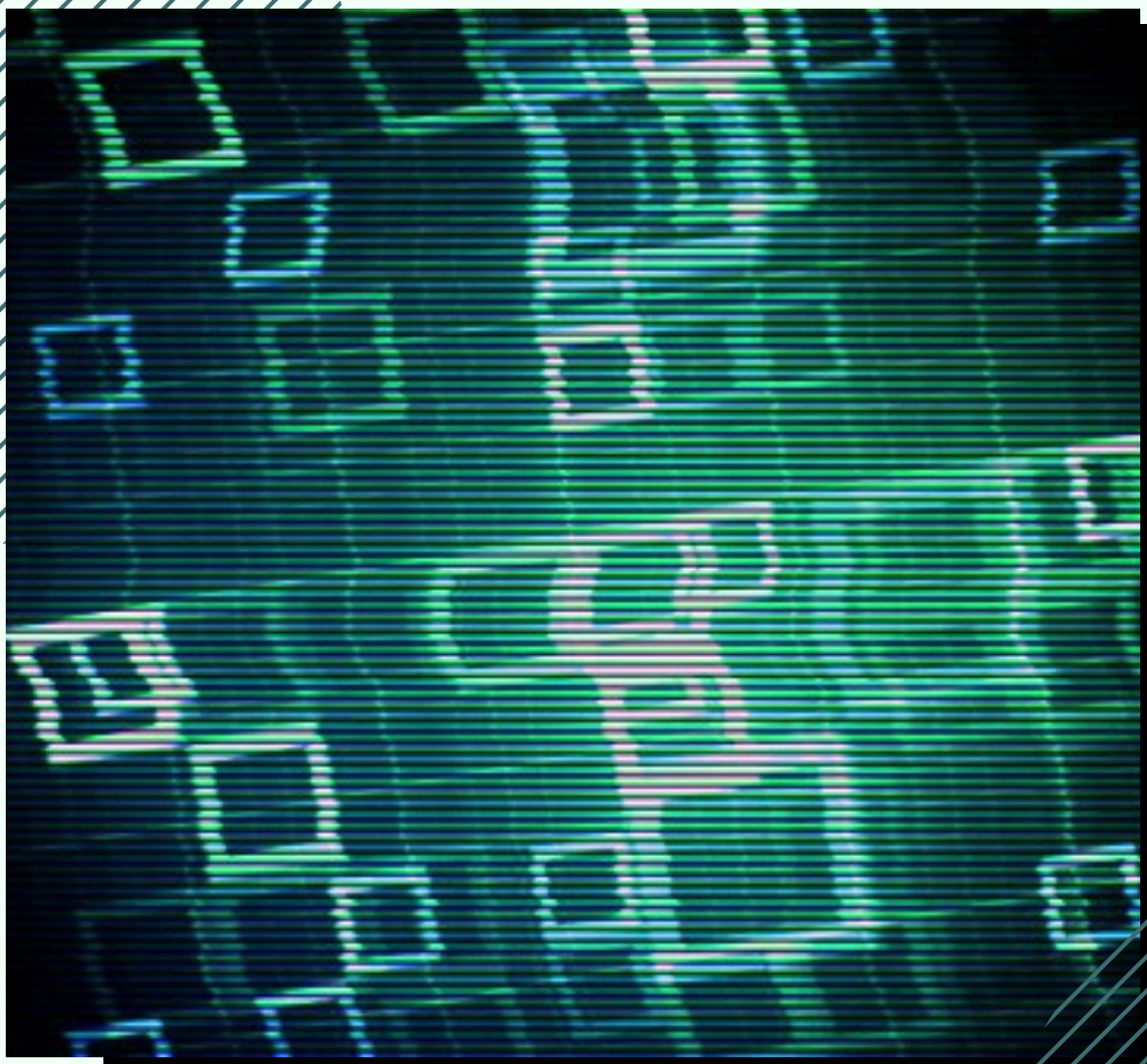
Newcomb Tech



Newcomb: Tech in Mind

The Zine of Newcomb Institute's Technology Initiatives

2016-2018 • ISSUE NO. 2

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Message From the Editor

This zine reminds me of the long history that Newcomb Institute (formerly Newcomb College Institute) has had in helping tech-minded students gain opportunities in technology and in supporting Tulane faculty in completing essential digital media projects. Many of these posters once hung on the walls of the Collat Media Lab in 200 Caroline Richardson building on Tulane University's campus. With many of the posters collecting dust and becoming damaged with time, the Information Technology Interns began to digitize and publish this zine three years ago. In the fall of 2019, when Newcomb Institute moved to our new location on the third floor of the Commons, the completion of this project became timelier. Undergraduates, Anne Grotjan and Sophie Tanen, Information Technology Interns, designed this "prequel" zine in 2020 to match the presentation styles of our current internship programs. The result includes a beautiful digital zine that showcases many of the project and grant posters produced before summer 2018. This zine represents the legacy of different collaborations and experiences had by Newcomb undergraduates and faculty.

This Zine's organization illustrates some of the changes that Newcomb Institute's programs have endured over the past decade. It includes many but probably not all of the projects that Newcomb Institute sponsored during the Collat Digital Media Internship program. These interns worked independently on the projects of faculty, while under the supervision of Jaelle Scheuerman, (former Manager of Technology Initiatives at Newcomb College Institute). When I started as Manager of Technology Initiatives in January of 2017, I helped some of these students wrap up their projects. In the Fall of 2018, I introduced the Digital Research Internship Program that expanded our existing program to include digital scholarship practices in addition to digital media projects. This program eventually evolved into team-based program. Though Newcomb Institute has sponsored undergraduates to attend the Grace Hopper Celebration for Women in Computing for years, this zine captures some of the experiences of several grantees who attended this women-focused technology conference in 2017.

This second edition of the student-designed, *Newcomb: Tech in Mind* zine serves as a time-capsule in the form of a flipbook. Many of the undergraduates represented in this zine found technical and tech-adjacent employment, while others picked up a technical skill to serve them in other capacities. Though all of these students have moved beyond Newcomb, the work in this zine represents those technical beginnings.

Sincerely,
Jacquelyne Thoni Howard, Ph.D.
Administrative Assistant Professor of Technology and Women's History
Newcomb Institute.

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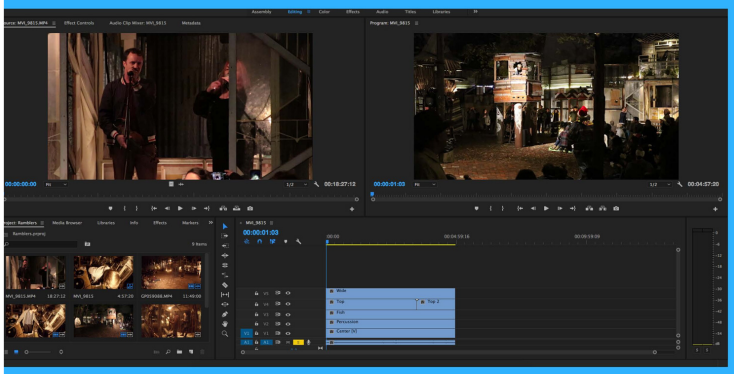
Music Box Village

MUSIC BOX VILLAGE IS AN EXPERIMENTAL MUSIC VENUE IN NEW ORLEANS. EVERY YEAR MANY MUSICIANS TRY THE DIFFERENT KINDS OF INSTRUMENTS THIS VENUE HAS TO OFFER, AND COUNTLESS BEAUTIFUL MOMENTS COME OUT OF IT.

AS AN INTERN AT NEWCOMB COLLEGE INSTITUTE, I HAVE BEEN WORKING WITH DR. DANIEL SHARP, THE CHAIR OF THE MUSIC DEPARTMENT, TO EDIT AND MAKE HIGHLIGHT VIDEOS OF THE RECORDINGS HE HAS FROM MUSIC BOX VILLAGE.

THROUGH THIS INTERNSHIP, I HAVE BEEN LEARNING ABOUT VIDEO EDITING ON ADOBE PREMIERE PRO. FOR THE FUTURE, WE ARE PLANNING TO DESIGN AND CREATE A WEBSITE ON MUSIC BOX VILLAGE. THIS WEBSITE WILL CONTAIN ALL THE VIDEOS I HAVE CREATED. IT WILL ALSO INCLUDE AN INTERACTIVE INTERFACE THAT LETS THE USER CHOOSE, HEAR, AND LEARN ABOUT WHICHEVER ONE OF THE ORIGINAL INSTRUMENT THE VENUE HAS.



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This Beautiful Sisterhood of Books

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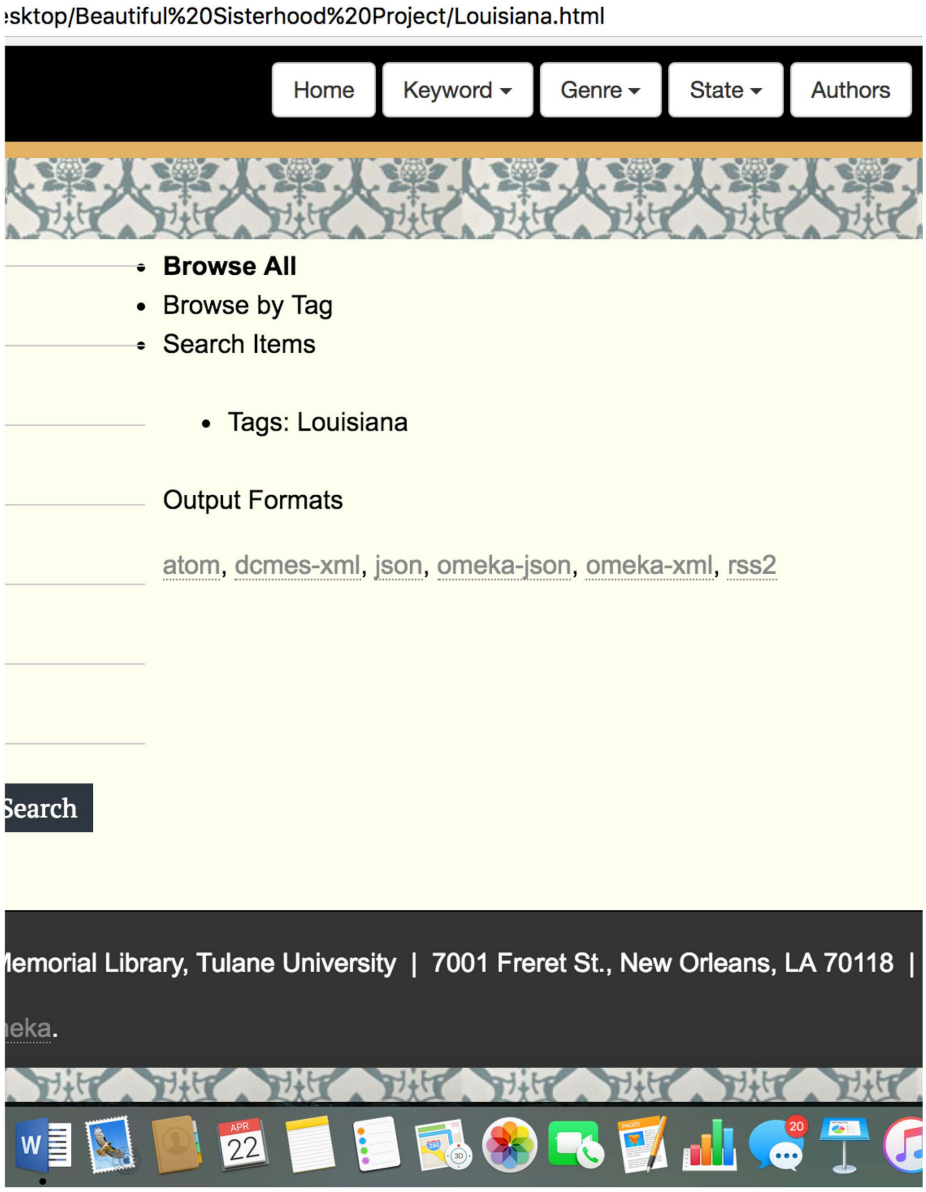


