Melbourne Project Center: Telling our Story through Engaging Media

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INTERACTIVE QUALIFYING PROJECT
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- Eric Stultz (Alum)

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The Melbourne Project Center would like to acknowledge the Traditional Owners of country throughout Australia. We extend that respect to all Aboriginal and Torres Strait Islander peoples. We would also like to acknowledge the Nipmuc people as the original caretakers of the land in Central Massachusetts where WPI has its home. We pay our respects to their Elders, past, present, and emerging.
About Us and Our Contributions

TARA DESROCHERS
Tara Desrochers is a junior at WPI studying Electrical and Computer Engineering with a minor in Robotics Engineering. She conducted general background research on the MPC, including the number of students, hours of work, and project themes and deliverables. Tara visualized these accomplishments in infographics, timelines, and bar graphs. She coded project reports to determine the type of deliverables created in each and she assisted in summarizing the MPC research on plastic pollution. Tara also created infographics pertaining to the topics of Alumni, the MPC, and Partner Recognition. She created and coordinated the event invitations and created the MPC logo.

ERIN MURPHEY
Erin Murphey is a junior Mechanical Engineering student with a concentration in Mechanical Design at WPI. She primarily worked on designing the “About the MPC” poster, early drafts of the Alumni poster. She also collected assets for and edited the MPC Video shown at the 25th Anniversary Event.

BAILEY NORRIS
Bailey Norris is a junior Biochemistry student pursuing a career in the field of medicine, as well as a minor in Psychology at WPI. She specialized in the extensive research required for the subsequent creation of displays on Environment and Sustainability, and Emergency Services. She specifically focused on gleaning from the past IQP reports information such as the overall goals, findings, and past project outcomes such as deliverables. Bailey also went through every IQP report in order to pull out any beneficial visuals that could be used in either the infographics or the video.

JUSTIN WEINTRAUB
Justin Weintraub is a junior Computer Science major pursuing a BS/MS in Computer Science. His work was primarily on making and researching the Environment and Sustainability, and Education displays, as well as updating the MPC website. He also researched past MPC teams for information to use in the deliverables and background.
Our project focused on highlighting the extensive collaboration between the Melbourne Project Center (MPC) and a plethora of its local partners, which has led to beneficial changes throughout the community. We celebrated this collaboration by creating materials for and running the 25th Anniversary Event for the MPC. In order to disseminate the story of the MPC, we created an overview video that built off of past research teams, which served to kickstart the event. We also created 10 visual displays and infographics to be showcased at the event, synthesizing key project outcomes over the past 25 years. In the process of completing this work, we learned many skills including but not limited to graphic design, effective communication with others, adapting to frequently changing initiatives in the workplace, event planning, and the importance of storytelling in promoting the work of educational and non-profit organizations.
Overview of our Project

Worcester Polytechnic Institute (WPI) has taken a hands-on approach to education, allowing students to immerse themselves in researching and addressing the challenges communities and partnering organizations face across the globe. In their third-year project, known as the Interactive Qualifying Project (IQP), students learn about social challenges and collaborate with local organizations to help them and members of the Melbourne community. The students spend seven weeks researching a community problem presented by a partnering organization. These problems typically involve both technical and social components to help these Science, Technology, Engineering, and Math (STEM) majors learn to work in real-world contexts. Another seven weeks are then spent on-site to conduct further research, make recommendations, and design useful deliverables. Figure 1 shows the locations where WPI has project centers.

The Melbourne Project Center (MPC), located in Melbourne, Australia, is one of over 50 WPI project centers across the world where WPI students travel to complete their IQPs. Since the MPC opened in 1998, students have completed many community-based projects. Although the MPC has accomplished much through its 25 years of work, this is the first in-person anniversary event, which presents an opportunity to synthesize the work produced by the students. Raising public awareness about the work the MPC and its partners have done is important in that it will help attract new partners and resources for the future. Our project goal was to communicate the MPC’s continued collaboration with local organizations by synthesizing and representing the work, under common project themes, in the form of compelling media that could be used at its 25th Anniversary Event and beyond.

Over the previous seven years, several other student teams (Henson et al., 2016; Day et al., 2017; Dupuis et al., 2022; Merone et al., 2023) had completed research on the MPC’s work and in some cases created infographics, partner interview transcripts, alumni surveys, and promotional videos that we were able to build upon for our 25th Anniversary Event deliverables.

