these two types of thinking are somewhat (notice I didn't say *radically*) different, they are also dependent upon one another for success.

Have a fantastic Tuesday,
Alex

02 October 2014

I must confess: I wish that I had taken a picture of our brainstorming board. While the profs. said that we were "not ready for the big leagues" (which, I suppose is ok, because this was our first real practice), I liked the work that my group did. WRT surveying student opinion, we focused on what surveying different groups would tell us, as opposed to just focusing on how to survey. In essence, we were asking: **who should we actually survey, and what will this tell us?**

We came up with the following:

An older age group should be able to give us a raw opinion of how students view Burnett Woods. They've been here longer, have a higher chance of having visited the park, and may be able to give more constructive advice.

A younger age group (Freshman - Sophomore) would be able to illuminate what an ideal park would look like to students. They know what they would need to see in Burnett Woods to make them pay attention to the park.

We believe that combining these opinions could be powerful, and think that, as a group, we should think very carefully about what the age group we survey will actually tell us. In essence, we think that knowing who we are surveying will make us more effective in the long run.

More to be developed later,

Alex

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07 October 2014

In the spirit of turning the problem on its head, finding the second right answer, etc, etc, there was one take away from class today. We were brainstorming, and suddenly, we realized that BW may not even be a problem. How do we know that people don't go to Burnett Woods? We have been there twice since class started, and both times around 3:30 in the afternoon. If I am a working class citizen or student, I'm at work or I'm at class during those times. How do we know that people don't enjoy BW as it currently is. I think that we need more observations WRT this fact. Why not observe in the morning, during the day, weekdays, weekends, etc. and find out if people are already using the woods. Then, we would know, by extension, whether the park needs cleaned up (which, in my opinion, it does), or whether we actively need to draw people in (entrap them like flies in a spider web. Never let them leave. Now there's an idea. How do we get people to come to the park. Lock them in when they do).

On a more serious note, I am also slightly uncomfortable with the fact that all discussion immediately turns to "Let's send out a survey." Let me be perfectly frank: I hate surveys. I don't do them, I never find the time, and they seem like an inconvenience. I have a vested interest in BW, and if a survey popped up on Blackboard, I doubt I'd take it. There has to be a better way to go about this. Let's ask people on MainStreet to get a general sense of the vibe around BW. Do we really need big data. Possibilities to gain info:

