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I, Li Wang, hereby submit this original work as part of the requirements for the degree of:

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It is entitled:

Visual Explorations of the West Campus of the University of Cincinnati: How to Build a Stronger Sense of Belonging for International Students at the University of Cincinnati

Student Signature: Li Wang

This work and its defense approved by:

Committee Chair: Paul Zender, MFA

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Visual Explorations of the West Campus of the University of Cincinnati:
How to Build a Stronger Sense of Belonging for International Students at the
University of Cincinnati

A thesis submitted to the
Graduate School
of the University of Cincinnati
in partial fulfillment of the
requirements for the degree of

Master of Design

In the School of Design
of the College of Design, Architecture, Art, and Planning

by

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B.S. TianJin University of Commerce

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Committee Chair: Paul Zender, MFA
Abstract
A sense of belonging is important for college students, and it benefits both the university and the student population. However, the lack of a sense of belonging is a common problem on many campuses. At the University of Cincinnati, this problem exists particularly among international students. The author believes that familiarity with both the history of changes to the campus landscape and the current campus environment would enhance the sense of belonging of international students. This thesis aims to present changes to the landscape and the current campus environment of the University of Cincinnati West Campus through graphic presentation in an interactive media in order to promote a greater awareness of the University of Cincinnati West Campus among international students. To confirm the utility of this project, a test was administered to international students on the West Campus of the University of Cincinnati.
Acknowledgements

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Recent research, largely focused on school-aged adolescents and college students, shows that students lack a sense of belonging to their schools (Freeman & Anderman, 2007). Research has also shown that the lack of a sense of belonging is associated with outcomes such as depression, anxiety, suicide, criminality, and college freshmen attrition (Hoyle & Crawford, 1994; Freeman, Anderman & Jensen, 2007). This research, coupled with the author’s own experience, demonstrates the importance for students’ sense of belonging in college. A strong sense of belonging benefits both the university and its students. For the university, a stronger sense of belonging can help avoid bad events on campus, and can also raise the public reputation of the university. For its students, it can increase comfort on their new campus, making it easier to adapt to their environment, and can be helpful to their academic performance (Kember, Lee & Li, 2001).

The Sense of Belonging

“Belonging” is a significant human need. In Maslow’s hierarchy of needs (Maslow, 1954), he cites “belonging” as an important need in the hierarchy. There are many definitions of the sense of “belonging”. The shortage of belonging can be defined based on culture, social environment, and community recognition. A sense of belonging can be defined as the experience of personal involvement in a system or environment so that persons feel themselves to be an integral part of that system or environment (Hagerty, Lynch-Sauer, Patusky, Bouwsema & Collier, 1992). “The sense of belonging” in this article means students’ sense of belonging to the University of Cincinnati. Simply, the sense of belonging in this paper is “Home”.

We can always hear a voice saying: “I don’t belong here….I am not a part of the
place …I do not fit here…” A lack of a sense of belonging in a new environment is a common condition, especially among international students on campus. How can we evaluate a strong sense of the belonging to the university? Since this paper looks at the sense of belonging as “Home”, it is necessary to define the concept of home. Yi-Fu defines “home” as “the old homestead, the old neighborhood, hometown, or motherland” in his book (Yi-Fu, 1977, p.3). The home can be the place with close friends and familiar environment. It can make you feel comfortable and safe. We always have a strong emotional connection to our home (Moore, 2000). The common criteria that define a place as a home include:

1) Familiarity

We are familiar with our home and the environment near our home (Yi-Fu, 1997). Undoubtedly, we can communicate where the home is, how it looks, street names, and nearby business buildings and markets. We have a big picture of our home. In addition to the knowledge of the current big picture of our home, we also have an image of the history of our home and memories of the changes in the environment of the neighborhood. Belonging or identity always has a deep relationship with the history. Without history, we can never say to where or what we belong (Gleason, 1983).

2) Emotional Connection Points

Emotional connection points allow us to exist both the current big picture and the old picture (Cuba & Hummon, 1993). With these connection points, we are not people who look at the picture as a stranger. The emotional connection points can be events that happened in the area, the objects from either the past or present, and the people with whom we have direct or indirect relationships. Honor is also a big part of the emotional connection. We always feel a sense of honor forward and about our home, hometown, and our country. For example, when we make a self-introduction, we may answer the question “where are you from?” with famous person’s name or a famous place to represent our hometown. We are proud of the
famous people who also come from this area, or the famous viewpoint located in our hometown.