HTML Features

Dropdown menu linked to searches in Omeka

iFrames as connection between Omeka and HTML/CSS pages

Formatting of images, buttons, and text

Appearing pictures with mouse roll-over

Sisterhood Project

Developed over three semesters of work

HTML framework for digital media collection

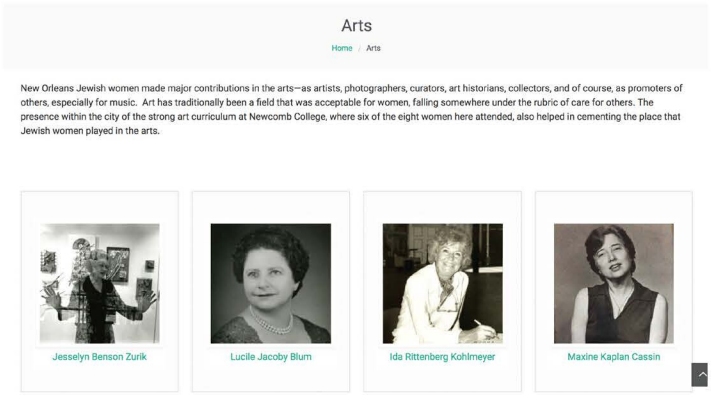
Integrates Omeka display software with customized CSS pages

NOLA Jewish Women

Faculty Member: Dr. Rosalind Hinton
Poster and Project by Avery Fiftal

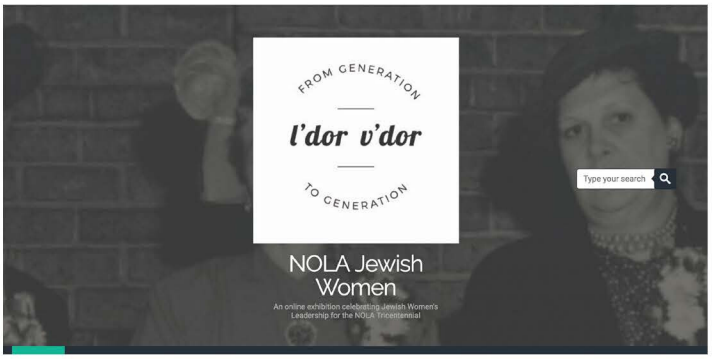
BACKGROUND

l'dor v'dor: From Generation to Generation: Jewish Women and Their Impact on New Orleans. This physical and online exhibition will be the first ever to celebrate the history of Jewish women in New Orleans. Never before has their impact on the city of New Orleans been gathered into a comprehensive visual public presentation. Covering approximately 110 years from 1895 to 2005, this will be the first exhibition to focus on a remarkable group of Jewish women and their legacy in the fields of immigration, civil and women's rights, public health, education, and the arts by visually documenting their major contributions to the public landscape of the city.



RESULTS

- Uploaded, captioned, and put into digital galleries all exhibit and supplemental photos.
- Generated a page in order for NOLA Jewish Women to accept story submissions in order to continue the exhibit and the sharing of stories of Jewish women in New Orleans.
- Created new pages for each section and subsection (person or project) of the exhibit.
- Uploaded video content and video interviews to Vimeo and and embedded these videos within the NOLA Jewish Women WordPress site.
- Generated an interactive website designed to mirror the physcal exhibit of NOLA Jewish Women currently housed at Longue Vue House and Gardens.



GOALS

By May, 2018 NOLA Jewish Women will have a robust, aesthetically pleasing and easy to navigate multimedia website that highlights digital stories, oral histories and digital shorts as well as text and archival documents. This year it is most important to create an online exhibition dedicated to Jewish women's leadership that enhances a NOLA Tricentennial exhibition to open January 28, 2018 at Longue Vue House and Gardens. We will design a social media campaign to targeted audiences the Tricentennial exhibition. This will be a low maintenance campaign that can be adapted to new content and projects as they arise.

HIPPY puts 4-, 5-year-olds, on a diet of light reading," Times-Picayune, ca. 1987. Courtesy of Carol Good.

New Orleans took pride in the great strides HIPPY made in using reading as a means to more directly involve parents in enriching their children's lives.

NCJW Beanbags & Books Project, New Orleans Public Library, 2009. Courtesy of Ina Davis.

In 2009, parents signed up for their families to participate in the National Council of Jewish Women's Beanbags & Books project at the New Orleans Public Library. Each contract committed the parent to "read with my child for 5 minutes every day." Afterwards, each child selected a beanbag and several books to take home. The program distributed over 700 beanbags to over 700 families, encouraging thousands of children to enjoy reading. Besides the Library, the collaboration included the Reading is Fundamental (RIF) program, Ace Bayou Corporation, and Capital One Bank.

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http://nolajewishwomen.tulane.edu/

REVIVING THE MEMORIES OF THE

NEW ORLEANS ITEM

Junior Philharmonic Elects

JUNIOR PHILHARMONIC SOCIETY OF NEW ORLEANS

The Junior Philharmonic Society of New Orleans was incorporated as a non-profit, cultural organization in the State of Louisiana in 1948 by Katherine Nolan Kammer. Its mission is to give talented, young student instrumentalists, vocalists and dancers an opportunity to perform in a recital held in a professional setting, and to teach music appreciation to children attending the programs.

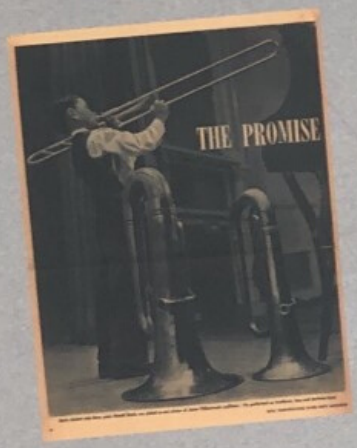
PROJECT OBJECTIVE

MUSIC AUDITION WINNERS LISTED

All present photos, programs, and articles owned by the Junior Phiharmonic Society were to be catalogued in the Howard Tilton Memorial Digital Library in 5-year increments. Making these documents public gives past performers access to information on past performances and awards received.

TECHNOLOGY USED

Adobe Photoshop
Adobe Illustrator
Konica Minolta BizHub C452 Copier
DropBox
Microsoft Excel
Microsoft Word
Macintosh Computers
PDFMerge



Musical Puppet Show Tomorrow

Sisters Dance Tonight

OUTCOMES

Jr. Recital On Feb. 13

This project provided the opportunity to engage with new technology and media, as well as provided a service to the New Orleans community by helping to revive a very important cultural organization that has given many artists their start and encouraged their development.

First Night Concert For Junior Artists

ADVISOR | Joan Jensen
COLLAT INTERN | Maya Pelichet

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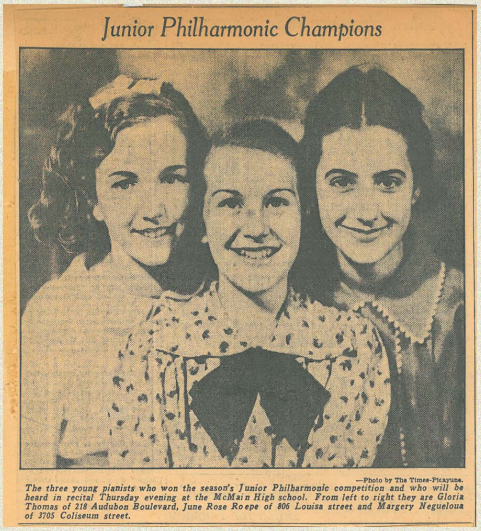
REVIVING THE MEMORIES OF THE

JUNIOR PHILHARMONIC SOCIETY OF NEW ORLEANS

The Junior Philharmonic Society *of* New Orleans was incorporated as a non-profit, cultural organization in the State of Louisiana in 1948 by Katherine Nolan Kammer. Its mission is to give talented, young student instrumentalists, vocalists and dancers an opportunity to perform perform in a recital held in a professional setting, and to teach music appreciation to children attending the program.



Junior Philharmonic Champions

—Photo by The Times-Picayune.

The three young pianists who won the season's Junior Philharmonic competition and who will be heard in recital Thursday evening at the McMain High school. From left to right they are Gloria Thomas of 218 Audubon Boulevard, June Rose Roepe of 806 Louisa street and Margery Negueloua of 3705 Coliseum street.

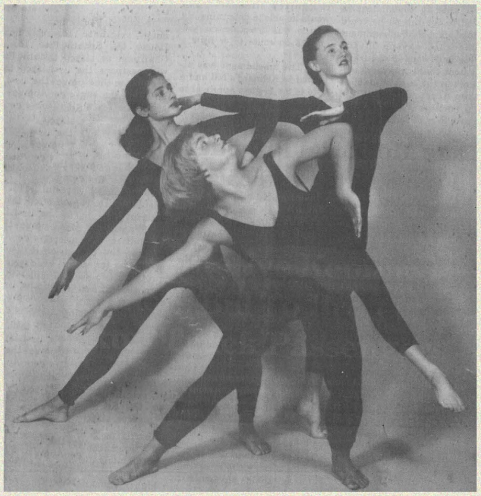
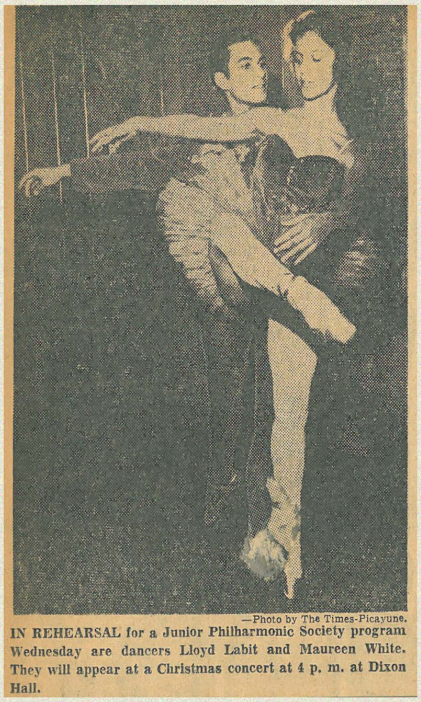


Photo provided by Junior Philharmonic Society

Junior Philharmonic Society performance displays youthful talent

Young dancers, pianists and vocalists took the stage in Dixon Hall at Tulane University on May 4 for the 270th performance of the Junior Philharmonic Society. The performers were selected in November during open auditions in the Baton Rouge and New Orleans areas. In the front row, from left, are Alex and William Wei; back row, Nicolette Hooker, Seth Vicknair, Benjamin Batalla, Patrick Clark, John Guerra, Laura Decuir and Christina Hera. John Wang also participated.