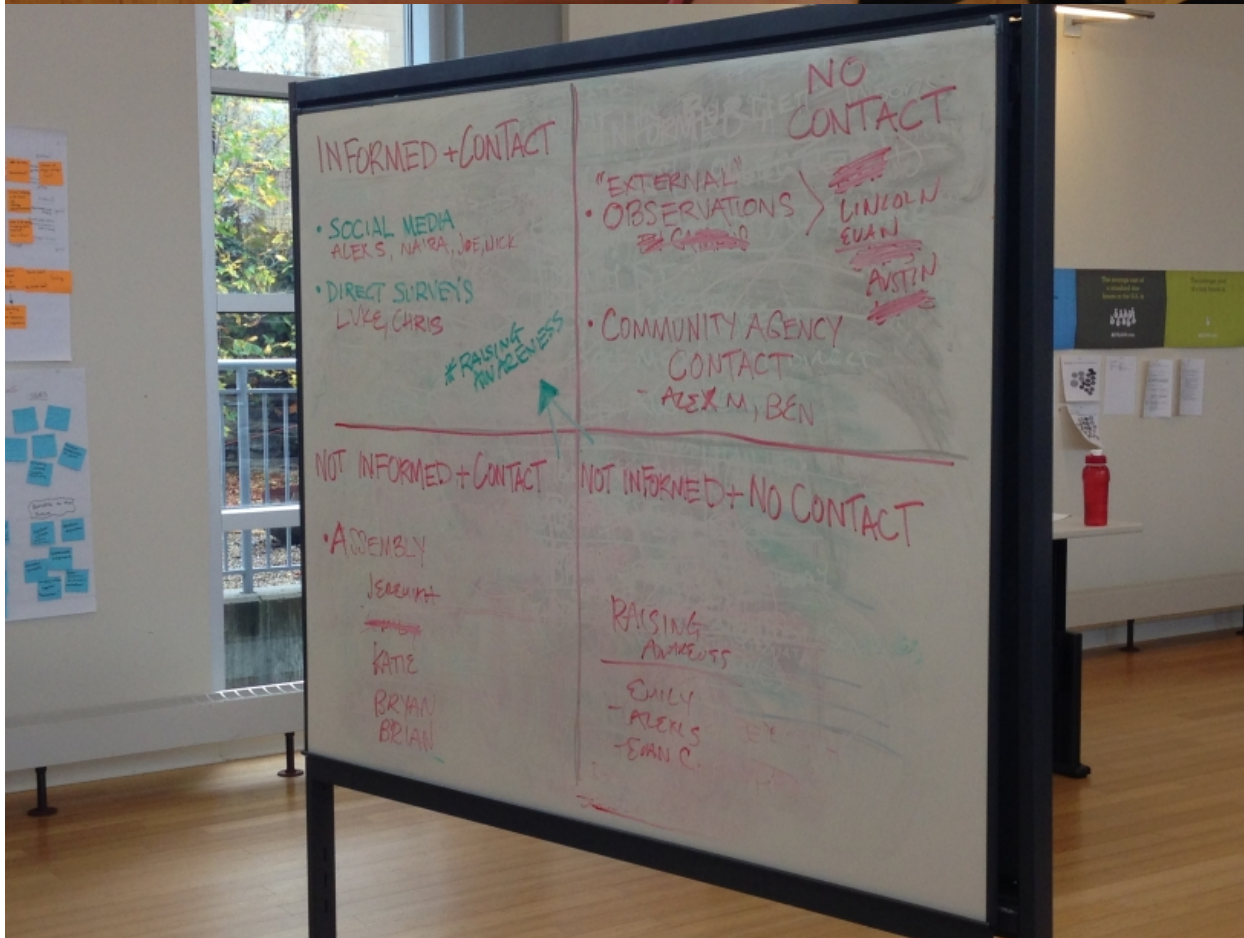
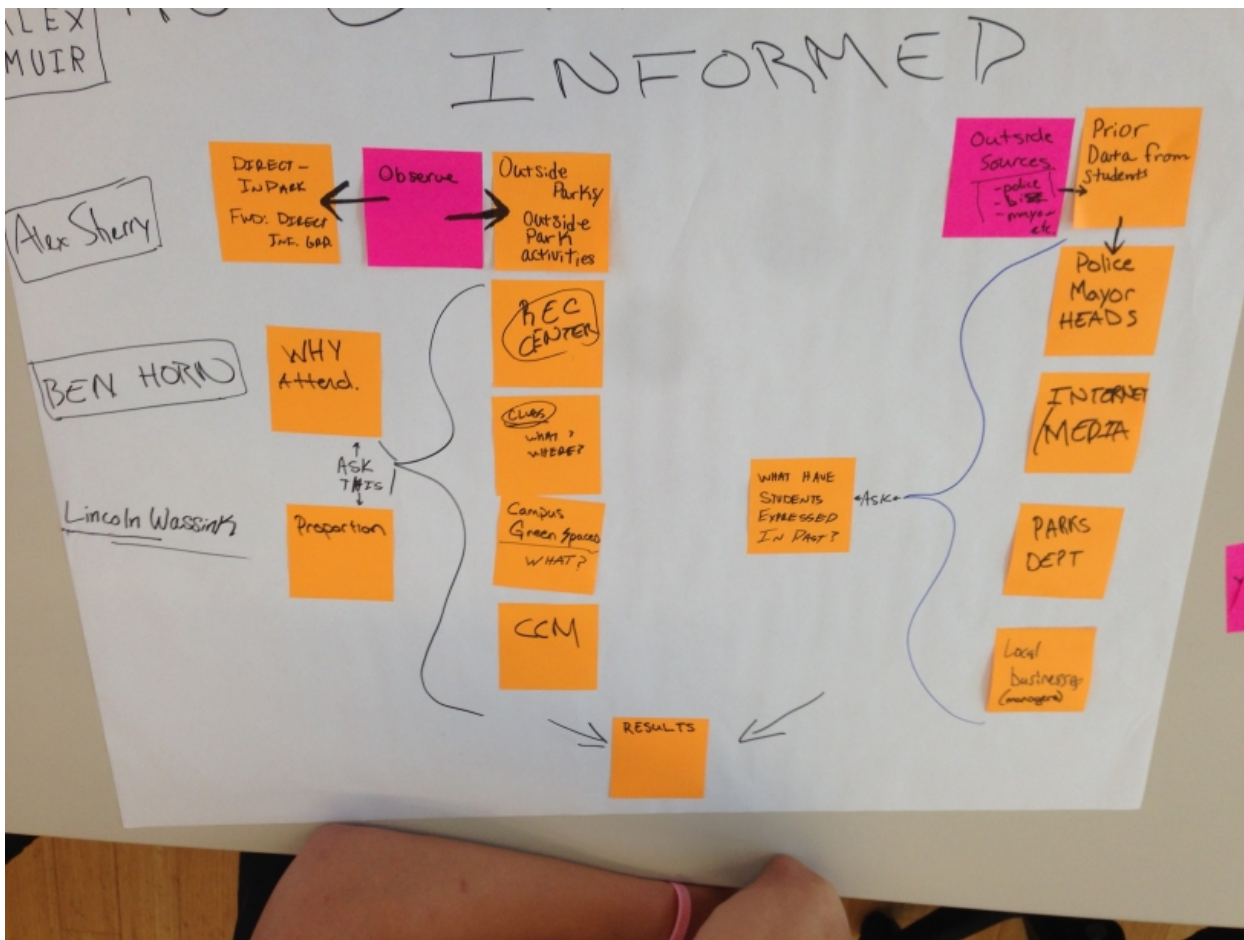
- Ask your friends
- Ask your family
- Ask your pets (dogs, probably, and not cats)
- Hold hostages and force them to answer questions
- Pay people to do the survey (free food = score)
- Drag people there and ask them how they feel (other than terrified because we are dragging them there)
- We could have people write on a white t-shirt and check yes I like BW, no I don't. Drawing on somebody else's t-shirt is always fun.
- Dunk tank - 1 shot to dunk Ono if you'll tell us what you think about BW
- Don't survey - observe, as the natives used to when the pilgrims arrived
- Isn't that last one kind of creepy?
- Nope, still like the observe idea
- Talk to people who live very near to BW - or businesses - they ought to know the deets
- Tap phone lines
- Look at emails
- Report Ebola in the woods, and force people to think about it
- Close the woods off so people think its closed and are really happy when it opens again
- Undercover fishing
- Undercover hiking
- Running out of creative nonsense...
- Ask professors what they hear from students (or TAs, etc, etc)
- Ask clubs what they think
- Student Government's opinion
- Look at how students have reacted to this type of thing in the past
 - Granted, the whole point of this class is that it has never been done before, but look at similar things
- What does a student actually want? Do we need thousands of survey results to know that
- Talk to the parents of the students, especially nosy ones that want to know everything about everything
- Ask pass-byers.
- Talk to the orchestra - why don't they play there??