Our team strove to tell stories, through videos and other displays, that would shed light on global challenges, what those challenges look like in Melbourne, how local partners are trying to research and address them, and how MPC teams have worked with these organizations to produce useful deliverables and research. We wanted to use these stories as a call to action, inviting others to join us in future work.
Objectives

Our process involved thoroughly reviewing past project reports and outcomes, drawing on interviews with local partners, and bringing the work to life with powerful images and examples. To accomplish our goal, we completed the following objectives:

1.) Identify the Key Partner Organizations and Projects
   Specifically in the areas of Environment and Sustainability, Emergency Services, and Education.

2.) Develop Key Messages about the Work the MPC has Done
   In the previously mentioned areas, as well as some of the outcomes.

3.) Collect Media Assets
   Including relevant photos, infographics, and any past testimonies from alumni and partners.

4.) Produce a Video Overviewing our work
   Adapting an initial version made by Merone et al., 2023.

5.) Create other Visual Displays
   As well as plan for presenting them at the event, factoring in variables such as room dimensions and costs.

In the following sections of this report, we summarize the work that has been done at the MPC over the past 25 years through key statistics describing the MPC’s collaboration with local organizations such as project type, and partnership breadth and duration. Next, we outline our extensive preparation pertaining to the anniversary event. We then include snapshots of each type of display we created with an explanation of what was included and why. Finally, we end with a reflection on what we, as a team, learned by working on this project.
In this chapter, we summarize key facts and figures regarding the student participants, partner organizations, and deliverables from their projects. Our research consisted of looking into multiple aspects of the MPC, including its operations and the projects that have been conducted under it.

**HOW DOES THE CENTER OPERATE?**

Each year, six student project teams (with four students per team) travel to Melbourne, Australia during three different academic terms. Each cohort of students spends seven weeks in a preparation term in the US where they conduct background research to learn about the problem their project addresses as well as the organization they will work with. The teams write proposals for the research and design work they will complete on-site so that they are prepared to start working with their partners when they arrive in Melbourne for an additional seven weeks of on-site work. There they work full-time, collecting data and creating recommendations and other deliverables that the local partner organizations can use to address problems. Figure 2 illustrates the preparation terms on campus and the on-site terms when students work at their affiliated organization’s headquarters in Melbourne.

Over 25 years, more than 1000 students have participated in these 14-week projects guided by center directors, faculty advisors, and liaisons from partner organizations. Given the 2000+ hours devoted to each of these 270+ projects, well over half a million work hours have been contributed over the years.
At the end of their time abroad, every team writes a final project report as well as gives a presentation to the local community they have been working with. Some of these report covers and title slides are shown in Figure 3.

Figure 3. Examples of Creative IQP Report Covers and Presentation Title Slides.
What Kind of Themes do Melbourne Projects Address?

The deliverables encompassed in MPC projects have served to assist partners in nine main sectors. The distribution of work in these themes over the years is represented in Figure 4.

**EDUCATION**

The most common project theme is Education, with **36.9% of projects** addressing this theme. Education projects have focused on STEM learning, museum exhibits, job and special skills training, and engaging students who struggle in school.

For example, students partnered with the Northern Centre for Excellence in School Engagement (NCESE) to identify flexible learning solutions for disadvantaged youth in the Northern Regions of Melbourne. They interviewed experts from around the world, cataloging strategies the NCESE and its partner schools can use to support the academic, social, emotional, and behavioral development of students who have experienced trauma (Gunnison et al., 2021).

**PUBLIC SAFETY**

**20.9% of projects** have studied fire risk and response, supporting emergency service workers, and building community resilience after disasters.

For example, a team worked in conjunction with the Metropolitan Fire Brigade (MFB) to recommend activities that might promote fire safety within the home (Knight et al., 2014).
SOCIAL & HUMAN SERVICES

20.9% of projects have created resources and programming to help disadvantaged communities.

For example, a project with the Brotherhood of St. Laurence focused on developing a training kitchen and a social enterprise to help Melbourne youth develop the necessary skills to succeed in the workforce (d’Almeida et al., 2019).

ENVIRONMENTAL PROTECTION

20.9% of projects have been completed pertaining to the environment, from research on invasive species in Port Phillip Bay and wildlife conservation to the development of public awareness messaging about climate change and pollution.

A project done with the Port Phillip EcoCentre produced a pump to help sample and analyze microplastic pollution from the Bay, generating evidence that can be used to address local policymakers and advocate for change (Lipkin et al., 2019).