Now, “Home” is used to denote a wide area, and we can use it to represent many objects and abstract things. For example, we also call the community “Home”. We see the members of the community who have the same hobby or experience as our extended family members. In this paper, the author expects the international students in the University of Cincinnati to look at the university as “Home” in order to build a strong sense of belonging among them. When comparing the real home and the campus, we can conclude similar two criteria to evaluate whether the students in this university have the sense of belonging to the university or not when we test the result of the project. This will be reported in chapter 3 comprehensively. The degree of familiarity with the university campus and the existence of emotional connection points on campus will be assessed after the project test.

The Lack of a sense of belonging among International Students

The target group of this paper is the international student community. One reason to choose this group as a target group is that it is one representative group and also retains a fixed ratio at America university campuses. The American education market is one of the biggest markets in the world and accepts international students from hundreds of different countries every year. In addition, when compared to domestic students, international students often lack the sense of belonging to the college, based on cultural differences and the language barrier.

When students enter college, most of us face a totally new environment. For domestic students, they may move from one state to another state to pursue higher quality education. For international students, they move from their own country to a new country for a better and more diverse educational atmosphere. In the new campus environment, it is easy to have
a weak sense of belonging. After a period of time, domestic students may be able to adapt to the
new environment by a new relationship network. New friends and a similar campus and
city environment to what they have previously experienced contributes to their sense of
belonging. Yet, for many international students, it is hard to adapt to the new environment
quickly, or even after a long period time. International graduate students at the University of
Cincinnati provided similar feedback: “when we graduated, we only knew the college
building. We have little or even no sense of belonging to the university. We have never used
“Home” to describe the campus.

Based on the author’s informal talk with the international students on the West
Campus of the University of Cincinnati, the international students’ weak sense of belonging
can be attributed specifically to two aspects:
(1) The strange sense of the whole West Campus
(2) Lower recognition sense among peer students and between students and professors

In order to enhance the sense of belonging to the West Campus, we should address
these two aspects. Because of the different conditions, and the required methods to resolve
these problems our approach will vary. This thesis focuses on the first aspect and aims to
enhance the sense of belonging by reducing the strange sense of the West Campus.

How can we build a stronger sense of belonging among the international students in the
University of Cincinnati?

“Sense of belonging” is common problem on campus, and many models have been
developed to build the sense of belonging among students. There are three aspects on which
people focus to develop the “Home” sense among students: the relationship between
professors and students; academic recognition; and campus environment. Building a strong
relationship between students and professors and raising academic recognition two aspects
that address the problem of a weak sense of belonging. However, the campus environment with which people seldom concern themselves is a third aspect that contributes to “weak belonging”.

This paper will discuss how to use a visual format to present the campus environment and campus changes that will improve international students’ familiarity and recognition of the West Campus of the University of Cincinnati. This will address the third aspect of the weak sense of belonging.

Why the “Home” sense can be improved by familiarity of the campus environment and campus change at the University of Cincinnati

The campus environment contains many meanings, such as campus culture environment, campus academic environment, the student communities on campus, and the campus landscape. In this paper, the campus environment refers to the physical landscape of the campus. For the familiarity level, this thesis seeks knowledge of both the current campus landscape environment and also the history of changes to the campus landscape. There are two reasons why the sense of belonging to the University of Cincinnati can be enhanced with a familiarity of the physical landscape:

1) Familiarity with Our Environment is the First Step to the Sense of “Home”

To see the university as a home, we should first know our “home”. For University of Cincinnati, as a public university with a big campus, the west campus environment has rich content for us to explore. In spite of the acreage of 137, 62 buildings and huge campus green areas (About UC ), most of the domestic students here can tell that they know the campus well. West Campus also has a long history, with two big developments. As a student at the University of Cincinnati, walking through this campus, it is hard to imagine how it looked ten years ago.
2) **Architecture on the West Campus in the University of Cincinnati is an Important Honor Point that is Easy to Neglect**

We have discussed above that emotional connection is a significant component of the sense “Home”. The more emotional connection points we can find on the West Campus of University of Cincinnati, the stronger the sense of belonging will be build among its students. When we talk about the University of Cincinnati, it is easy for us to think about the famous undergraduate or graduate programs here. We seldom talk about the wonderful architecture though, with no mention of how the successful the changes of the campus landscape happened.