Those are just some ideas for how we can gain a student opinion without sending out an obnoxious survey. Stay tuned for more ridiculous nonsense from Alex.

14 October 2014

In today's class, we did another brainstorming activity. This time around, I focused on ways that we could go about observing student activities without directly contacting the students. We broke it down into two categories. We could either A) observe the students, directly in the park, outside of the park, go to clubs etc, or B) we could contact otehr agencies to see if they have observed students. For example, we could contact the Mayor, Police, or we could ask people on social media.

At the end of class, we broke into our final groups, as shown below. I will be working on figuring out what student needs are in Burnet Woods. I will not be allowed to directly contact students, and I will ask community agencies if they have any observations about student activities inside Burnet.



16 October 2014

Today in class, planning began. Ben and I came up with the following goal that characterizes our project:

Goal: To find out if students have expressed their opinions in the past through community organizations. If so, summarize their opinions.

In the course of planning this, we had a nice long talk with Frank and Cory about the potential problems that could arise. Two things are on our list

1. We do not want to over-contact our stakeholders. The graduate student class is speaking with many of the people we came up with, and it would not be good to have the same organization "Niehoff" contacting them twice. We must coordinate our efforts to make this as seamless of a project as possible.
2. Are people going to listen if they are contacted directly by UC students. Probably not. As a result, we not only have to be mindful of what we are asking, but also how we will ask it. For example, we may need a professor or graduate student to initiate contact and act as a liaison, because people will be more likely to respond.

The rest of the class work today is summarized by the picture below. Have a great day!!!!!!

Alex



23 October 2014

Hello again my journal friend! Boy have things changed since last we spoke.

For starters, we have a new goal. It is as follows:

Goal: To find out how past / current activities on or off campus can show how students do or would use Burnet Woods.

The reason this changed is that we did not like the specificity of the first goal (is that even a word?) We realized that we were essentially asking if students had expressed opinions to the community in order to characterize students. Well, we said, it would be more effective to just cut right to the chase. Why don't we just ask community groups how they see students using Burnet Woods. This would be the more direct method. So, we changed our goal to that above.

Also, we whittled down our list of people to contact. It is as follows:

- Mayor
- Hospitals in the Area
- Uptown Consortium
- Police Department
- Park Officials (the Park Board, really)
- Schools in the area
- St. Monica / St. George
- Park Board Records (technically not a person, but we want to contact them anyways)
- The Civic Garden Center
- Local Businesses
- There are probably some I am forgetting. Please see the picture at the end of this entry.

Finally, we have defined how we would like to collaborate with other groups. Since one groups is using indirect observation as a method as well, we would like to work with them and to share data. This will help us get even more observations about students. Also, we are looking to see if we can get a question put on the survey (or if we can integrate our question into another question on the survey). What we really want to know is where students are going, and what they are doing there. Maybe comparing the survey answers with the observation answers will allow use to see if the observations we saw are actually what students are really doing. I predict that we are going to have a hard time observing students in green spaces, though, because we are already in the middle of October! Yikes!

Signing off,
Alex



28 October 2014

Today was our presentation! I think that our presentation neatly summarizes all of the progress we have made thus far, and as a result I am just going to paste copies of the slides into this journal entry. Also, I have pasted a screenshot of our report.

In all, I think that the presentation went well. The research is shaky, though. However, I have no clue how we are supposed to find research that supports the fact that asking other people about what other people are doing is more important than observing them directly. However, as it stands, we only have the research in the presentation. Hopefully we will gain more soon.

Have a wonderful Evening,
Alex

Team 2

Indirect Contact

Ben Horn and Alex Muir

Primary Goal

Our goal is to investigate how past or current activities, on or off campus, show how students do or would use Burnet Woods without directly contacting students.

Outside Organizations - Grad Students Collaboration

- Good Samaritan Hospital
- Park Board
- Uptown Consortium
 - Three Major Hospitals, Zoo, UC

Outside Organizations - Independent Contact

- Local Schools
- Churches
- President Ono
- Police Department
- Civic Garden Center

Questions to Ask

- What are the primary ways you see students using Burnet Woods?
- What are the primary concerns that students have expressed in the past regarding Burnet Woods?
- In what ways can UC students contribute to Burnet Woods?