ENERGY RESOURCES

7.8% of projects have investigated and promoted renewable energy resources as a way to combat climate change.

A project done with the Alternative Technology Association, for example, developed a tool to assess the reliability and performance of solar photovoltaic systems (Hoey et al., 2017).

ARTS/CULTURAL/HISTORICAL PRESERVATION

7.5% of the projects focused on Arts/Cultural/Historical Preservation.

One project focused on interviews with Indonesian community members and their experiences of climate change in their home countries (George et al., 2019). These videos were later incorporated into a CERES education program in its Indonesian Village exhibit to help visitors of the park learn more about Indonesian culture and about climate change through personal stories.

URBAN PLANNING & TRANSPORT INFRASTRUCTURE

4.9% of projects have been completed in the realm of Urban Planning and Transport Infrastructure.

One such project in collaboration with Friends of the Earth focused on providing recommendations for improving the efficiency, equity, and sustainability of Greater Melbourne’s bus system (Lewitzky et al., 2021).
HEALTHCARE

4.1% of projects have addressed themes related to Healthcare.

For example, in collaboration with the Victorian Deaf Society, students investigated the social attitudes about and limitations of hearing aids, as well as the reasons for poor market integration (Buck et al., 2006).

ANIMAL CONSERVATION & WELFARE

So far, 1.9% of projects have been completed on Animal Conservation and Welfare.

For example, in one project, students determined the effectiveness of three different animal-based educational delivery models at the Melbourne Zoo (Morgan et al., 2013).

The MPC has been in operation for 25 years since its opening in 1998. In that time there has been lasting collaboration with more than 50 partner organizations on 270+ projects (Dupuis et al., 2022). The logos of these organizations are represented in Figure 5.
Figure 6 shows the number of projects that have been completed with various organizations over the years.

39% of these organizations have collaborated with the MPC on 5 or more projects. The MPC has conducted 10 or more projects with 9 of these partners, testifying to the sustained nature of its work and the deep relationships that have been developed over the years.
Preparation for the 25th Anniversary Event

The primary focus of our work was preparing for the 25th Anniversary Event by creating media, planning, and setting up for the event. This chapter focuses on the latter two aspects, and the products of the former will be revealed after.

INVITING GUESTS

We secured a room at the Melbourne Museum for a 2-hour afternoon event. We researched contact lists to invite 188 past project partners and to identify and invite potential future partners to our event in the Treetops Room. Locating some of these partners was quite challenging, but LinkedIn helped us locate those who were retired or who had moved to other agencies or organizations. Our intent was to celebrate and promote our work together but also to inform the community about pressing problems we work on across sectors and the region, recruiting future collaborators. We received 75 positive RSVPs, which helped us plan catering for the event, and figure out how to arrange the room and activities. The plan was for a stand up event where people might circulate and network, as well as to include many displays to engage them in conversations about our work. The best means to communicate this story and entice others to collaborate was, in our view, simple visual displays that could be positioned around the event room and that would encourage guests to have circulate and conversations.

Another part of our work involved creating the actual invitation to be sent out. For this, we employed the use of a website called Humantix. We made a template for the invitation on the website, with Figure 7 showing the final product that we sent to all of the invitees.

LIST OF OUR VISUAL DISPLAYS

- 1 MPC overview poster
- 1 infographic summing up relevant MPC statistics
- 1 display foregrounding impact on student learning, collaboration, and social skills
- 1 display describing our partners
- 3 large theme-based displays
- 5 student teams' specific project posters (coordination)
Media for the 25th Anniversary Event

We produced 10 visual displays for the MPC’s 25th Anniversary Event, summarizing its operations, collaborations, and partnerships.

"ABOUT THE MPC" DISPLAY

This display provides an overview of what the MPC is, providing information about its history in terms of its founding, purpose, and what has been accomplished. The visual was put at the entrance of the event as a method of introduction.

MPC INFOGRAPHIC

This infographic contains important statistics related to the MPC, such as the number of projects conducted and the number of partnering organizations. These numbers showcase the extensive amount of work that has gone into the improvement of the Melbourne community.
To highlight the substantial work of the students over the years, we created an infographic on alumni. The display provides various opinions and stories supplied by alumni and illustrates how their IQP helped them grow their skills in all sorts of areas over the years.