Junior Philharmonic player Delfeayo Marsalis.



—Photo by The Times-Picayune.

IN REHEARSAL for a Junior Philharmonic Society program Wednesday are dancers Lloyd Labit and Maureen White. They will appear at a Christmas concert at 4 p. m. at Dixon Hall.

2016-17 Collat Media Intern: Maya Pelichet | Faculty Advisor: Joan Jensen

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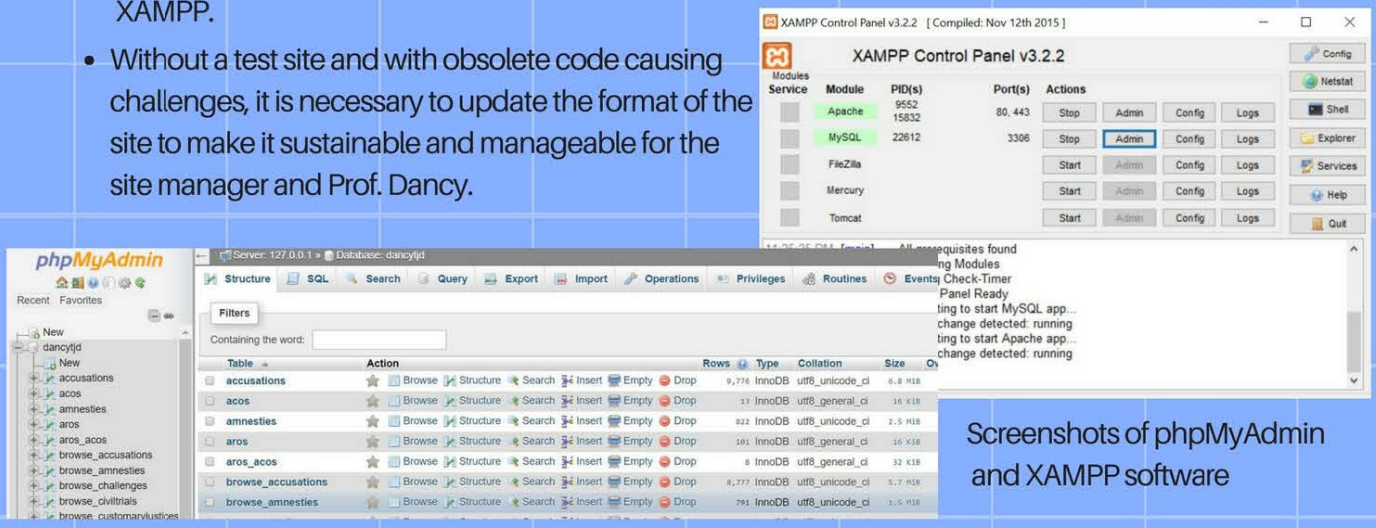
Mission

WWW.TRANSITIONALJUSTICEDATA.COM

The **Transitional Justice Research Collaborative** is a group of researchers from University of Oxford, University of Minnesota, and Harvard University who collect data and develop theory on post-authoritative/post-conflict justice. The collaborative uses three primary mechanisms—human rights prosecutions, truth commissions, and amnesties.This site allows for one to browse the data collected and for administrators to add data to the database and website.

My Work & Challenges

- In order to provide maintenance and updates to the live site, I needed to create a test site and learn the CakePHP 0.2.9 framework which the site was created in. I first gathered FTP files from the Tulane University server through FileZIlla.
- The lack of documentation on this version of CakePHP made the creation of a test site difficult.
- Upon consulting Tulane graduate student, Jaelle Scheuerman, we attempted to host a test site through github, AWS Cloud9, and XAMPP. The XAMPP web server stack package is a way to connect the CakePHP and mySQL database (XAMPP stands for Cross Platfrom, Apache, MariaDB or MySQL, PHP, and Perl)
- The CakePHP 0.2.9 framework was outdated and not compatible in its current form for use with XAMPP.
- Without a test site and with obsolete code causing challenges, it is necessary to update the format of the site to make it sustainable and manageable for the site manager and Prof. Dancy.



Screenshots of phpMyAdmin and XAMPP software

Moving Forward

- I developed a plan for migrating the TJRC site to something less technical and more sustainable for future managment.
- The plan includes building a customizable site to be hosted on Tulane University's servers that allows for the implementation for necessary requirements. These requirements include two mySQL database implementation. The site requires browsing functionalities on the front-end and data input capabilities on the back-end.

TRANSITIONAL JUSTICE RESEARCH COLLABORATIVE

INTERN: ADDIE JASICA
FACULTY ADVISOR: PROF. GEOFF DANCY
PROJECT MANAGER: JAQUELYNE HOWARD

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The Transitional Justice Research Collaborative is made up of researchers from University of Oxford, University of Minnesota, and Harvard University and used to present global data on human rights prosecutions, truth commissions, and amnesties from time periods dating back to the 1970s. This collaborative uses data to understand human rights violations around the world and determine how different justice mechanisms impact these.

Our Work:

- *Establish a framework to make aesthetic and informational changes to the Transitional Justice Research Collaborative on Canvas*
- *Create a personal blogging website for Dr. Dancy and ~15 of his colleagues to track the latest issues and findings on human rights and political violence*

Dr. Geoff Dancy, a current consultant for the Transitional Justice Research Collaborative and Assistant Professor in the Political Science Department at Tulane University, is heavily focused on international rights lax, transitional justice, repression, civil war, and pragmatism. Dr. Dancy just returned back from a trip to Sri Lanka, bringing his findings and observations back to do further work on the Transitional Justice Research Collaborative.

By: Erin Blake
Acknowledgements: Newcomb College Institute, Jacqueline Howard, Dr. Geoff Dancy

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Collat Digital Media Internship Program

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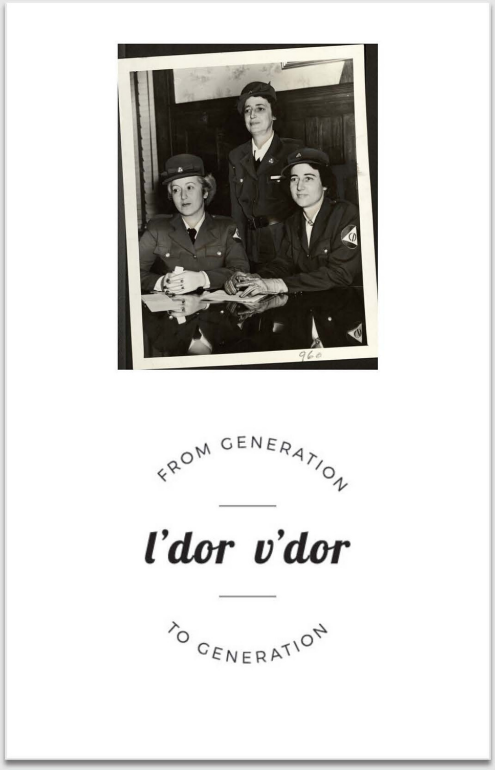


Student: Katherine Wu-Ho
Faculty: Dr. Rosalind Hinton

NOLA Jewish Women

- ***l'dor v'dor: From Generation to Generation: Jewish Women and Their Impact on New Orleans***. This physical and online exhibition will be the first ever to celebrate the history of Jewish women in New Orleans. Never before has their impact on the city of New Orleans been gathered into a comprehensive visual public presentation.

- Covering approximately 110 years from 1895 to 2005, this will be the first exhibition to focus on a remarkable group of Jewish women and their legacy in the fields of immigration, civil and women's rights, public health, education, and the arts by visually documenting their major contributions to the public landscape of the city

- I helped to create the multimedia website that operates as an online gallery showcasing the influential women from New Orleans.

THE RING OF HISTORY

Organization: Jr. Philharmonic

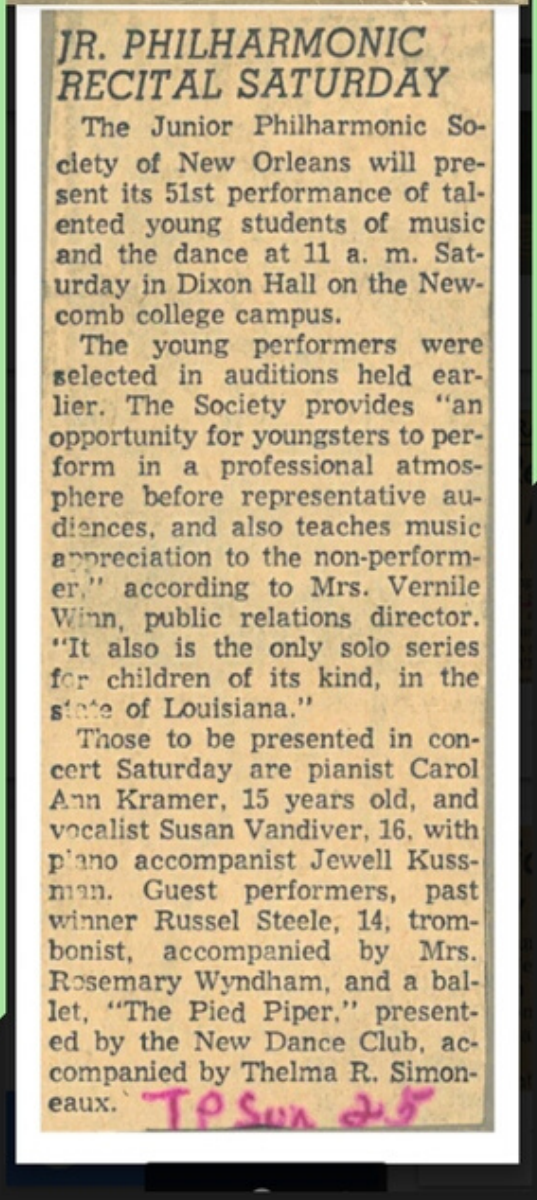
The Junior Philharmonic Society of New Orleans was incorporated as a non-profit, cultural organization in the State of Louisiana in 1948 by Katherine Nolan Kammer. Our mission is to give talented, young student instrumentalists, vocalists and dancers an opportunity to perform in a recital held in a professional setting, and to teach music appreciation to children attending the programs.

Digital Component: Photoshop

The past board members of the organization documented the different events, members, and performers in scrapbooks. The project scanned these scrapbook pages and cropped the different clippings to catalog the different events in the Tulane digital library.

Education: Metadata in the Tulane Digital Library

Creating the metadata included an analysis of the different articles and photographs of the different newspaper clippings. Each clipping included similar data. I worked to create metadata that included as much information as was available. I found it particularly interesting especially learning how the digital library uses different search tags through the development of the metadata.



JR. PHILHARMONIC RECITAL SATURDAY

The Junior Philharmonic Society of New Orleans will present its 51st performance of talented young students of music and the dance at 11 a. m. Saturday in Dixon Hall on the Newcomb college campus.

The young performers were selected in auditions held earlier. The Society provides "an opportunity for youngsters to perform in a professional atmosphere before representative audiences, and also teaches music appreciation to the non-performer," according to Mrs. Vernile Winn, public relations director. "It also is the only solo series for children of its kind, in the state of Louisiana."