Collaboration with Inter-Class Groups

- Observation Group
 - Time lapse
 - *Quantitative Data*
- Survey Group
 - *Qualitative Data* - How are students using green space
 - Work this into Pre-existing questions - short
- Characterize UC Students

Research

- Records from Park Board and Rec
- Have there been studies from other Universities?
 - Green Spaces
 - REC Center
 - Parks
- Council Meeting Minutes

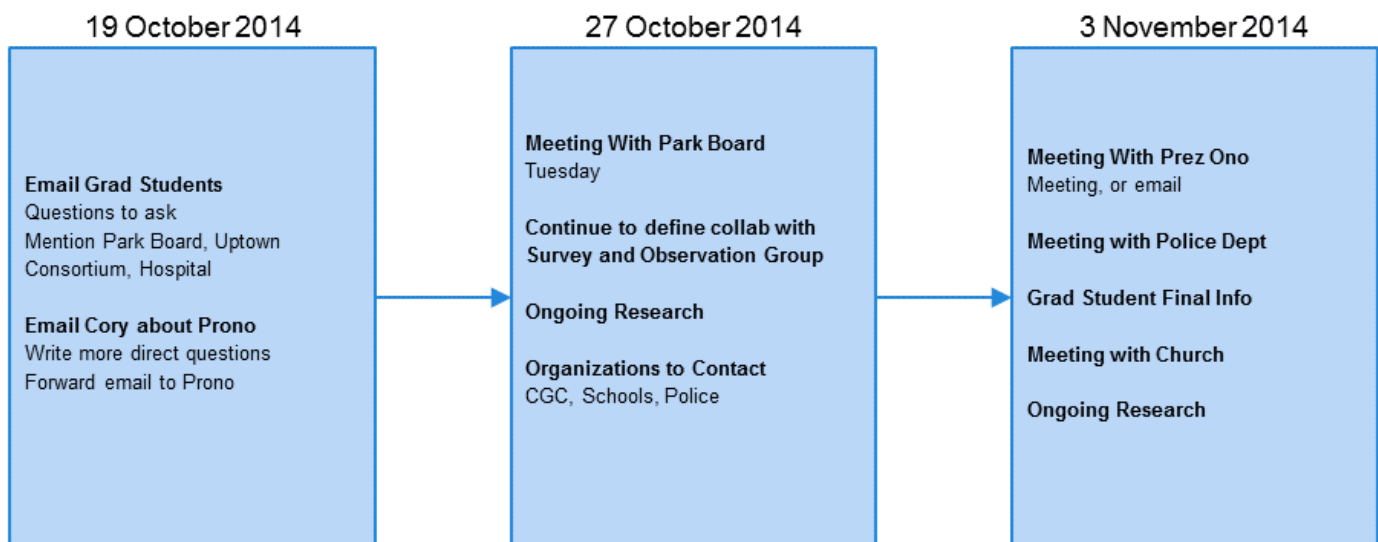
Background Research

- Purdue Rec Center¹
 - 20% Of 35000 students use Rec Center daily
 - 2000 Students use 16+ times per month
- Improving Green Spaces²
 - Identify / improve green space for stress relief
 - Informal course based
 - Student Green Space Preferences

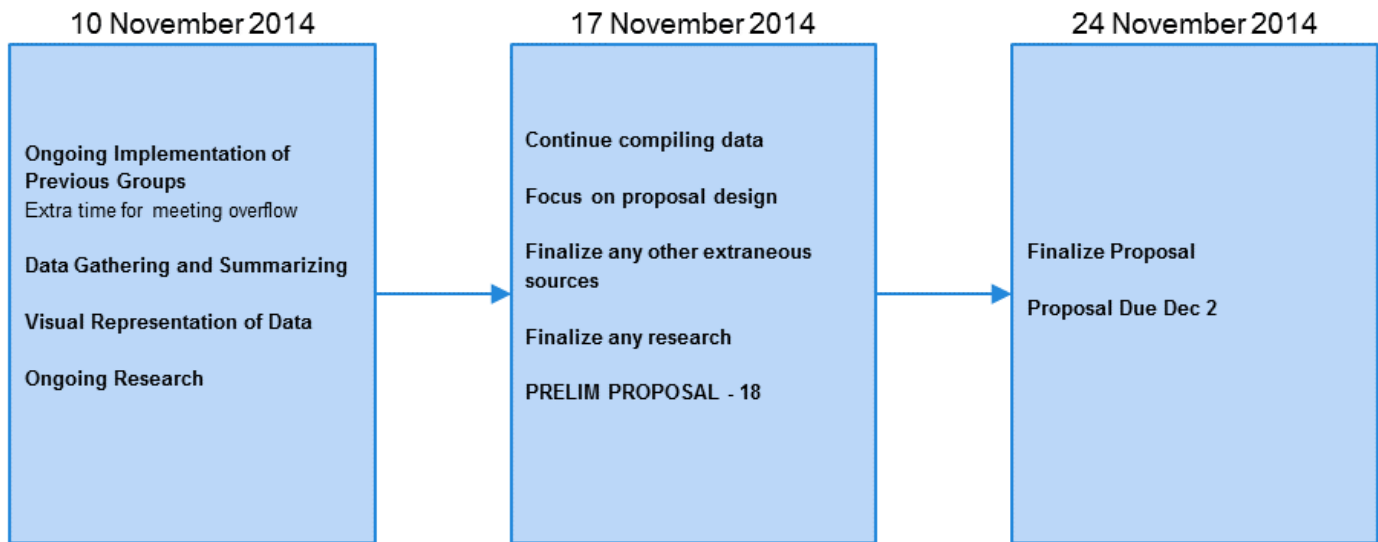
Background Research

- Student Perceptions and Use of GS³
 - Student Visual Greenspace Preference / Diversity
- Quality of Life and Green Space⁴
 - Random Survey, TX State University
 - 50%+ students ranked as high users - for stress relief / improved quality of life
 - Surveyed Activities and Frequency