After the recent decades of planning and change, the West Campus of the University of Cincinnati has become one of the famous destinations for world-class architecture, with its signature buildings and a remarkable landscape plan (Bennett, 2001, p. 1). Merkel (2007) defined the U.C. architecture as “museum quality” architecture. If we learn about the campus landscape, we can find many “honor points” aspects which promote a sense of belonging for students and alumni. This can include sports, architectures, academic achievement etc. And we can also understand how the campus evolved into its correct state. This understanding can also pinpoint new “honor points” or interesting development facts. Paul Bennett comments that: “The University of Cincinnati presents the lover of architecture with two extremes: examples of some of the best architecture in the world, coupled with even more examples of really bad architecture.”

Some buildings on the West Campus also have relevant meanings to the international students here. For example, the Tangeman Tower reflects the design of Independence Hall in Philadelphia. Jayne Merkel noted that: “The symbolism was intentional. UC was to be a specifically American university, open to anyone who could qualify for admission and primarily geared to professional training and critical thinking.”
Overview of the History of Changes to the Campus Landscape

Established in 1819, the University of Cincinnati is a public university located near the vibrant neighborhood of Clifton. The university has two main campuses, the Medical Campus (East Campus) and the Clifton Campus (West Campus). After years of development, the University of Cincinnati has one of the most beautiful and harmonious campuses in the country, with a balance of outstanding architectures and verdant landscape. The West Campus in particular has experienced major changes throughout years. Using two books, University of Cincinnati (Bennett, 2001) and the University of Cincinnati, Architecture Transformation: Tradition and Innovation (Flischel, 2007), along with a series reports from the 1982-1992 Development Plan (1985, 1900, 1992) and the official website of the University of Cincinnati, the author has collected data about the history changes to West Campus and divides that history into four periods:

1) The Old Campus (1895-1930)

In this first period, the university developed its original old campus, which included McMicken Hall, Memorial Hall, Dyer Hall and other buildings. The buildings from this period are laid out along the ridge in a line with McMicken and this area, is called the “Academic Ridge Area” (Bennett, 2001, p. 6). Even though the first building on campus was built in 1875, the campus as it is now known began with McMicken Hall. Bennett looks at this building as “the spiritual epicenter of campus” (Bennett, 2001, p. 19). For this reason, the thesis defines the beginning of this period as 1895. McMicken was constructed in 1895 from the plan of Samuel Hannaford. However, the building as it exists today is not the original one, which was dismantled in 1948. The current building was designed by Harry Hake (Flischel, 2007). All of the buildings from the original campus are in the Neo-Georgian style. The thesis identifies this period from 1895-1930 as West Campus’ original development and
gradual formation.

2) First Development Period (1931-1981)

In this period, the Clifton Campus developed quickly and acquired many new buildings. There are three reasons why this thesis designates this fifty-year period (1931-1981) as the campus’ First Development Period. First, the direction of campus development changed. The development during this time was designed not only as a line with the McMicken area, but also in different directions, eventually to the east edge of the campus, expending from Woodside Street to the Jefferson Avenue. Second, the style of campus architecture evolved from one single classic style to multiple styles. The buildings built in the first development period include the Central Library, Union Hall, Daniels Hall, the new McMicken Hall (after the old one was dismantled in 1948). Finally, two important changes to the university happened in this period. One is that after World War II the modern university was born. Another is that the university changed from a city-funded school to a state funded university (University of Cincinnati), in 1977. These two significant changes to the university also impacted the campus development in several regards.

In this period of rapid development, one problem was that: without a comprehensive and reasonable plan, campus design focused on buildings as isolated structures, not as part of an integrated whole. Bennett writes, “New buildings were constructed at a breakneck pace, and as a result little thought was given to their placement (Bennett, 2001, p. 9).” Eventually, university president Joseph Steger created a plan to address this disorder.