Those to be presented in concert Saturday are pianist Carol Ann Kramer, 15 years old, and vocalist Susan Vandiver, 16, with piano accompanist Jewell Kussman. Guest performers, past winner Russel Steele, 14, trombonist, accompanied by Mrs. Rosemary Wyndham, and a ballet, "The Pied Piper," presented by the New Dance Club, accompanied by Thelma R. Simoneaux. TP Sun 25

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Faculty Advisor: Joan Jensen
2017-18 Digital Research Intern: Olivia Woo

NEWCOMB POTTERY ONLINE

About:

Newcomb Pottery Online is the initiative to preserve and curate the historic Newcomb Pottery collection. Internationally known and prized, the effort to make the collection available to a larger audience has become increasingly urgent over time.

Accompanied by the debut of the Newcomb Art Gallery's new website, the fresh online presence of the Newcomb Pottery collection will emphasize women's contributions to the creative arts. The development of this collection's permanent location on the new NAG website will not only bring attention to a diverse selection of aesthetically significant works but link website viewers to Newcomb Art Gallery, faculty research, and the ongoing effort to chronicle women's history.

Outline of Content Management

1. Research
    - Newcomb College Institute
        - Mission
        - History
        - Development of Newcomb Pottery
    - Creators
    - Biographies
        - Lifestyle
    - Philosophies
    - Inspiration
    - Current Exhibits
    - Future Exhibits
    - Undocumented Creations
2. Getting the Domain Name
3. Choosing a Web Host
    - Plausible Choices
    - GoDaddy.com
    - 1&1 Internet Hosting
    - HostGator.com
    - Hostmonster.com
    - BlueHost.com
    - DreamHost.com
4. Designing the Website
    - Platforms Used
        - NVU www.nvu.com/
        - Bluefish bluefish.openoffice.nl/
        - Amaya www.w3.org/Amaya/
5. Testing the Website

Professor: Teresa Parker Farris
Intern: Maya Pelichet

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Sisterhood of Books

Exploring the Women's Literary Department at the 1884 New Orleans World's Fair

Students:
Annelise Blanchard
Cassie Wang

Faculty:
Kate Adams

ABOUT

This project intends to create an online interactive exhibit that recreates the Women's Literature Department from the 1884 World's Fair. This exhibit was organized by the writer Maude Howe and included over 1400 books and periodicals, organized by state and then by author. At the end of the Exposition, the collection was donated and then scattered and lost.

GOALS

We are reuniting these works virtually, allowing visitors to view these works as they would have been viewed in 1884, linking when possible to public-access digitized versions of the books. Visitors will be able to search through the catalogue of books using a variety of filters.

CURRENTLY

At this point, we are working on cataloguing all 1400 books according to state, author, genre, and a large number of keywords, as well as researching appropriate software to host our database and eventual website.

MOVING FORWARD

This virtual catalogue will be a resource for scholars, teachers and students and will eventually include original research by students and faculty on the context of the library's content and original reception.

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College Code and Human's of Tulane

Kelsey Reynolds and Alexis Clark

"We are all Humans... and we all have a story to tell. So here it is, Humans of Tulane."

About:
The Purpose of "Human's of Tulane" is to show the humanity in different individual's that inhabit Tulane's Campus.

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Method:
On a daily basis I would interview individuals by recording them on their phone and take their photograph with a FUJIFILM X100T. If needed I would use photoshop in order to make edits. Once the photo was ready to go I transcribed the interview and picked a quote to represent each individual. Lastly the photograph was uploaded to Facebook.

Moving Forward: The goal is to create a wordpress website that will become a daily blog that also discusses sensitive issues around identity in relation to the institution of Tulane.

About:
College Code is an online mini-series that aims to provide incoming and current college students with insight about real campus life. Each episode is about a different topic and incorporates the opinions and viewpoints from multiple students. The goal of College Code is to help provide students with information about college life in a way that is humorous yet honest.

Method: Every two weeks, as the Director and Creator, I would meet with individuals and present them with different topics and record their reactions/opinions. Later, I would use Final Cut Pro to compile and edit the footage into five to seven minute clips. I then uploaded the videos onto TUBE's youtube account for the public to view.

tube

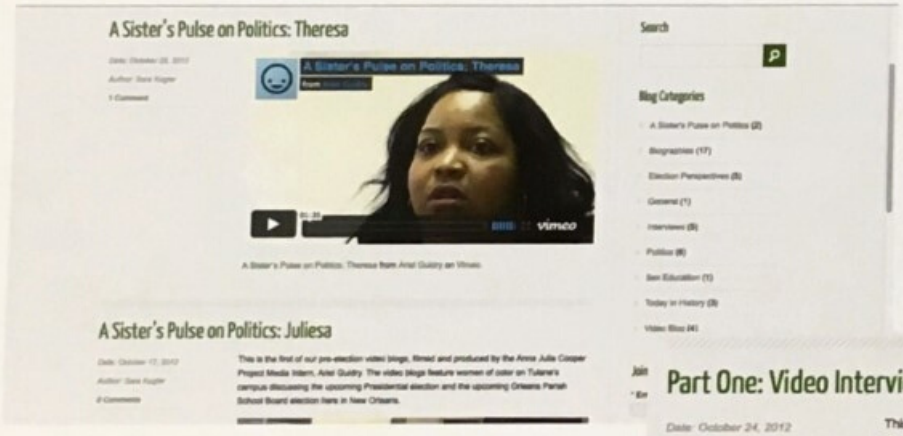
Moving Forward: I will continue to create College Code episodes throughout my time here at Tulane. My goal is to grow the shows following in hopes that it will help as many college students as possible. I also want to start taking suggestions on which topics people would like future episodes to cover in order to be sure the show is properly serving it's viewers.

Voices Heard

Anna Julia Cooper

PROJECT ON GENDER, RACE AND POLITICS IN THE SOUTH

The Anna Julia Cooper Project offers students and faculty an opportunity to investigate historical events and current cultural phenomenon through intersections of race and gender. The daughter of a white planter and an enslaved mother, Anna Julia Cooper devoted her life to the education and empowerment of black women. Cooper believed the voices of black women served an invaluable tool in the movement for racial and gender equality. Dr. Melissa Harris-Perry and the AJC Project have created a privileged space for the voices of women of color. In a video blog series, titled *A Sister's Pulse On Politics*, the politics of women of color on campus take center stage.



On the website, cooperproject.org

left, the series *A Sister's Pulse On Politics*

below, interview series with *Reflections Unheard: Black Women in Civil Rights*

In media representation, women of color are so often marginalized.

In producing the video blogs, I used Canon Vixia cameras for recording, iMovie '11 for editing, and vimeo.com for uploading and embedding.

Initial challenges to the project were technologically related, but solved with the learning curve.

- I learned the new version of iMovie and how to operate new camera equipment
- In later videos, I changed from a shotgun mic to lavalier mic for improved sound quality.

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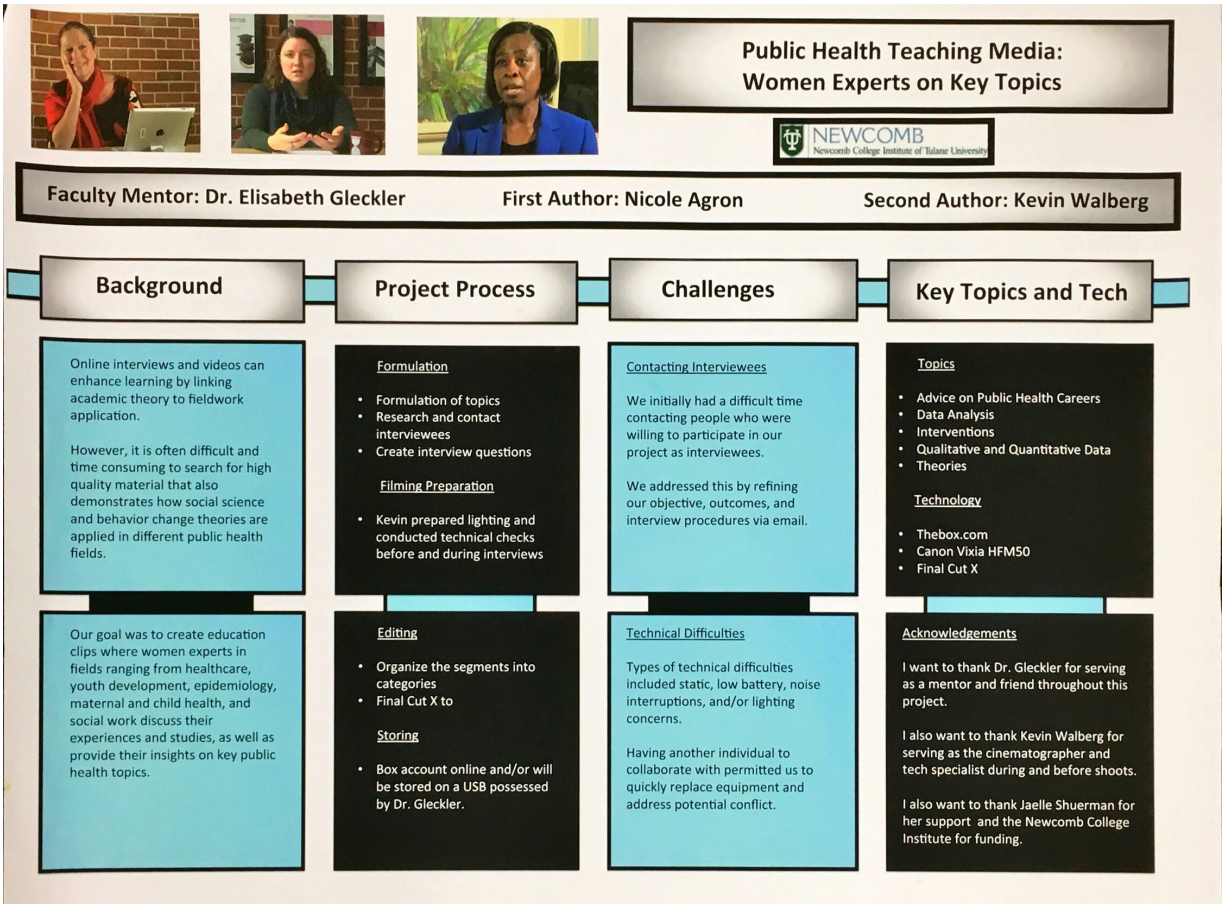
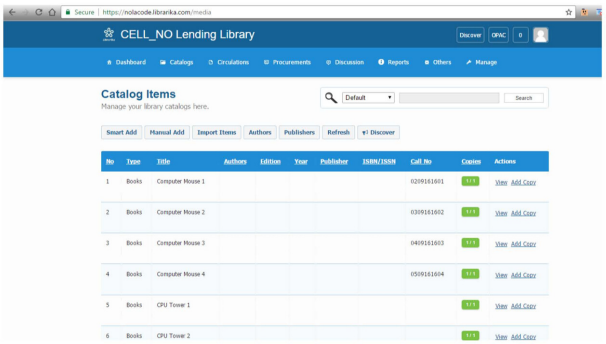


NOLA_CODE BRINGS COMPUTER SCIENCE AND COMPUTER ENGINEERING INSTRUCTION TO SCHOOLS, AND COMMUNITY CENTERS THROUGHOUT THE GREATER NEW ORLEANS AREA.