We also wanted to emphasize the work of all of our partners, so we created a display presenting statistics related to the number of projects that have been done with different types of organizations and agencies. It also displays all the partners along with some quotes from them.

**Student Takeaways:**

*Lasting Impacts on Personal and Professional Lives*

In 2016, over 400 student alumni of the Melbourne Project Center (MPC) were surveyed about their project work’s impacts on their personal and professional lives. The largest areas of growth are depicted below.

[Image: ALUMNI INFOGRAPHIC]

**PARTNER INFOGRAPHIC**

Thank You, Melbourne Partners!

We have worked with more than 50 partner organizations

*These collaborations give us links to a great university and students who are bright and capable.*

Peter Johnson, ARUP

**TYPES OF ORGANIZATIONS**

- 72% For-Profit Businesses
- 22% Government Agencies
- 6% Non-Profit and Community Organizations

We have worked on 5 or more projects with 39% of our partners and 10 or more projects with 20% of our partners

*It’s really good that the professors push the students who are very used to the closed laboratory to go out and have an experience. I just love the cultural exchange—it’s a unique thing. Most other units and schools don’t do these kind of projects where students get to embed themselves through project work.*

Shane French, CERES

[Image: PARTNER INFOGRAPHIC]
Producing the Welcome Video

The purpose of this video is to familiarize guests about the basic operations of the MPC and summarize the key work completed with our partners. This video was produced along with Merone et al., 2023 who produced many visuals for the first section of the video and the music. This 6 minute video was played at the start of the event to introduce everyone to our work and the other displays around the room. It can be found on Digital WPI by searching the project title on the cover or at the link to the right.

The first half of the video provided an overview of WPI’s IQP Program and the Melbourne Project Center. The second part of the video focused on the main outcomes we produce which are programs and tools, research and evidence based recommendations, and expanding networks. In order to share these outcomes, we told brief stories from previous projects as examples, using photos and media produced by the project teams and quotes from our partners.

Visuals used a combination of live footage, still background shots of the city or of student project work, and testimonial quotes from Edgar Cabarello Aspe, Carolyn Meehan, Siusan MacKenzie, Eric Dommers, Courtney Green, and April Seymour. Adobe Photoshop, Illustrator, Premiere Pro, and After Effects were used to produce and edit visuals. Audacity was used to edit audio.

Link to the MPC Overview Video: https://www.youtube.com/watch?v=xVR3JVRr2yUk
We wanted to have a way to engage the invitees at the event, so we decided to make 2 interactive walls. We had invitees answer questions on these walls with colored Post-It notes, creating a nice display in the end. The questions we put on the walls were “What do you wish for your community?” and “How can we work with you in the future?”
Updating the MPC Website

We updated the MPC’s website in a variety of ways. For one, the list of projects and partners was outdated, so we added in the recent projects ranging from B term of 2020 to D term of 2023. In addition, the infographics and statistics were updated with the most recent information that we had gathered for our displays. Some smaller alterations needed to be made to the website as well, such as changing all mentions of the term “sponsor” to the term “partner” due to partner being a better representation in Australia. The last addition to the website was the creation of a 25th Anniversary page, which not only gives highlights and a summary of the event, but showcases our visual displays and photos from the event.

MPC Celebrates it’s 25th Anniversary

In May of 2023, the Melbourne Project Center celebrated its 25th anniversary. Partners from across the years came together with WPI students and faculty to celebrate these longstanding collaborations and the work they have accomplished.

Contributors to the MPC from past and present attended the event. Current MPC directors Stephen McCauley and Lorraine Higgins attended, as well as former directors Jonathan Barnett and Holly Ault. The MPC’s local coordinator, Jonathan Chee, came as well. We were happy to welcome Kent Rissmiller, the Associate Dean of Interdisciplinary and Global Studies at WPI, as a special guest.
A total of 64 projects have been completed on fire risk and prevention, disaster resilience and planning, and supporting emergency service workers, so a display synthesizing work in these areas represents nearly ¼ of all of the MPC’s projects to date. We recognized both the affiliated emergency service partners and the advances that the MPC has made with these projects, noting why this work is critical to Australia. We noted how Australia is the country that is the most prone to bushfires, and also that emergency service workers are at risk for mental injury and need support. This not only educates guests unfamiliar with these challenges but it promotes and celebrates our collaborative efforts in these areas.
Given the gravity of the issue surrounding the mitigation of climate change and upholding environmental sustainability, we wanted to be sure to include, in a display, our work in these areas and raise awareness of all the avenues we have pursued to promote sustainable practices. Our work in these areas includes topics such as Plastic Pollution, Invasive Species & Biodiversity, Circular Economy, Climate Change Mitigation, and Climate Change Adaptation. Because all these avenues lead to the larger goal of creating a circular economy, we represented those projects in the center of the poster.
Education has been the topic most commonly addressed in our projects over the years, so we included a display to overview the key ways we have supported the educational initiatives of our partners, including Engaging Disadvantaged Students, Job Readiness and Training, STEM Education, and Interactive Exhibits and Media. We wanted to highlight the many educational exhibits, curricula, programs, and other materials students have created with partners over the years.
As a part of our project, we learned a lot about how to prepare for an anniversary event, as well as how to make visually appealing media. Because of this, we have come up with two different types of recommendations; the first type is geared towards future center directors for any similar projects, and the second type is pertinent to the students.