3) The Development Plan for the West Campus of the University of Cincinnati (1982-1992)

Because of the problems discussed from the former period, President Joseph Steger commissioned a new plan for the development of West Campus.

The plan report (2002) states:
The Plan For Development outlines a workable conceptual framework within which campus development can proceed over the next twenty or more years.

Undoubtedly, it led to a hugely successful campus transformation of the University of Cincinnati West Campus. In particular, there were two outstanding achievements resulting from this plan: one is the Campus Master Plan and the other is the Signature Architecture Program. The key figure responsible for the Campus Master Plan was the landscape architect, George Hargreaves. He considered the campus as a whole and not just a collection of individual buildings. He used green spaces and other open spaces to redefine the layout of campus boundary. He planned and designed a unified and harmonious campus with reasonably arranged buildings, landscaping, campus greens areas and open space. The Main Street area was an important result of his plan. The new Dean of the College of Design, Architecture, Art, and Planning (DAAP), Jayanta Chatterjee, spearheaded another architectural initiative. He conceived of a new architectural aesthetic with internationally recognized “signature” architectures by world famous architects invited to the university to see the campus and then offer him design process. That’s why we one can now see a collection of museum quality architecture on campus.

4) Second Development Period (1993-now)

According to this plan, over the next two decades or so, the West Campus underwent its second major transition. Many new buildings in signature architectural style were built, and much green space was opened up on campus in order to promote harmony between buildings and the landscape.

Method

Communicating through a Visual and Interactive Format

Students lack a sense of belonging at school for many reasons. This can be
particularly true for international students (Freeman & Anderman, 2007). Based on the viewpoints from Moore (2000) and Gleason (1983), we can conclude: familiarizing them with the history of campus landscape changes can be a good way to enhance international students’ sense to the University of Cincinnati as a home. The theory of how to familiarize with the West Campus is what the author will discuss in this section. The practical project will be discussed later.

There are several questions the author will attempt to address: How can one make international students on the University of Cincinnati West Campus more familiar with the West Campus? How can one communicate the history of changes of the campus in an effective way? Now, one available source for learning about campus history is the collection of written materials and images in the university libraries. Of course, if we have time and patience, we can become as knowledgeable as a professor of the history here or an outstanding campus guide; however, that seldom happens for college students with heavy work loads and also active social lives, and especially not for international college students who are busy adjusting to a different culture and a language barrier. In light of these problems, there are several priorities we should consider when we design new methods to communicate the history: efficiency, fun, universality, and availability.

This project aims to make people actively communicate the knowledge about the campus, not simply to receive them passively. This thesis uses graphic presentation in an interactive format to communicate.

The basic theory underlying the practical dimensions of this project will be discussed later, which is “graphic language as a means of communication, the visual communication” (Barnard, 2005, p.18). Communication means to convey information. To be an effective communicator, we can use many means, such as words, graphics, sound, video, and even behaviors. When we think about the communication with respect to our campus environment
and the history of changes to campus, the standard medium we use is words. Yet now, as observed in both research and practice, people are using more graphic language to communicate in certain conditions as a more effective method. We cannot conclude which way is the best method universally, but in this thesis, when we talk about how to communicate about the University of Cincinnati West Campus, the author believes that a more graphics-oriented approach would be an appropriate choice. The following reasons provide an explanation for the author’s choice:

1) **Graphic Language, the Universal Language**

   Most of the time, images can serve as a universal language without any great barrier for understanding. We have a worldwide consensus as to the meaning of icons, images, and pictures. Even with some difference in varied airports’ information systems, these information systems still remain consistent. It is easy for customers to find the specific places they will go even in an unfamiliar airport or international airport. Graphic language is also used in education communication to overcome troubles in our communication. The author has personal experience in this regard. When she learned about English grammar in high school, her teacher used smile face images to mark correct grammar and used unhappy face images to mark incorrect grammar. In this thesis, because the target group is the international student community, even though they have a working command of English, the language barrier still exists, to some extent. So the author prefers to develop this project by using a graphic language.