CELL_NO

LENDING LIBRARY



CREATING ARDUINO KITS

Piecing together Arduino Kits to be lent out to students and used in workshops

TAKING INVENTORY

Creating an inventory of all shared CELL_NO resources around the Greater New Orleans area

ONLINE LIBRARY DATABASE

Inputing each item into Librarika and generating barcodes for mobile check-out

NOLA CODE

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BY: REBECCA ROTH

SPECIAL THANK YOU TO: CHARLIE BARNES & ÉLAN JONES

POETRY AND RHETORIC

Stories from Queer Students of Colour

Student: Ticia! Francisco | Faculty: Red Tremmel

About

This project consists of a series of videos where queer students of colour at Tulane speak about their lived experiences. With these faces and voices telling their own stories, we will be able to further the discourse of intersecting identities for QPoC (queer people of colour) through an easily accessible channel that will allow them to speak freely and be heard. It is important for these videos to be available to the Tulane community in order to provide more visibility of a group of students who often find different parts of their identity to be overlooked or dismissed.

Process

Two types of videos will be produced: one featuring an individual student, and another with a cast of multiple students addressing the different issues they face regarding their identities. I used a DSLR camera, shotgun mic, lav mic, and green screen for production, then Adobe Premiere Pro, After Effects, and Audition for post-production. This project requires technical skills in camera operation, chroma key compositing, video editing, and sound editing. The videos will be archived on YouTube for public access.

Challenges

Some challenges during this project have been scheduling with other students since many have busy schedules and are involved in many organisations. It has also been slightly difficult finding QPoC who are out and willing to speak and appear on camera. There have also been some technical issues with recording good, clear audio, though these were remedied by different mic setups and fixing audio in post-production.

> "I want you to understand that my frustration is warranted...we all have our own intersections and some of us have outlets...to be heard but [being a QPoC is] just one of them that hasn't been fully acknowledged and heard and normalised enough.

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Pixciter

Olivia Cabello
Advisors:
Dr. Townsend Gard
Jaelle Scheuerman

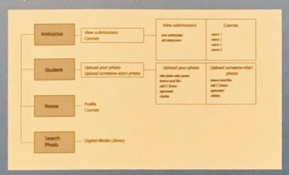
MOBILE APPLICATION PROTOTYPING

DESIGN & PROTOTYPING

DESIGN

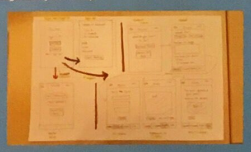
INFORMATION ARCHITECTURE

The initial step in the design process was to create an overview of the application's information architecture. The diagram outlines the essential pieces of information and the most straightforward order in which they can be represented in the mobile application.



SITE FLOW

After mapping out the information that needs to be displayed, I proceeded to sketch the layout of every view. The goal was to not overwhelm the user with too much information and to clearly depict all the steps needed to upload a photo. The following sketch only has a detailed layout of the upload section since that is the main feature I have been focusing on throughout my internship.



PROTOTYPE

SOFTWARE

- CORONA SDK
- LUA
- SUBLIME TEXT
- MAC OSX

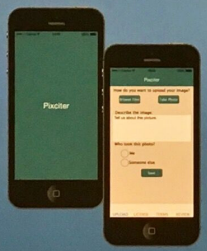
PROTOTYPING PROCESS

PROGRAMMING

In order to create an interactive prototype of the application, I programmed the user interface using the language Lua. I then tested my code through the Corona simulator.

CHALLENGES

A significant obstacle throughout the project was programming the interface such that the layout remained consistent across iOS and Android platforms.



ABOUT PIXCITER

Pixciter is a mobile application targeted at college students. Its purpose is to provide students with an easy medium to upload the pictures they take for their classes to a digital media library. The application would also allow students to attach a CC license to their work.

NEXT STEPS

- Create a prototype for the feature that allows for uploading of pictures taken by others
- Decide where and how to store the metadata for all the images
- Develop the back end of the application
- Test Pixciter with real users

SOURCES

http://www.lua.org
http://www.coronalabs.com

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Place-based Storytelling

in New Orleans

Objectives:

-Creating archives of local culture and history for Tulane media production in New Orleans and non profit organizations in New Orleans
-Partnering with Rethink to create video projects with middle schoolers and teach about video production
-Working with MediaNOLA to contribute to their database on youth media culture

Technology used:

-Apple MacBook Pros
-Canon Vixia HFM 50 and Canon Vixia HD 10 cameras
-Final Cut Pro X and iMovie
-Youtube
-Audio equiptment such as lavalier and shotgun microphones
-Blogger.com

Challenges:

-Organizing and taking care of the eqipment used
-Learning how to use the different cameras
-Learning iMovie
-Creating lesson plans for middle schoolers
-Coordinating schedules for check in and check out procedures

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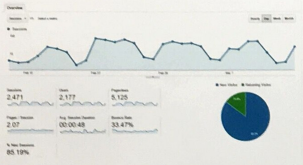
OPERATION SPARK

By: Rebecca Roth
Faculty Advisor: Jaelle Scheuerman
Special Thanks To: Max Gaudin & John Fraboni

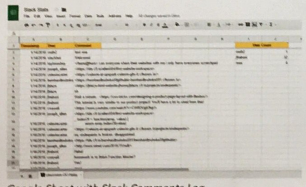
"Operation Spark is a New Orleans non-profit that teaches the fundamentals of software development to disconnected youth to help them prepare for careers in software development"

OBJECTIVE

My goal was to increase community outreach and streamline the initialization process to increase the likelihood a prospective student will successfully complete the course.



Operation Spark's Google Analytics Data



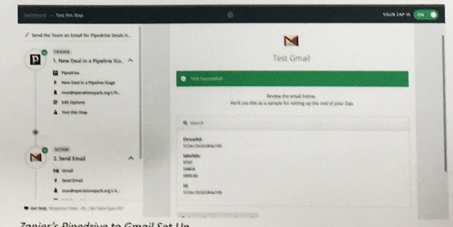
Google Sheet with Slack Comments Log

PROCESS

First, we gathered data on current outreach efforts and their impact. We utilized Google Analytics to determine where our website clicks were coming from, the general demographic of website users (ie. What browsers used, operating systems used, what links lead users to website), and the results of utilizing search engine optimization (SEO) services.

Then, we gathered data on the participation to monitor student participation in class discussion online. I wrote in Javascript, functions that noted the timestamp, username, and comment each time a student commented in the class's Slack channel. Slack is an chat service optimized for a work environment, and Operation Spark utilizes Slack to facilitate student discussion outside of class. The script logged the comments in a database, in this case, Google Sheets.

Finally, I worked on automating reminder emails to ensure students were motivated to continue with the introductory process. The sign up form is conducted through a service called Typeform and we used Zapier, an automation service, to send a reminder email following the completion of signing up for the next class.



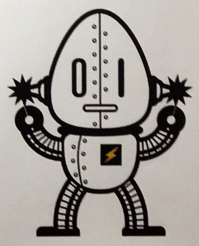
Zapier's Pipedrive to Gmail Set Up

MOVING FORWARD

There is a great amount of further potential from the data gathered that Operation Spark can use to determine if additional methods are necessary to increase interest and participation.

Google Analytics can provide insight from where most prospective students are redirected and the effectiveness of the paid search engine optimization service.

Furthermore, the Javascript recording comments per user in Slack can be utilized to determine if there is a correlation between discussion participation and class performance.

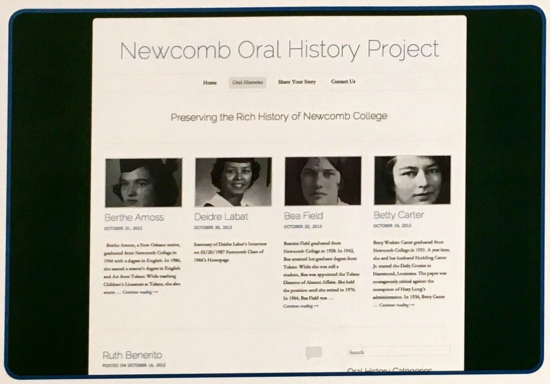


Newcomb Oral History Project

http://newcomb.tulane.edu/blogs/oral-histories/

Technolgy:

The site was designed in Wordpress, the graphics were created in Photoshop, and the poster was made with InDesign.



Challenges:

Many of the interviews were recorded on cassettes in the 80's. Each oral history had to be digitized before it could be streamed on the site. Permission forms, transcripts, and summaries also had to be located and digitized.

Purpose:

The website features biographies, transcripts, and oral histories of several alumnae. The recordings describe the Newcomb experience over many decades, through the voices of the women who experienced it firsthand.

Importance:

The Project preserves the oral histories of Newcomb, making them accessible to all for years to come. The interviews describe popular culture, favorite professors, current events, and the Newcomb experience.

Student: Candace Ross
Advisors: Susan Tucker & Jaelle Scheuerman

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The Natural Connections Center for Research and Training

Website Design Project

Advisor: Dr. Marva Lewis

Student: Rebecca Dowden

www.naturalconnectionscenter.com

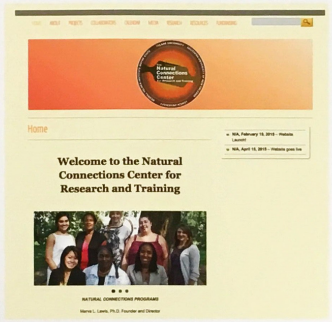
A Community-Based, Culturally–Centered, Visualization Approach to Parent Education

Objective:

Our objective was to create a website that would showcase the Natural Connection Center's mission, research and training

Challenges:

Some challenges we faced during the project were building a website from the ground up, organizing and consolidating all the information and designing new graphics for the page



The Natural Connections© Center is based on research conducted by Dr. Marva Lewis, a sociocultural psychologist, conducted a series of studies over the past decade investigating the interaction between a parent and child during the hair-combing task. This everyday naturalistic task provides a context for mental health assessment and intervention with low-income African American mothers and children.

Design:

- Sunburst color palette to mimic an African sunrise
- Wood grains to mimic African comb texture
- Comb symbol to represent the African comb used in training

Technology Used:

- Mac Computer
- Wordpress
- Adobe Photoshop
- Adobe Illustrator

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Locating Women's Labor in New Orleans

Lauren Dean

The goal of this project is to make the history of women's labor in New Orleans visible and accessible to scholars, students, residents, and tourists via a mobile app tour through New Orleans Historical Mobile (neworleanshistorical.org), which will be debuted at the Southern Labor Studies Association conference in the spring. The tour will feature biographies of women laborers from all walks of life who helped to shape New Orleans throughout the years into what is is today, and it is guided by Professors Vicki Mayer and Jana Lipman.

Technology

For this project, neworleanshistorical.org will be used to present the tour to the public.

NEW ORLEANS HISTORICAL

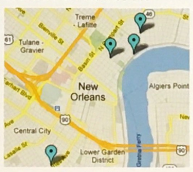
Working with Vicki Mayer, MediaNOLA (medianola.org) is being used to help organize all of the research and images thus far as narratives are being developed.

MEDIA NOLA

Current Stage

Currently, research is still underway. The current lineup of occupations for the tour includes a:
Coffee Vendor (early 1800s)
Sex Worker/Gang Leader (mid 1800s)
Jazz Musician (mid 1930s)
Domestic Worker (1930s to 1970s)
Streetcar Conductorette (1943)
Praline Entrepreneur (1980s to present)

I am currently researching the Hot Rocks service work movement from the late 1990s, as well as industrial workers, doctors, and lawyers to include in the tour.