**RECOMMENDATION #1 FOR THE CENTER DIRECTORS: KEEP TRACK OF THE INFORMATION WE GATHERED**

A vast amount of media was created, which should be used for any future anniversary events and other similar occasions. We recommend that our center directors, as well as any future center directors, keep track of the original files containing our deliverables so that they can be updated in the future, or can be used as templates. Specifically, we feel that the advisors should maintain possession of the Canva designs for our infographics and displays, as well as the Adobe Premier files for our video. We will make sure our files are manipulatable for further use and organized for accessibility. A shared storage drive for all MPC projects could be an ideal format for us to put our files in. There are more aspects of our project, outside of the relevant media, that are very important to keep track of. For example, we have files detailing potential printing companies with the pertinent pricing, sizing, and time needed. We also have an extensive reservoir of information surrounding the easel companies that we looked at, the invite list that we made, and the room setup that we mapped out for the 25th Anniversary Event.

**RECOMMENDATION #2 FOR THE CENTER DIRECTORS: BE INVOLVED IN THE PROCESS**

Our process was dramatically improved when our directors helped in the video and poster creation process, both in speed and detail. For any future work within the MPC, the directors should be deeply involved in the process, as they are the ones that are the most familiar with what should be done and what is needed. In terms of videos produced about the MPC, the directors should be involved with scripting the material and figuring out what story should be told. For events, they should plan to closely collaborate with the students and figure out what the students should produce for the events prior to term beginning.
RECOMMENDATION #1 FOR THE STUDENTS: USE THE PAST PROJECT DATA SPREADSHEET

A big help that we had throughout this project was the spreadsheet that Dupuis et al., 2022 created to sort information on all of the projects to date. This spreadsheet contains details including but not limited to which partners headed each project, when they occurred, and what their encompassed themes were. When we obtained access to the spreadsheet, we updated it with all the remaining project information to date. This spreadsheet was pivotal in bringing about the ease with which we are able to sort projects, get statistics, and more. It is our hope that future groups will benefit from using this spreadsheet, which is in our Google Drive. It would be ideal if future center directors delegated a person to update this spreadsheet every term with new information about past and current projects.

RECOMMENDATION #3 FOR THE CENTER DIRECTORS: UTILIZE OUR MEDIA

The media we produced for the 25th Anniversary Event, could potentially be used for future events and showcases. For one, the visual displays we created could be used as promotional material on social media such as Instagram. A future event our media could be shown at as is the Global Fair, with our media highlighting the accomplishments and the work of the MPC. Lastly, the video that our group made could be posted on the MPC’s official Youtube channel.