2) **Inclusiveness and Compatibility**

   As Barnard (2005) describes in his book, graphic design has the “social, cultural and economic functions” (p.11). The varied functions of graphic language make it possible to communicate and achieve results with a cross-cultural community.

3) **The potential for a High Density of Information in Visual Media**
Both words and graphics can convey large amount of information if we don’t care about time, size, capacity and efficiency. However, when we want to convey complex information at one time in a highly efficient manner, our choice will be graphic language (Barnard, 2005; Tetsuya Ohta, 1999). A representative example is a map. We can use different colors to represent different areas or various metro lines. We can use abstract images to signal interactive features on a computerized map that allow users to view panoramic images. And, we also use different shapes to indicate various types of places, such as bus stops and restrooms. Although there is so much information a map presents to the viewers, people can understand it quickly by virtue of its meaningful use of identifiable color, shapes and combination images. (Klanten, R. et al., 2008)

Because of these advantages of graphic language as a means of communication, the project intends to use graphic language as its primary medium. The next question is how to implement it. Currently, with much new technological development, we have multiple options for accessing the knowledge we want. Rapidly evolving new media allow people to have more fun and also maintain stronger personal ties. For example, we can download an interactive map in our cell phone and share it with our friends online. The project in the thesis also plans to build an interactive movie or website which can be downloaded to personal devices easily and can also be transferred quickly between different users.

Part II
Application: Project Report

Project Overview

To achieve the aim, the author created a visual and interactive video that introduces both the history of changes and current campus environment of West Campus at the University of Cincinnati. There are four compositions in the project: 360-View Sightseeing; Building Tour; 2-D Historical Changes Map; and Game. Among these compositions, two
topics will interpenetrate—Historical Changes, Current Campus Environment Interaction (Panorama Points, Information Section and Details).

1) Panoramic Sightseeing

In the Panoramic Sightseeing component of this project, the designer chose four points from which to record a panoramic view of the entire West Campus. Based on the topography of the campus, which has two levels, the author chose one elevated point to illustrate how much the altitude of the campus landscape and architecture varies. Sigma Sigma common is the location of the second point, which offers a panoramic view of part of the flat northeast corner of campus, and is also a location that is representative of the changes under the Development Plan. Twelve years ago, the Development Plan changed that area from a parking lot into an environmental-friendly green space. The other two points, McMicken Commons and CCM Village, are representative of older campus changes, as well as of more recent developments. From these points, both the oldest buildings and modern architecture are visible. In the screen for each point, a timeline was added to present the historical change with photos. The key changes of the building can also be observed with this feature.

Panoramic Sightseeing offers an overview of the past and present appearances of the campus. Using the real environment virtual rendering technique, students can see how the campus looks now and how it looked in the past through a direct and intuitive process. The function of the panorama is similar to the current popular Google Maps: you can visit the campus on your computer simply by moving your mouse (Figure 1).
2) Building Tour

There are many famous examples of architecture on West Campus. The Building Tour is an introduction to individual buildings. The aim of this component is to enhance UC students’ respect for the university by teaching them more about the “museum quality” architecture (Merkel, 2007) on the West Campus.

From the building guideline on top of the main screen, different buildings can be entered. In the Building Section, there is an introductory section, a photo gallery, a historical timeline map, and a game. The building screen also offers relevant links to other sites about
the buildings. From this section, university websites, the visual tour and other official websites can be accessed. You can learn how each building looks and observe significant architecture details by using the photo gallery and game. The timeline here is an important feature and is also significant to the whole project, which is the highlight concept in the project: Timeline to show historical changes visually. It is a historical presentation of the buildings. When the author discusses methods for enhancing people’s emotional connection to a place, familiarity with history is a key factor. The author believes that the more familiar with the historical changes one is, the more emotional connection will exist.

As students explore more, they will become more familiar with each building; hopefully, the emotional connection will grow between students and architecture on West Campus.

3) 2-D Historical Changes Map

The 2-D Historical Changes Map provides an overview of changes to the West Campus from 1879 to the present. It also contains an interactive map that connects to other features on the site. You can explore the whole campus development with this timeline. The timeline of different campus changes can be viewed by sliding the triangle icon on the timeline. For example, if 1991 is selected, the 2-D map of the campus photo in 1991 will appear. Clicking on buildings results in a window appearing with the building’s name and date of construction.