Challenges

Because of the relative obscurity of some of these women, and due to how long ago many of them operated, I am having some difficulties researching them and fleshing out their narratives as much as I would like. For example, I had a female police officer from the 1950s who I was forced to drop due to a lack of information.

The most difficult aspect is currently finding enough images to make the mobile app tour viable, and dealing with licensing. This is the phase of the project I am transitioning to now as I move away from research and complete my initial drafts of each narrative.

Enhancing Educational Materials In Computer Science

By Alyssa Byrnes
Advisor: Anastasia Kurdia

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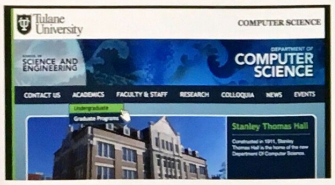


Motivation

Computer science is a relatively new major offered to undergraduates. The first university to establish a computer science department was Purdue University in 1962. Since then, there have been major advances in this industry, which drastically changes the curriculum and educational materials professors can use every year.

Tulane University established a computer science program in the fall of 2011. There are inherent challenges that come with developing and expanding this program. One main challenge is inspiring students to pursue a major in computer science.

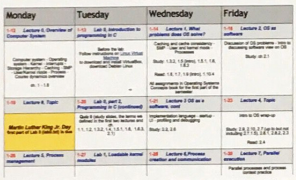
The main goal of this project is to make the computer science major more desirable to students of all backgrounds. Primarily, this will be done by creating and enhancing educational materials used at Tulane. However, the goal is that these materials will be utilized by other departments across the country as well.

Our Process

Step 1: Standardize Operations Of The Computer Science Department

Templates

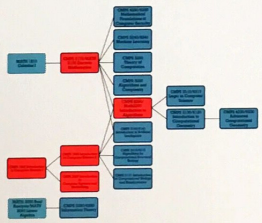
We discovered a template for tests and a template for notes in LaTeX. Additionally, we created a standard, easily updatable calendar that can be used for each course.



Course Schedule for Dr. Kurdia's class on Computer Systems and Networking

Website Update

We looked at the department website, and observed what information it was lacking. Then we gathered the needed materials to put on the website. This information includes more specific major requirements, on and off campus opportunities, and useful resources.



Preliminary Flowchart of Computer Science Major Requirements

Step 2: Create Educational Materials

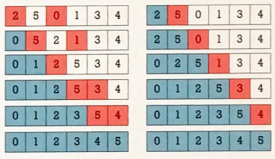
We began this project with the goal to make some basic concepts more accessible to new students. The hope is that this would instill confidence and knowledge in computer science students, encouraging them to continue with the major.

Write-Ups

We have produced two write-ups this semester. The first one is an introduction to basic run time analysis of algorithms. The second is an explanation of what happens when a user tries to execute code in a compiler or interpreter. The ultimate goal is to publish these write-ups for other instructors to use.

Visual Aids

Throughout the course of this project, many visual aids were created to illustrate basic concepts in computer science.



Depiction of Two Basic Sorting Algorithms

Representation of Message Sending Over Networks

HerStory NOLA

Kayla Jackson
Tulane University, New Orleans

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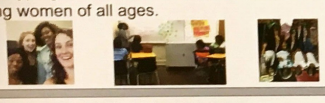
Introduction

HerStory NOLA (originally named NOLA Digital Girls) is a grassroots project that works to cultivate positive identity, self esteem, and voice (re)attainment in middle and high school female students.

The method of engagement we use is Digital Storytelling (DST), a participatory media practice where participants share life narratives and personal stories through short digital videos.

Our project has a social justice orientation, meaning we recognize the right of everyone to represent their lives in their own words, respect the voices of others, and work together to combat stereotyping and promote empowerment of young women of all ages.



Methods

Critical Community Service Learning

- Traditional service-learning are not enough to challenge structures of injustice
- Critical CSL encourages students to see themselves as agents of change
- Directly addresses the power dynamics typical in traditional service-learning. (Tania Mitchell, 2008)

DST As a Tool For Engagement

- Participatory media practice used in research and community settings (Jenkins, 2013; Lambert, 2006)
- Self-reflection through shaping one's story
- Group process emphasizes sharing, mutual respect and reflection
- Democratic / social justice orientation

Re-Shaping Responsibility

- Scaffolding, Differentiation, and Reciprocal Teaching
- Collaborative environment
- Diads

Conclusions

In Order to Foster Deep Student Engagement in DST We Must Focus On:

- Education in the culture, history, challenges of the community
- Training the students to be allies: working *with* a group but not *for* a group
- Helping undergrads participate in service according to their interest/culture
- Having directors and professional staff who reflect the ethnicities, cultures, backgrounds of service-learners
- Cultivating connections in the CSL environment, including with campers, graduate student leaders, and other mentors.
- Offering methods for relating personal experiences to broader social issues, forging bonds with youth participants who demonstrated reluctance to engage, and reframing struggles as opportunities for growth and development

Challenges (C) /Solutions (S)

1. Changing Dynamics

(C) Close Age Proximity: Battle between Advantages and Dilemmas

(S) Create A Successful Mentor – Student Relationships & find commonalities (ex: being a Black, female scholars from New Orleans)

(C) Relating and new-age thought vs respect and reliability

(S) Establishing rules and *personal expectations* & seeking understanding before seeking to be understood, as an authority figure.

2. Administration and Staffing

(C) Conflicts with administration

- (S) Maintain professionalism and respectfully articulating non-tradition learning methods

Results

Responses to The Mentor Role and Storytelling:

- Mentoring, Teaching, facilitating, and challenging –Greatly Received
- Storytelling as a method of critical reflection –Highly Effective
  - Recalling and application
  - Resilience, power, and voice

High Quality Digital Stories

- https://www.youtube.com/channel/UCai-Ql0_80j8OTEFEosObZQ

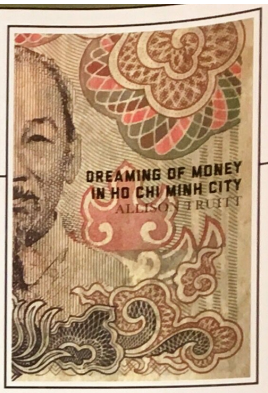
Acknowledgements:

Jocelyn Horner, Tulane University, CCC
Tait Kellogg, Tulane University, CCC

Bibliography

Lambert, J. (2013). *Digital storytelling: Capturing lives, creating community*. Routledge.
Mitchell, T. D. (2008). Traditional vs. critical service-learning: engaging the literature to differentiate two models. *Michigan Journal of Community Service Learning, 14*(2), 50-65.

DREAMING OF MONEY IN HO CHI MINH CITY



Objective:

To design a companion web-site for ethnography "*Dreaming of Money in Ho Chi Minh City*" by Professor Alison Truitt that supplements classroom use by providing an open arena to encourage further analysis and allows access to recourse materials to help extend and enrich the use of the in an academic setting.

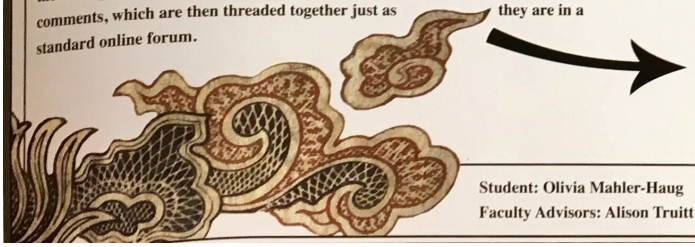
Method:

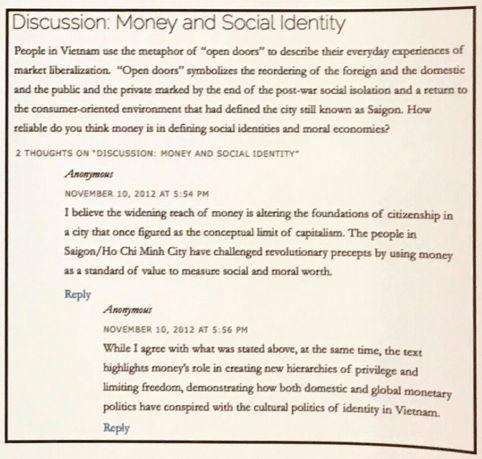
With the objective of cultivating an online community, a web-site was created based on an initial Wordpress template, then tailored and customized to allow for the following functions:

- An open forum to facilitate comments, questions, and further discussion of the text.
- Media gallery that hosts pictures and videos from field experience in Vietnam.
- Access to anthropological resources such as field notes and grant proposals.
- Chapter-by-chapter discussion guide with annotated links to additional resources.
- A function that allows user feedback.
- Information on author and book to publicize and market the book.

Challenges:

A lack of clean and accessable forum software lead to the adaption of the blog and reply comment function built into the Wordpress template to create a psudo-forum for the ethnography. Users can respond to posed discussion questions or specific comments, which are then threaded together just as they are in a standard online forum.





Discussion: Money and Social Identity

People in Vietnam use the metaphor of "open doors" to describe their everyday experiences of market liberalization. "Open doors" symbolizes the reordering of the foreign and the domestic and the public and the private marked by the end of the post-war social isolation and a return to the consumer-oriented environment that had defined the city still known as Saigon. How reliable do you think money is in defining social identities and moral economies?

2 THOUGHTS ON "DISCUSSION: MONEY AND SOCIAL IDENTITY"

Anonymous
NOVEMBER 10, 2012 AT 5:54 PM
I believe the widening reach of money is altering the foundations of citizenship in a city that once figured as the conceptual limit of capitalism. The people in Saigon/Ho Chi Minh City have challenged revolutionary precepts by using money as a standard of value to measure social and moral worth.
Reply

Anonymous
NOVEMBER 10, 2012 AT 5:56 PM
While I agree with what was stated above, at the same time, the text highlights money's role in creating new hierarchies of privilege and limiting freedom, demonstrating how both domestic and global monetary politics have conspired with the cultural politics of identity in Vietnam.
Reply

Student: Olivia Mahler-Haug
Faculty Advisors: Alison Truitt & Jaelle Scheuerman

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Creative Economies: Documenting Creative Labor in New Orleans

SPE/MediaNOLA Service Project

Intern: Lauren Dean
Faculty Advisor: Vicki Mayer*

What is MediaNOLA?

MediaNOLA encourages the preservation of collective memory by bringing together archival resources with members of the public to produce and reflect on the exceptional and ordinary people, places, and things associated with local culture. This work represents a collaboration of Tulane students, programmers, archivists, and staff working with archivists and nonprofit organizations around the city to tell these multiple stories from the 1600s to the present. For more information, please visit http://medianola.org/.

SPE/MediaNOLA Service Project

Working with Tulane University's Center for Public Health, SPE (Society for Photographic Education), service participants assisted MediaNOLA in documenting the invisible labor that goes on in New Orleans' creative economies. They were charged with finding people working in these areas, gaining their permission and taking pictures, annotating each image, collecting release forms, and submitting these annotated images to MediaNOLA.

Project Goals

1. Make invisible labor in the city visible and archive it through MediaNOLA
2. Use the collected images in future classes in order to teach students about creative labor and creative economies.