Timeline



Timeline



References

1. <http://www.purdue.edu/newsroom/releases/2013/Q2/college-students-working-out-at-campus-gyms-get-better-grades.html>
2. "Identifying and Improving Green Spaces on a College Campus: A photovoice study" by Christopher M. Seitz; Ryan F. Reese; Robert W. Strack; Sarah Frantz; Benjamin West
3. "Everyday Encounters with Nature: Students' Perceptions and use of University Campus Green Spaces" by Janet Speake, Sally Edmondson, Haq Nawaz
4. "The Relationship Between Student Use of Campus Green Spaces and Perceptions of Quality of Life" by A.L. McFarland, T.M. Waliczek, J.M. Zajicek

Here is the paper:

Team 2 - Benjamin Horn and Alex Muir
Research Plan

Project Goals

Burnet Woods is an urban park located adjacent to the University of Cincinnati. However, despite its proximity to the university, the opinions of UC students have never been formally recorded or documented. The goal of the overall project, then, is to characterize UC students as Burnet Woods Stakeholders. Our team is pursuing one specific offshoot of this overarching goal. We would like to investigate how past or current activities, on or off campus, show how students do or would use Burnet Woods without directly contacting students.

Research Plan and Timeline

In order to reach our goal we will communicate with a wide range of organizations and people in order to gain their insight into how students use Burnet Woods. Some of these groups include Good Samaritan Hospital, The Park Board, The Uptown Consortium (a combination of the 3 local hospitals, the zoo, and UC), local schools, local churches, The Civic Garden Center, the police department, and President Ono. Our main mode of information gathering will be to ask these groups a set of questions that will hopefully yield the data we are looking for. Questions typically ask how that group sees students using Burnet Woods, what concerns students have expressed to that organization in the past with respect to Burnet Woods. In addition to these, each organization is asked how they think UC students can contribute to Burnet Woods. Questions must be tailored to different groups, depending on how strong of a stakeholder that group is, but they all follow this general feel.

With regards to timeline, the week-by-week timeline is heavily based upon the response from organizations, and when meeting with these organizations are able to be established. In general, the next two weeks focus on gathering the pertinent information, and following that, the schedule shifts to focus more on collecting all of the data we have received and trying to find a trend / similarities among data points. Emphasis was placed on establishing base communication with all of the above listed organizations within the next week and a half, in order to establish meeting times as soon as possible.

Collaboration

Our efforts in contacting many of these organizations will be aided by working with a class of grad students who are also finding information about Burnet Woods. By working with these individuals, we will be able to contact major organizations only once to get all of the information we need, instead of contacting them separately from the other class. In addition, we can collaborate with the rest of our class by giving them an avenue through which to contact any outside source, such as President Ono. Since we are already contacting these groups, it would be beneficial to pool questions from the entire class when we do. We can also work with the observation and survey groups in our class in order to gain quantitative and qualitative information about the activities of students, respectively.

Supporting Research

One type of research is one that will help us gather information. We will find records from the Park Board and Campus rec center, if available, and look at city council meeting minutes. UC data has also been found that characterizes the activity levels of students, although not in as specific a format as we would prefer. Outside of UC, other universities have found that students use green spaces regularly, with Purdue University showing that 20% of their students using the rec center daily. In another study, 60% of students at a Texas university were ranked as high users of campus green space. Three other studies have shown the students use green space primarily to relieve stress, and have shown what students prefer in a green space (e.g. if they prefer man-made landscaping to natural environments). Without delving too deeply into each, students seem to prefer a balance of landscaping and natural environments, with a slight emphasis on the manicured lawns present on college campuses.

30 October 2014

Today was a truly revolutionary day. More revolutionary than the day that the printing press was first invented (OK, maybe not, but today was still important).

We have, once again, changed our goal! (This should not be a shocker anymore).

Here is what happened. We were at a loss for what to actually research to support our project (see the last class's entry). So, knowing about Von Oech's concept of Oracles, we grabbed this Which Witch box (a sandwich joint) and said that our answer to the research problem is here. After a while, we were like (and I am sorry if my grammar is especially bad today, but I am really trying to get this all down before I forget any single juicy detail, because I know that you faithful journal readers want to hear all of them!). Anyways, we came to the conclusion that it was probably a pain to design the sandwich logo. They probably had focus groups, and consumer studies, the whole nine yards. Then, we thought, why do people do consumer studies??? Because they want to fully understand how other people view them

Wait!

This is what our stakeholders have been giving us! WE SHOULD CARE ABOUT WHAT OTHER PEOPLE THINK OF US!! What if, instead of asking stakeholders how they watch students using the park (which is creepy, come to think of it), what if we asked them what they think of students using the park!!! If it matters to huge consumer agencies, it has got to matter to us!

Brilliant. Genius. Our new goal is to figure out what other stakeholders think of us, students, as stakeholders. This will give us a 360 degree view of students, and will tell us a lot more about what students truly represent as stakeholders.

Bam!!!

Alex

PS. I should mention that we received contact from the park board. The responses are as follows:

1. The Park Board does not see students as the main source of activity in the park because they are on a four year cycle. The park is based more towards relaxation and ecological amenities at the current time and proposed plans. UC students might be interested in parking permits, disc golf, or walking the nature trails.