AS the author mentioned above, this “timeline concept” (visual presentation of historical changes, Figure 2) is the main point at the project. We observe site-specific historical change through the ‘building tour’ section, and explore the campus-wide changes through the ‘2-D Historical Changes’ section. This application tries to verify the connection between people’s familiarity with history and people’s emotional ties to a place.
4) Game

The Game closely relates to other components of this project, and it facilitates an introduction to and exploration of the campus through an entertaining approach. The game aids in the exploration of the details of campus buildings in a relaxed environment. The game is beneficial because it is a fun and low-pressure method compared to others, more traditional methods. In addition, it provides an in-depth exploration of architectural details. For example, after one chooses the building icon, an architectural detail from that building appears. A collage of different details appears on the next screen, and by clicking matching details, an image is slowly revealed (Figure 3).
These four parts have a strong logical connection to one another. By entering different parts of the site from multiple locations, and the availability of relevant content in different sections, the site offers multiple paths for developing an understanding of West Campus.

**Project Test & Evaluation**

Finally, in order to evaluate the project, a test has been administered to international students on the West Campus of the University of Cincinnati. The purpose of this research study was to gauge the effectiveness of the interactive video in enhancing international students’ sense of belonging. Using graphic presentation, interactive information, and games,
the video presents both the historical changes of the West Campus and the current state of the West Campus to international students. The study’s completed survey will help the video’s designer to determine A) if this method (visual historical presentation) constitutes an effective way for students to learn about campus history and B) which parts of the video are most effective or useful. This study lasted one week.

Test Planning

The target test group for this project was the international student population on the West Campus of the University of Cincinnati. In order to receive reliable result, the test was administered to two different groups, one group with a design background (students from the College of Design, Architecture, Art, and Planning- DAAP); another group without a design background (students from other colleges). The students in both groups came from different countries, including Asian and South America.

The main component of the test was an interview; the designer talked with the users and discussed the project with them before and after they experienced the project.

Interview Process

I Preliminary questions.

How much are you familiar with the West Campus of the University of Cincinnati?

Do you believe this theory: more familiarity with a place can be helpful for building a strong sense of belonging with respect to that place?

II Introduction with the project.

III Open questions.

What was your overall feeling after using the project?

Yes or No questions:

Do you learn more about the campus after experiencing it?

Do you think the concept of “visual historical changes” is impressive when you use it?
Do you think some emotional connection was built after using it?

Which part of the project is effective? Which not?

Results

The test focused on the quality, not the quantity, of research. In this test, the designer talked with 6 students: two of the six students were from DAAP and had a design background; four of them were from other colleges and had no design background. The students came from different countries: China, India, and Colombia. The most frequent key topics users discussed after experiencing the project were: historical changes on campus, panoramic scenes on campus, and friendly interface. Finally, the author concluded and ranked the main four design concepts in the project by varied popular levels. The result form is as following:

<table>
<thead>
<tr>
<th>Concept</th>
<th>Ranking</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timeline</td>
<td>★★★★☆</td>
<td>the most popular concept in the project to learn the historical changes of the campus and also buildings</td>
</tr>
<tr>
<td>Panorama</td>
<td>★★★☆☆</td>
<td>a useful tool to learn how the current campus looks like</td>
</tr>
<tr>
<td>Game</td>
<td>★★★★★</td>
<td></td>
</tr>
<tr>
<td>Photo Gallery</td>
<td>★★★☆☆</td>
<td>a good but not so outstanding section</td>
</tr>
<tr>
<td>Overview</td>
<td>★★★☆☆</td>
<td></td>
</tr>
</tbody>
</table>

In conclusion, the most effective aspects of the project are the timeline section and panoramic scenes; the most ineffective aspect is the game. Photo gallery, as a usual tool, is useful, yet, not very fun. The overview of the project is good. More positive comments are received from users.
Analysis