Defining Creative Labor

The United Nations Conference on Trade and Development defines creative economy as "an emerging concept dealing with the interface between creativity, culture, economies and technology in a contemporary world dominated by images, sounds, texts and symbols." Creative labor, then, is the labor upon which these economies rest.

New Orleans has long been associated with many of these economies: visual and performing arts, cultural sites, architecture, etc. As the city grows as a hub for the film industry and continues as a cultural hub for arts and music, the people who contribute to these economies through their labors should be recognized for their contributions.

A small sampling of the types of creative labor in New Orleans that have thus far been documented by the SPE volunteers

Methods

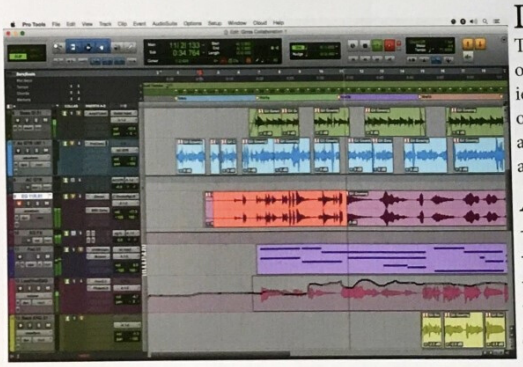
- In order to encourage volunteers to visit places other than just the French Quarter, a *scavenger hunt* was created. The greater the distance from the French Quarter, the more points it will be given.
- A *website* was created in order to provide definitions, instructions, and tutorials about how to upload and submit information for each image (https://neworleanscreativelabor.wordpress.com/).
- An *online submission form* was created in order to allow participants the chance to fill out all the information (such as a title, who the subjects are, the type of labor they are performing, and the neighborhood) for each image, which were *uploaded to box.com* through private folders.

Moving Forward

- All of the submitted information and images must be married together and stored for future use and exploration.
- All of the submitted information must be explored and the scavenger hunt points tallied to determine the winner, based upon distance and variety in the types of creative labor that were documented.
- All permission forms must be collected and stored, with the possibility of eventually creating an online submission system for any outstanding forms.

*Special thanks to Katie Houck from Tulane's Center from Public Service and to Catie Moore from the Society for Photographic Education for all of their assistance.

Newcomb Oral Histories:
Digital Files Cleanup and Relocation Project



Description:
This project consisted of cleaning up digital audio files for all Newcomb oral histories. Interviews ranged from Newcomb Alumni to grant recipients. Utilizing the Newcomb Nadine server, interviews were sorted and organzied by topic. Going through each interview, I determined which audio files were in need of audio repair. Using ProTools software, I was able to de-noise and boost volume to make the audio files sound audible.

Applications Used:
- Use of sound facility equipment
- Pro Tools software
- Newcomb Nadine Server

Future Plans:
The Newcomb Archives hope to contribute additional digitized archival collections to the TDL in the future, and intends to collaborate with the TDL as its primary locaion for storing and providing online access to digitized and born-digital archival collections.

Faculty Advisors:
Chloe Raub, Head of Archives and Special Collections
Samantha Bruner, Executive Director/Endowed Chair Newcomb Institute
Dr. Mary Blue, Senior Professor of the Practice, Program Director Digital Media Production

Intern: Elizabeth Berganza

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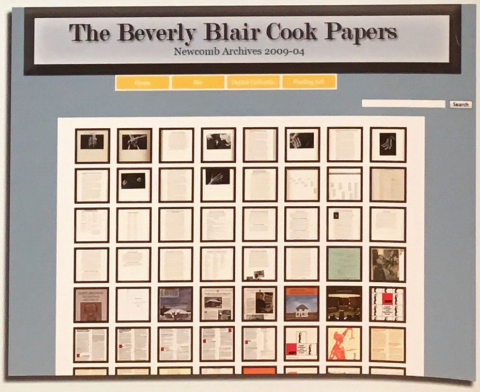
The Beverly Blair Cook Papers Website

Objective:
By creating this website, the archival collection of the Beverly Blair Cook Papers will be digitally available to browse online, in order to make the collection more accessible for researchers.

Method:
Ps Scanned images from the collection are resized and converted to jpeg files in Adobe Photoshop, readying them for the image gallery on the site.

Dw The website has been created using Adobe Dreamweaver. This program has user-friendly features that make links and image galleries easy to create.

Goals:
Organization
Since the collection is very extensive, the image gallery will be organized into subsections.
Finding Aid
The finding aid will be hyperlinked to the digitized images.
Interactive Map
Beverly Cook's courthouse postcard collection is comprised of hundreds of postcards from around the country. In order to present this collection in a comprehensive way, a map of the United States will be created, displaying postcards from each state.



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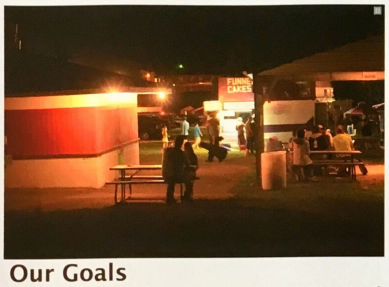
By: Robin Taylor
Faculty Mentor: Nancy Maveety

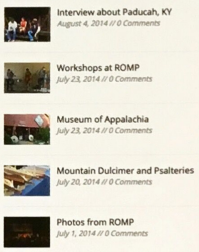
APPALACHIA MUSIC PROJECT

Intern: Juliana Stricklen
Advisors: Daniel Sharp, Luisa Dantas

ABOUT | APPALACHIAN MUSIC RESEARCH | INTERVIEWS | PHOTOGRAPHY | MUSIC | SUBMISSIONS

Appalachia Music Project is an online platform to highlight current and past musical traditions in the Appalachian region. The project began as an oral history and archival research project in the summer of 2014, funded by the Jean Danielson Fund and Lurcy Grant. Throughout the summer, Collat intern Juliana Stricklen and research partner Jordan Holton traveled throughout the region to record interviews with various musicians, festival organizers, artists, scholars, and music participants.





Our Goals

As two women from the region, we are often frustrated by stereotypes and prejudices that depict the expansive region as backwards, rural and poor. In reality, this region has been home to almost every genre of American music. The goal of the project is to paint a fuller picture of the regional music and musicians who have been influenced by the musical traditions of Appalachia, both today and in the past.

Appalachiamusicproject.com features:
Interviews with musicians, venue owners, festival organizers, instrument makers, media makers, and others.
Research into the regional music, using an open source research guide.
Photography galleries of music festivals and conventions, museums and exhbitis, and more.
Music from bands and musicians who have given us permission to release their music.

Contact Us:

Appalachiamusic project@gmail.com

Submissions:

Please see guidelines at: appalachiamusicproject .com/submit

Interns: Annelise Blanchard, Cassie Wang Advisor: Anne-Marie Womack

Accessible Syllabus

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Motivation

Syllabi often represent students' first encounters with a course, yet many provide a long list of punishments that runs contrary to instructors' personas. Despite of various drawbacks, though, the syllabus is "the component [that] most often contribut[es] to effective college teaching," according to a survey of 200 professors, administrators, and students.
While use a disability studies framework to reenvision writing syllabi as a way to promote student access and agency, the main goal of this project is to make principles of accessibility more accessible. By expounding principles of universal design(UD), we develop an informational website to provide guidelines for syllabi writers.

Process

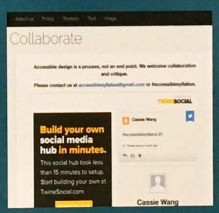
Step 1: Website Prototype

We decided to build Accessible Syllabus website with content management system (CMS) and chose WordPress.org. Forming general ideas for webpage layout and website functions, we selected Ward Pro theme to fit most of our needs and had purchased and installed to the website.

Meanwhile, we researched the W3C web standards and follow the principles to design color scheme, favicon and widget. After filling in static homepage and creating group of subpages, we are ready for more customization.

Step 2: Customization and Plugins

WordPress supports customizing page contents and adding plugins for more functions. or visual simplicity, all image captions are hidden by default. The texts only show when user click [show more] button.



Accessible design is a process, not an end point. In order to welcome critiques and to present he interaction between website users, we implement a post feed which pulls hashtags from multiple social media sites.