2. The Park Board has not interacted with the student body; however they have gotten previous comments about students not even knowing the park existed. This could potentially be resolved by connecting the park and campus by better pedestrian access.

3. Students can get involved in the park through volunteer service with ecological preservation or invasive species removal. The voice of student government could also assist by working on future collaborations with Burnet Woods capital projects and programming.

*Note: 2006 Plan for Burnet Woods is the only option on the table, orient all public involvement/opinions based on the approved plan.

***** ANOTHER UPDATE ***** -- Cory emailed us with feedback from our presentation. It is pasted below, for posterity's sake. Also, I bolded the really, really important things!!!

Overall, your project seems to be very organized, and your steps are well-thought out. I also see that you're trying very hard to coordinate with other groups, and that you're keeping a collaborative spirit throughout the process. I appreciate this!

I think it's important that we get community input about UC Students and Burnet Woods, **but I still do not completely understand why an indirect approach is the best. (note - we have fixed this now!!! Muahahaha)** I am concerned that the community partners either don't pay attention to UC students in the park, or **they will have their own perception of the role that students should play. (This is exactly what we want now)** I'm confident that you're headed in the right direction, but I do want to caution you a bit – don't let community perceptions influence the choices we make for students. Ensure that the input you receive is factual. I wasn't quite convinced by your presentation that these important points had been considered.

Your case studies were applicable to students using green space, **but you didn't provide any case studies in which broad community input was gathered to help guide decisions being made for students (yes, and in addressing this problem, we have come up with our brand new shiny goal. See above).** This hindered your ability to support your strategy (i.e., collecting community input). For your final project, you'll want to not only show that the park is important, but also that community perceptions and observations of UC student use of Burnet Woods is equally important if we are to avoid future conflicts between student and community use of the park.

It would have been helpful to have **more graphics (this will definitely happen on the poster!!!)** in your presentation that helped outline the network of partners that you're hoping to interview so that we could see how all these partners are connected. For future presentations, try to provide enough data in the presentation itself so that everyone can see the data you're talking about – in other words, don't just rely on verbally conveying the message.

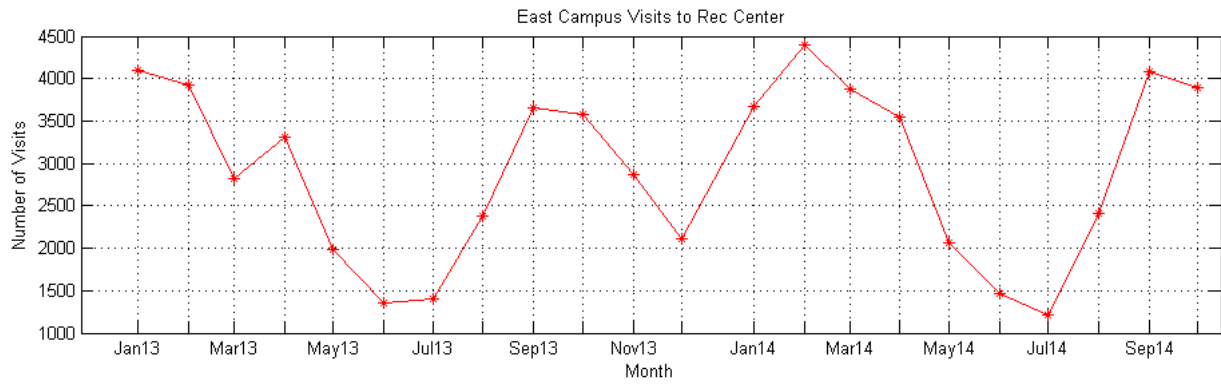
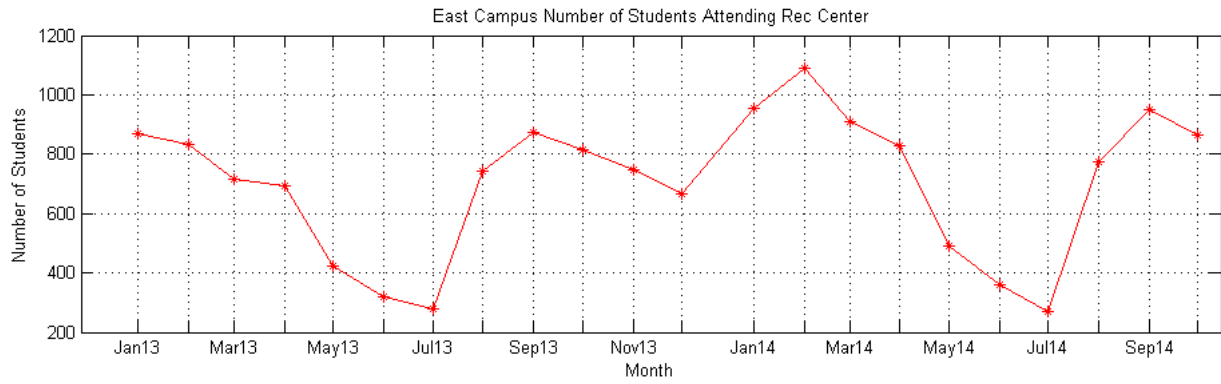
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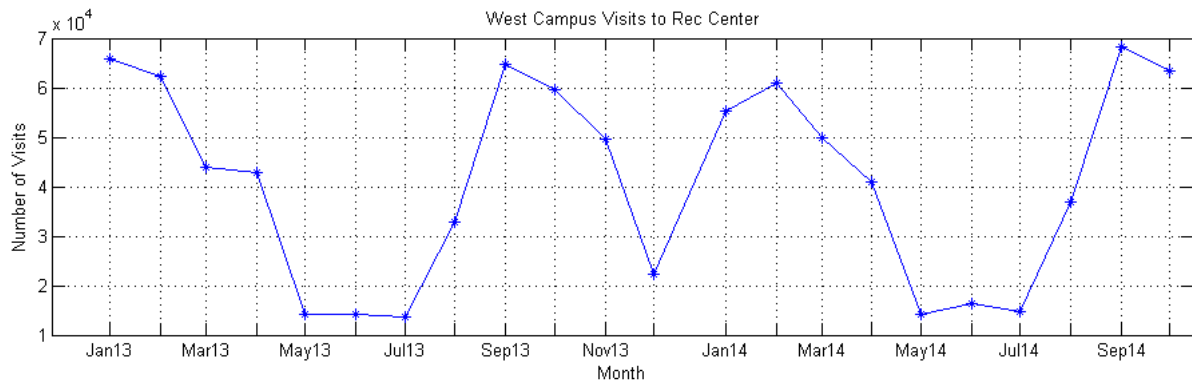
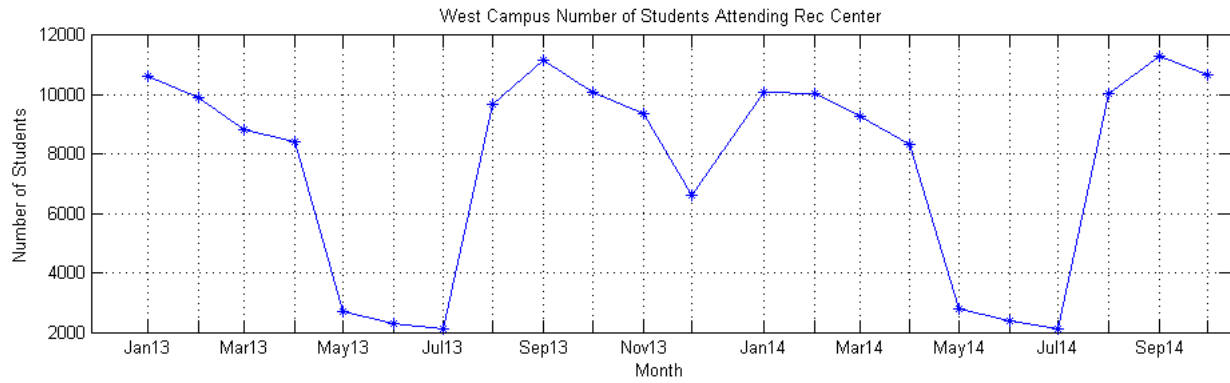
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Updated: 11/26/2014 01:02