WPI Global Instagram

MPC YouTube Channel

Past Project Data Spreadsheet

<table>
<thead>
<tr>
<th>Transcript Title</th>
<th>Sponsor</th>
<th>Year - Term</th>
<th>Full Title</th>
</tr>
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<tbody>
<tr>
<td>Market Analysis of Computer Fire Modeling Services for CSIRO</td>
<td>CSIRO-Australia</td>
<td>2019 D</td>
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<tr>
<td>Review of Processes to Comply with DDA</td>
<td>State Government of Victoria, Australia - Dept 1999 D</td>
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<td>A Risk Rating Scheme for Adjacent Land Uses of Victoria</td>
<td>Victorian Environment Protection Authority (EP) 1999 D</td>
<td>A Risk Rating Scheme</td>
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<tr>
<td>National Education Service Unit promotional CD-ROM</td>
<td>Australian Bureau of Statistics 2000 D</td>
<td>National Education Se</td>
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<tr>
<td>Perceived barriers to mixed-mode ventilation in Melbourne commercial buildings</td>
<td>CSIRO-Australia 2000 D</td>
<td>Perceived barriers to m</td>
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<tr>
<td>Benchmarking of emergency departments</td>
<td>Department of Human Services - Capital Mana 2000 D</td>
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<tr>
<td>Decision Model for Water Recycling in VIC, AUS</td>
<td>Ove Amp and Partners 2000 D</td>
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<tr>
<td>Dissemination of Air Quality Data in Australia</td>
<td>Victorian Environment Protection Agency 2000 D</td>
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<tr>
<td>School participation in Commonwealth Scientific and Industrial Research Organisation</td>
<td>The Brotherhood of St Laurence 2001 B</td>
<td>School participation in</td>
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<td>Water Supplies for Residential Fire Fighting</td>
<td>Australasian Fire Authorities Council 2001 D</td>
<td>Water Supplies for Res</td>
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<td>Participation in CSIRO Education Programs</td>
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<td>Fire Protection Association Australia 2001 D</td>
<td>Status study of the FPI</td>
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</tr>
</tbody>
</table>
Towards the end of our preparatory term, we realized that we needed to acquire the technology to create videos, such as a camera and microphone, as well as computer programs, such as the Adobe Creative Cloud programs. We eventually secured the equipment that we needed, but at that time, our group did not know how to use our tools. In order to learn about them, we utilized many of the Global Project Center’s workshops. Unfortunately, we were unable to finish our training before the start of our term on-site, so our knowledge was lacking in some areas. In light of our experience, we recommend future teams obtain the necessary tools and training early on during the preparatory term in order to better prepare for the term abroad.

Over the course of the project, we had to get in touch with a plethora of MPC affiliates. We had to contact a wide variety of people for the invite list, as well as for getting quotes for both the video and the alumni infographic. We found that the majority of these people are willing and happy to talk about their experiences surrounding their IQP, so future teams should not be apprehensive about contacting alumni. They should also try to ask all questions in one call so that they will not have to reach back out to the same people too often. Calling is a more effective method than emailing to get responses sometimes.

RECOMMENDATION #2 FOR THE STUDENTS:
OBTAIN ANY NECESSARY TECHNOLOGY EARLY ON

RECOMMENDATION #3 FOR THE STUDENTS:
DO NOT BE AFRAID TO CONTACT OTHER PEOPLE
Reflections

TARA DESROCHERS

Looking back on the past two terms, I learned a lot about how to balance a lot of moving pieces at the same time while keeping calm. I feel more confident in my leadership skills and my ability to lead a group of people to achieve a common goal. As the main coordinator for the invites, I learned a lot about the behind the scenes of how to plan for and throw a large-scale event. Working on designing several different displays allowed me the opportunity to be extremely creative and learn about various graphic design techniques that will capture the intended audiences attention. While this project did not relate to my major, I learned a lot about how to accept criticism, general event planning, and teamwork.

ERIN MURPHEY

This term was my first experience working on a project in this kind of manner. Before IQP, I knew the very basics of video editing, Photoshop, and Illustrator, but this experience has expanded my knowledge greatly about video production and all of the moving pieces that go into it. I also learned a lot about the design process and the different steps it takes to build a great product. I now feel much more confident in my abilities in this field, and look forward to using these skills in the future whether for school, work, or hobbies.

BAILEY NORRIS

This project gave me the opportunity to work with others effectively for an extended period of time, and I value that experience because it simulated that aspect of real work conditions. Although it was difficult to come to terms with the constant revisions to our deliverables at first, I believe that it was all necessary and highly beneficial in the end. Not only were our final products made much better, but I think that I grew as a writer as well.

JUSTIN WEINTRAUB

With all of the display designs I worked on over the course of this project, I learned a lot about design, especially with balancing text and images. Having to show my work to my group members and advisors a lot throughout the term allowed me to learn how to best communicate my work to others for the sake of obtaining feedback.


Clare, J. (2022, September 12). Why is STEM important? Department of Education. https://www.education.gov.au/australian-curriculum/national-stem-education-resources-toolkit/introductory-material-what-stem-why-stem-important#:~:text=Australia%20is%20not%20keeping%20up%20with%20the%20need%20for%20STEM&text=There%20are%20many%20reasons%20to,at%20around%2010%25%20or%20less


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