BRIDGING THE GAP: TEACHING GIRLS COMPUTER PROGRAMMING
JOIN US !
THE USER EXPERIENCE AND INTERACTION DESIGN OF COMPUTER PROGRAMMING PEDAGOGIES: CREATING AN IMPACTFUL COMPUTER PROGRAMMING CURRICULUM FOR ELEMENTARY SCHOOL STUDENTS
PROJECT ADVISERS: JAELLE SCHEUERMAN DR. MICHELLE SANCHEZ
WHY SHOULD WE EDUCATE MORE YOUNG WOMEN WITH COMPUTER SCIENCE CLASSES?
While, 57% of bachelor's degrees are earned by women just 12% of computer science degrees are awarded to women.
COMPUTER PROGRAMMING CURRICULUM DESIGN DEVELOPMENT PROCESS:
2012 High School A.P. Enrollment
Exposure to CS leads to some of the best-paying jobs in the world. But 75% of our population is underrepresented.
1. TEACHING DESIGN CENTERED WORKSHOPS IN SCHOOLS TO GAIN INSIGHT ON HOW STUDENTS SOLVE TECHNICAL PROBLEMS
2nd Grade
3rd Grade
2. COLOR PSYCHOLOGY STUDIES TO INFORM CUSTOMIZABLE AVATAR FOR CHILDREN
59%
59% of students chose their own skin color to depict on the character
COLORS STUDENTS CHOSE FOR CHARACTER
3. UX METHODOLOGIES AND HUMAN CENTERED DESIGN
H C D
HUMAN CENTERED DESIGN
AN INTRODUCTION
THE HCD PROCESS
The process of Human-Centered Design starts with a specific Design Challenge and goes through three main phases: Hear, Create, and Deliver. The process will move your team from concrete observations about people, to abstract thinking as you uncover insights and themes, then back to the concrete with tangible solutions.
H HEAR
During the Hear phase, your Design Team will collect stories and inspiration from people. You will prepare for and conduct field research.
C CREATE
In the Create phase, you will work together in a workshop format to translate what you heard from people into frameworks, opportunities, solutions, and prototypes. During this phase you will move together from concrete to more abstract thinking in identifying themes and opportunities, and then back to the concrete with solutions and prototypes.
D DELIVER
The Deliver phase will begin to realize your solutions through rapid revenue and cost modeling, capability assessment, and implementation planning. This will help you launch new solutions into the world.
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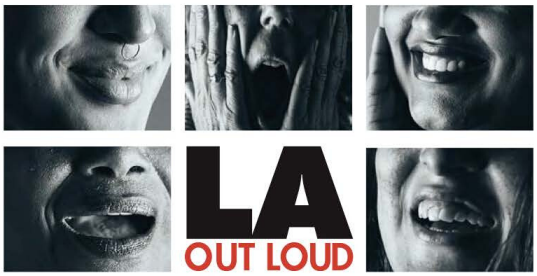
CONFERENCES AND ACTIVITIES ATTENDED TO LEARN METHODOLOGY AND HONE INSTRUCTION
A Grace Hopper Women in Computing Conference 2015
B Lego Robotics Chapter Team Day at Local Highschool
C Hack Like a Girl Day
D Teaching Scratch Workshop Girls in STEM
E Educational Tech Booth Made with Code Girls in STEM
F STEAM Powered Collaborations for Girls Conference
SciGirls
National Girls Collaborative Project
The SciGirls Seven
Proven Strategies for Engaging Girls in STEM
The SciGirls approach—for the TV show, website, and educational materials—is rooted in research about how to engage girls in STEM. A quarter of a century of studies have converged on a set of common strategies that work, and these have become SciGirls' foundation. We call these strategies the SciGirls Seven.
1. Girls benefit from collaboration, especially when they can participate and communicate fairly. (Fencsall, 2002; Parker & Rennie, 2002)
Girls are energized by the social part of science—working and learning together. Provide opportunities for small group work, and encourage girls to talk about their ideas and consider all possibilities before digging in. Make sure discussions remain respectful and inclusive, and that each girl's contributions are valued. Girls are likely to remember not only what they learned, but also how they felt when they learned it.
2. Girls are motivated by projects they find personally relevant and meaningful. (Eisenhart & Finkel, 1998; Liston, Peterson, & Regan, 2008; Thompson & Windschitl, 2005)
Girls become motivated when they feel their project or task is important and can make a difference. Support them using STEM as a tool to explore issues or topics they care about. If they see how STEM is relevant to their own lives and interests, their attraction to these subjects is likely to increase.
3. Girls enjoy hands-on, open-ended projects and investigations. (Burkam, Lee, & Smerdon, 1997; Chatman, Nielsen, Strauss, & Tanner, 2008; Fencsall, 2002)
SciGirls promotes exploration, imagination, and invention. Encourage your girls to ask questions and find their own paths for investigation.
4. Girls are motivated when they can approach projects in their own way, applying their creativity, unique talents, and preferred learning styles. (Calabrese Barton, Tan, & Rivet, 2008; Eisenhart & Finkel, 1998)
Encourage girls to develop their own ways of exploring and sharing knowledge, paying attention to the unique learning styles that motivate your group. You may be
For more information, go to pbskidsgo.org/scigirls
SciGirls
3. NON-GENDER CONSTRICTING CURRICULUM DEVELOPMENT AIMED TO TEACH GIRLS 2ND-5TH GRADE
What it is is beautiful.
What it is is different.
5. TEACHING COMPUTER PROGRAMMING LOGIC WORKSHOP SERIES FOR 2ND-5TH GRADE GIRLS
SOCRATIC CODING WORKSHOP OUTLINE
WHAT IS SOCRATIC CODING?
1 REAL WORLD SCENARIO OR TEXTUAL NARRATIVE INTEGRATED IN CODING CLASS
2 CLASS DISCUSSION BASED
3 GROUP TECHNICAL PROBLEM SOLVING
4 PAIRED AND INDEPENDENT COMPUTER PROGRAMMING
5 SCHOLARLY INFLUENCE AND SIGNIFICANCE IN CLASSROOM DISCUSSION
INTRODUCE CODING CONCEPTS
E INTRODUCE BASIC PROGRAMMING KNOWLEDGE ON PAPER EXERCISE
F GIVE STUDENTS TIME TO EXPLORE CODING ENVIRONMENT (EX. SCRATCH)
G INTRODUCE FIRST EXERCISE IN CODING ENVIRONMENT FROM STORYLINE
H ALLOW STUDENTS TO PARTNER IN PAIRS
FOCUS PROBLEM SOLVING
I BRING STUDENTS BACK TO GROUP AWAY FROM COMPUTER TO DISCUSS SOLUTIONS
J DISCUSS SIGNIFICANCE OF SOLUTIONS IN PRACTICE WITH STUDENTS
K CONTINUE EXERCISES AND DISCUSSION BASED PROBLEM SOLVING
L WRAP UP WITH A SUMMARY OF REAL WORLD APPLICATIONS FOR THE CODING SOLUTIONS
BY RACHAEL PHILLIPS
COLLAT MEDIA LAB
2014-2015
rphillips93@gmail.com
SOURCES :
http://www.ngcproject.org/
http://scigirlsconnect.org/page/scigirls-seven
http://www.huffingtonpost.com/2014/02/12/then-and-now-lego-ad_n_4768560.html

Who We Are

LAOUTLOUD is a multimedia initiative that brings the power of storytelling to movement building. We help people create stories that matter. We engage people of all ages, classes, ethnicities, abilities, gender orientations, races and backgrounds in the profound justice movements of the 21st Century with a focus on women's equality and justice. We advance inclusive and progressive change in the state of Louisiana. The project and story-archives is housed at the Newcomb Archives at Tulane University in New Orleans, LA.

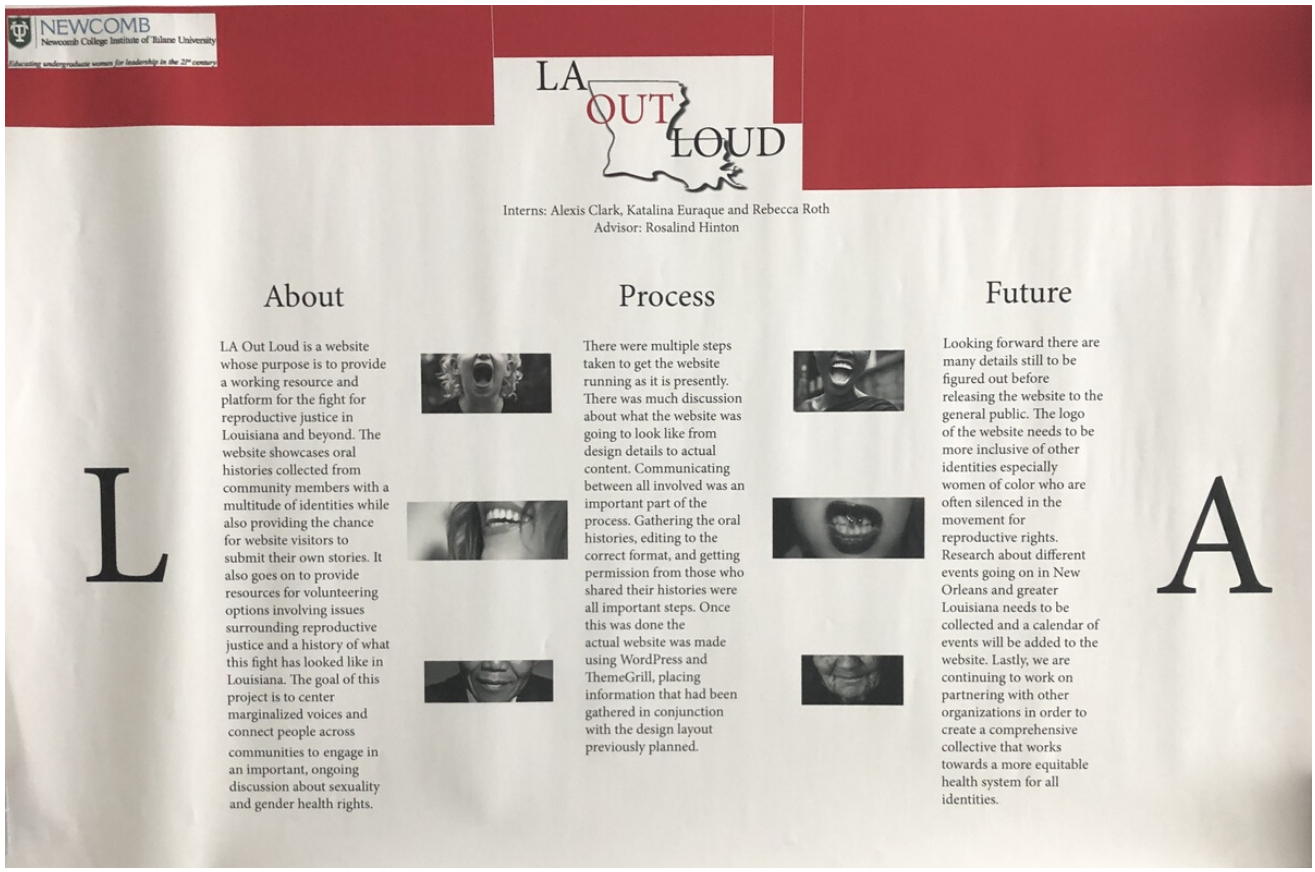


Our Stories

LAOUTLOUD stories unite the personal with the political in 21st Century ways that harnesses the power of technology and new media for building communities, but do not lose sight the of the face-to-face. Storytellers create themselves within the stories they tell and emerge with new insights and possibilities. Personal stories surface hidden narratives and favor small gestures and bring activism to a human scale. Storytellers overcome oppressive forces and learn to trust their own authority.

Our Importance

By creating the stories that matter to us, we externalize experiences and share those experiences with others. Together we connect the dots and learn to critically examine larger socioeconomic structures that undermine us. Stories return us to community and break the isolation of thinking problems are simply of our own making. In story circles and workshops we connect personal experiences to socio-economic forces that shame us and make us crazy. We can then begin to imagine together a more inclusive and justice oriented world.



Grace Hopper Celebration Grants

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My Experience at Grace Hopper.....35
Top Three Highlights of Grace Hopper.....36

What did I learn?

1.0 Match your competence with your confidence

2.0 Retaining women in technology is just as important as hiring them

3.0 Network network network

4.0 Often times intangibles can feel very tangible

5.0 Don't shy away from an opportunity because it seems too competitive

6.0 Do not be intimidated by people who have more experience than you

Cassie Wang, xwang17@tulane.edu

My experience at ANITA BORG INSTITUTE WOMEN TRANSFORMING TECHNOLOGY GRACE HOPPER CELEBRATION OF WOMEN IN COMPUTING 2017…

My takeout from GHC17 as an university graduate looking for software development engineer position:

- ✓ 1 onsite offer
- ✓ 3 onsite interviews
- ✓ 5 follow-up online assessment/interviews
- ✓ Mentorship and career guidance

This was my second time attending Grace Hopper Conference, and it became my most valuable GHC experience in my college time. Here I want to share some tips for future GHC attendees on how to best prepare and get the most out of your three days at GHC:

- 2-3 months before the conference: submit your resume to GHC database – do this asap so that companies can reach out to you for onsite opportunities. Start practicing on technical interview questions. Some resources I found helpful: leetcode OJ, *Cracking the Code Interview*, Google interview study guide.
- 1 month before the conference: update your resume and LinkedIn. Start looking at the attending company list and find your best interests.
- 2 weeks before the conference: have your resume reviewed at career center. Practice elevator pitch and behavioral interview questions. Take a look at the career expo hall map and prioritize your target companies.

1 Explore Career Opportunity

With over 350 organizations at the career fair allowed me to learn more about positions and opportunities I didn't know exist.

2 Make Incredible Connection

Made new friends with the same interests, found my mentors, connected with possible future employers all at the same place

3 Huge Learning Opportunity

Varieties of talks and workshops allowed me to step outside my comfort zone and learned more about my interests

I was really inspired by Grace Hopper Celebration. You feel empowered as a woman. You feel like you have a place to stand in a tech world. I remember my heart pumping so fast because how exciting everything around me was. I made new friends at a networking event and also connected with people who work at companies like Google, Slack, Evernote etc. At the end of the event, I did not come home with just a luggage filled with free giveaways, but I came home with confidence and constant reminder that "everything is possible and you are possible."

NEWCOMB: TECH IN MIND