06 November 2014

Cory wasn't in class today, but we do have some good news. The rec center data is in, and it looks great! Here are pictures of the plots from MATLAB:





The first graph represents the total number of people who visited the rec center, and the second represents the total visits (on a monthly basis). To clarify, if I visit the rec center 10 times in a month, that counts as 10 visits (blue) but only as one person (red).

The trends are interesting. Visits appear to drop off in the March - April range, which could indicate that some of the visits are now being replaced by outdoor activities.

The data are not finite enough to draw major conclusions, but some of the trends seem to support what we argue (especially the west campus plots).

11 November 2014

We have send out the Alumni Letters! The individuals we sent letters to were Class Presidents and Vice Presidents from the last 10 UC Graduate Classes.

We sent the letters to these people:

Student Body Presidents
 Dan Phenechie
 Robert Richardson
 Darren Tolliver
 Ron Ricks II
 Justin Shafer
 Andrew Burke
 Jerry Tsai
 James Radley
 Ryan Rosensweig
 Tim Lolli

Student Body Vice Presidents
 John Fandrich
 Angela Wilson
 Justin Awls
 Justin Gibson
 Ben Hines
 Dominic Berardi
 Jeremy Driscoll
 Jared Brandyberry
 Sean Lee
 Doug Ealy

This is a screenshot of the PDF that Diana Miller Emailed to them. Hopefully we get some responses!

Greetings,

I am contacting you on behalf of the 2014 Fall Semester UC Forward course "Inquiry to Innovation," in which we are focused on giving voice to UC Students as stakeholders in Burnet Woods. The class is divided into sub-groups, and each sub-group is focused on a particular method of achieving this goal. My partner, Ben Horn, and I are trying to better understand the ways in which UC students use Burnet Woods – both today and in the past. We hope that, as former students, you can help provide insight into how UC students view and use Burnet Woods today, and how students viewed Burnet Woods in the past. Specifically, we are eager to hear your responses to the following:

1. As a UC student, what were your perceptions of Burnet Woods? How did you use Burnet Woods?
2. Has your outlook on Burnet Woods changed since you graduated, and if so, how?
3. Do you still use Burnet Woods, and if so, how?
4. What are your opinions on student interactions / potential student interactions with Burnet Woods?

If you have any additional feedback, or if you have any questions for us, you can reach us using the contact information below. Thank you for your time, and we look forward to hearing from you.