Firstly, the test would be discussed in an overall perspective. When the author looked the project as a whole one, a single design concept, the rank for the whole concept was good, but still concluded some confusing or inappropriate points. In the previous sections, the author discussed two standards for evaluating a sense of “home”: familiarity and emotional connection. The ultimate aim of this project is to improve international students’ sense of “home” with respect to the West Campus of the University of Cincinnati. Those same two standards can also be used to evaluate the project. Based on the results of the test, users all agreed that they learned much more about the current West Campus and also the historical changes to it after using the project, which means the first standard—familiarity—was met. Yet, some of them said frankly that it was hard to find a specific emotional connection point to the campus. As a result, it can be verified that more familiarity with a new environment will facilitate a sense of belonging to that place and that a visual and interactive method is a useful way to introduce information to users. However, how to enhance the emotional connection requires further investigation. It is unreasonable to conclude that the project cannot improve users’ emotional connection. The author believes that more varied content; such as funny short stories relevant to the environment would be a helpful addition for achieving the desired result.

Secondly, specific design concepts would be analyzed respectively. Undoubtedly, the timeline, as a highlight of the project, met the designer’s expectations. Users showed enthusiasm for this part and also gave the highest ranking in the test. The theory, graphic presentation in an interactive media would be a useful and positive tool to introduce multi information, especially boring information, could be verified in this section. In addition, some of the users expressed interest in the panoramic scenes, which introduced the information about the present-day campus to users. This design concept verified what the
author mentioned before that the project tried to make people actively communicate the
to actively communicate the knowledge about the campus, not simply receive them passively. On the other hand, the game, knowledge about the campus, not simply receive them passively. On the other hand, the game, unexpectedly, received poor reviews. In theory, though, users did agree with the notion that unexpectedly, received poor reviews. In theory, though, users did agree with the notion that fun methods could be used to boost people’s interest in learning material that might otherwise be perceived as boring. After talking with users about this issue, the designer concluded that fun methods could be used to boost people’s interest in learning material that might otherwise be perceived as boring. After talking with users about this issue, the designer concluded that the reason for this failure was an inappropriate game format and content. Based on the the reason for this failure was an inappropriate game format and content. Based on the experience of this project, it is not hard to find the close relationship between game and experience of this project, it is not hard to find the close relationship between game and culture. The key failure of this game section was to ignore the culture influence to the game. culture. The key failure of this game section was to ignore the culture influence to the game. Since the designer used traditional Chinese game format, it would bring troubles to other Since the designer used traditional Chinese game format, it would bring troubles to other students who without Chinese Culture background. So, it is important to consider the culture students who without Chinese Culture background. So, it is important to consider the culture elements when designers design games for any project. In fact, culture element is a basic and elements when designers design games for any project. In fact, culture element is a basic and so significant item in any design field.
so significant item in any design field.
Lastly, one interesting result the designer learned from the test is that different parts of the project attracted different target groups. As the author discussed above that there are two project attracted different target groups. As the author discussed above that there are two main contents in the project: one is the historical change on campus, and another is the main contents in the project: one is the historical change on campus, and another is the current campus environment. After talking with these six users and also send some demo of the project to prospective international students informally, the designer found that current the project to prospective international students informally, the designer found that current students expressed more interests to the history section, the design concept “Timeline”; students expressed more interests to the history section, the design concept “Timeline”; comparatively, prospective students showed more interests to the current campus comparatively, prospective students showed more interests to the current campus environment section, the design concept “Panoramic Sighting-seeing”. From this fact, it can environment section, the design concept “Panoramic Sighting-seeing”. From this fact, it can be concluded that varied target user groups require different need even in a same project. be concluded that varied target user groups require different need even in a same project.

**Future Development**

Because much information should be present in the project, more details relevant to buildings on campus and landscape historical changes on campus should be added in order to achieve a through overview of campus architecture and landscape. In future plans, the
designer intents to keep the basic format of the timeline section and improve on that. For the game section, varied game formats and content will be tried. Finally, enhancing the emotional connection between the campus and its international students will continue to be the main consideration in any additional changes.

Part III
Conclusion

Graphic presentation in interactive media is an effective method for introducing information to people, especially those with a language barrier. The interactive video the author designed would be a good resource for international students on the West campus who wish to explore both the history of campus changes and the current campus environment of the University of Cincinnati. The author believes that a strong sense of belonging may be fostered among these students by using this project.
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