Sincerely,

Alex Muir, muiram@mail.uc.edu
Ben Horn, hornbd@mail.uc.edu

13 November 2014

We have police contact!! Summarized below are Jason Voelkerding's Questions and Responses. This will be all of the journal for today.

1. What are the primary ways you see students using BW? Parking – people park throughout park
2. Have students expressed concerns to you in the past regarding BW? – Nobody has contacted him. He has weekly meetings with Ono, but no one has ever brought it up
3. What are your opinions on student interactions with BW? – More foot traffic will help eliminate auto theft, which is the biggest problem in BW
4. How can students contribute to BW? Can students impact BW? – No. Students are here short term. Long term improvement can only be achieved through long term community stakeholders. "Hard to own an area when you're only there for a time"

These responses bring up the fact that the major crime problem in the park is car theft, and that is something I had never considered. I though people being robbed and beat up was the major problem, but according to the Sergeant, it isn't.

Hmmmmmm...

Over and out,
Alex

18 November 2014

Yesterday in class was more of the same thing that usually happens. We were required to present to the class our preliminary findings, etc. This is useful information to have! Here is a summarized list of what we have written down

Accomplished - Stakeholders We've Spoken To

Park Board
Uptown Consortium
Civic Garden Center
Local Businesses (Dewey's, Skyline, Sitwell's, Flower Shop, Biago's, The Library on Ludlow)
The Police (Jason)
Community Counsel Meeting Minutes (nothing interesting here, but we've looked through some)
Alumni
Rec Center Data

Still to Get A Hold Of

Alumni - Need Responses!
Good Sam. Hospital - We have contacted the grad student in charge of this, but apparently Good Sam is being slow to respond
President Ono - Meeting on Thursday hopefully - there is a Niehoff fundraiser that Frank said I should go to. Ono will be there. I'll have to track him down.

As I realized, we have gotten a lot done. Our initial conclusion is that people are pessimistic as to whether students will be able to transform BW at all.

Alex

20 November 2014

Yesterday in class was meh. We just planned our posters. Ben and I were at least able to come up with the critical path that led to our goal, so that is a start on the poster (emphasis on the word 'start').

More interesting, however, was what happened after class. I got invited (along with Prof. Cory and a couple other of the gang) to a Niehoff Fundraiser. Very exciting. Why? Because it gave me a chance to speak to Ono regarding Burent Woods, of course! He was there!

It was rather amusing, because our entire posse surrounded Ono and started throwing questions at him. Basically, his responses boil down to:

1. He thinks more things need to be in the park to attract students there
2. He knows students do not feel safe in the park
3. Entertainment events?
4. Paddle Boats (haven't we already been over the whole paddle-boat thing?)
5. Ice Skating

That was it. I got to meet some other cool people though (one of the Niehoffs, UC's retired master Architect), and the food was excellent. More poster work to come soon.

25 November 2014

Today was the in-class critique of our poster (oh how fancy, a critique). Frank wasn't there, which was a bummer, but we did get some good feedback. I think for this journal, I will just write what people told us to change on our poster, so I don't forget over Turkey Day (yay Triclosan!).

1. Make it so positive and negative responses (on the page with all the icons, poster 2) are a different color
2. Make the conjecture stand out more - maybe make it a white box with a border, and make the text darker. As of now, it is pretty much identical to everything else, and doesn't stand out much
3. Explain that circle picture - what is it actually trying to say, and how can people understand it without me explaining it?
4. Add a source
5. Edit the conclusion.

Alright. Time for Turkey. I will see all of you after Thanksgiving (and after The Black Friday Madness!)

Alex

I2I Journal - December

Created: 12/2/2014 22:29

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02 December 2014

Today was the big day! Our posters were officially due today, and to be honest, it feels good to have this weight off of my shoulders. If we are being technical, the thing was actually due on Monday at 8 (strange, considering that was the morning after Thanksgiving break, but oh-well). I'll probably end up trying to figure out how to work BlackBoard (Canopy, whatever) and upload the final poster drafts.

We also presented in class today, and I believe that the man who was in attendance with us was actually from the park board. I think that our conclusion was the best part of the poster. It is a strong conclusion, and that is the way I wrote it. It was supposed to assert that there is, in actuality, a problem, and this is how we propose to fix it. No mushy stuff.

Also, Frank seemed to like the graphics on the poster. I guess messing around with some design work in high school paid off. And, Frank seems to think that I should go out for student council. Sure, people tend to listen to me when I speak (loud voice, I guess), but I do not know if I could handle the politics behind it.

Oh well, something to consider for the future.

04 December 2014

And here we end.

Today was the last official class (it was just people presenting their posters - we had our turn on Tuesday). However, what was more important today was the open house that took place after class.

I was talking to this guy about our project, and at the same time I was telling him that the true value of the project is only seen when our findings are compared to the findings of other groups.

For example, the survey group has pretty strong evidence that most students find out about da wood (ghetto name for Burnet Woods) from other students, which supports the fact that the student body is a stationary culture, and not a transient entity.

Also, the guy we spoke to said that hiring a park ranger could be a good idea. Why didn't we think of that.

In all, I enjoyed this class, and I think that it (usually) provided a nice break from my heavy engineering classes. It not only gave me a chance to develop a skill set that I normally don't use, but it also allowed me to get involved in the community and allowed me to hone my people (stakeholder) skills.

Until Forever,

Alex