

## FY1100 Livable Cities

### City Interview Assignment

Learning Objectives: teamwork, presenting, cultural awareness, values

Assigned in week 3 and given 2 weeks to complete

#### Part 1: Questions and Interviewees

The first phase of this assignment is to be completed on an individual basis. Reflect upon what you think makes a city livable. Then, considering those factors, make up a list of interview questions that you might ask of a city-dweller about the joys and problems associated with city life. What city dwellers do you know who could answer questions about city life? You are urged to think of demographic differences potential interviewees might have: age, income, gender, race, geographic location of city, etc. You should also think about whom you would be willing to contact as a participant. Prepare a list of 8-10 questions that you think will provide good information and food for thought about the joys and problems of city life. This list is to be brought to class on 9/11. Also, include a list of potential interviewees and their demographic details class on 9/11. During that class, we will move to the next phase of the project that involves group work.

See the Interview Tips at <http://blogs.kqed.org/education/files/2014/03/9a-Interview-Tips.pdf> for assistance.

To help you prepare questions, here are some things to consider:

Below are some aspects of city life you might consider in your questions. These are just suggestions. You should also think of some questions on your own that would help shed light on city livability.

**Environmental:** What kinds of environmental problems might this city have? How many kinds of living beings are affected by these problems? Does a certain problem involve a whole city, or just a particular part of a city? Is the environmental problem one whose scope is neighborhood extensive, city extensive, region extensive? What types of impacts does the issue have on the land/sea/living things of this city? What are the impacts to plant species? What are the impacts to local wildlife or ecosystem services?

**Social:** What are the big social issues facing local communities (i.e. income inequality, crime, public education, housing, transportation, etc.)? Is everyone in the community equally impacted? Are the impacts unevenly distributed? If the latter, explain this distribution (i.e. - are there groups of individuals that are harmed, or more harmed, by the issue? Are there groups that benefit?) What solutions are being offered? Whom do they benefit/harm?

**Political:** What are the political stakes involved in tackling the issue(s) you decide to focus on? Are there differing political views involved in attempts to mitigate the issue? What are these?

**Economic:** What are the economic costs of the issue(s)? What are the costs of the ways in which the issue is being addressed? Do the costs of addressing the issue in certain ways make those ways unsustainable? Are some ways of addressing the issue more cost effective than others? How could we assess this?

**Cultural:** Why might your interviewee love living in this particular city? What might your interviewee hate about city life? What aspects can be made better or might be enhanced or best left alone?

## Part 2: Video

Phase two of the assignment requires group work. After being assigned to a group in class, plan to meet together in and out of class to compare your lists of questions and your ideas of potential interviewees. As a group, plan to contact by Skype (or similar app) several people you know who live in cities. Ask permission of the interviewee and explain what you plan to do before you contact them for the actual interview. There should be at least five contacts for your group. Try to select interviewees that have some variety in terms of age, demographics, and city discussed. Capture your phone interviews. (ATC is here to help us learn to do that. PLAs will also be great sources for help.)

As a group, you should ask each interviewee a uniform list of questions. Use the Interview Worksheet that is found at [http://ww2.kqed.org/quest/wp-content/uploads/sites/39/downloads/2011/06/interview\\_tips.pdf](http://ww2.kqed.org/quest/wp-content/uploads/sites/39/downloads/2011/06/interview_tips.pdf). The goal is to have the interview reveal the ups and the downs of living in a city and the quality of life and resources those particular cities have to offer. Your interviews may also show the contrasting problems that city dwellers experience.

With technical aid from the ATC, edit your interview videos into a short edited film of no more than 8 minutes. Be critical of the material you keep in your video. You will need to post these videos to a YouTube account (ATC can also help with this) and EMAIL a link to both professors and upload that link here in Canvas. We will compile a list of ALL of the links on Canvas in the Modules folder.

## Part 3: Peer evaluation

EACH person will watch the videos (except the one your team produced) and complete a peer evaluation. That means you will have to watch nine videos and evaluate each one. The best video, as determined by the instructors, will be shared with a broader audience. You will lose points if you do not complete the peer evaluations. You can find a link to the rubric you should use for the peer evaluation in the Canvas Files/Extras folder. The link to the survey for peer evaluations can be found at:[insert survey link here].

You may have to copy and paste this link into the address/navigation bar. Once you complete a peer evaluation close the website and go to the link again to start a new evaluation.

Summary: For this assignment: one member of your team **MUST** email the link of your YouTube video to both professors **AND** EACH person must complete nine peer evaluation forms (via a qualtrics survey). Attached to this assignment is a rubric to grade the videos and the questions you will see in the peer evaluation.

Rubric for Cities Interview Assignment



Assignment total = 30 points: Professors' rating = 25 points (using rubric below); 5 points from average of peer/PLA surveys (Qualtrics surveys)

|   | <b>Not Completed</b><br><b>0 pts</b>   | <b>Unacceptable</b><br><b>1 pt</b>  | <b>Needs Improvement</b><br><b>2 pts</b>  | <b>Acceptable</b><br><b>3 pts</b>  | <b>Very Good</b><br><b>4 pts</b>  | <b>Excellent</b><br><b>5 pts</b>  |
|---|--|---|---|--|---|---|
| <b>Interview questions:</b><br><b>5 points</b><br>The list of interview questions should be uniform for each person interviewed. They should be planned with an eye to eliciting useful information about the possibilities and problems of living in a city. | No interview questions prepared on contacts made.  | Interview questions not well formulated and planned.  | Interview questions show only partial success in formulation and plan.  | Interview questions are adequate and contacts made.  | Interview questions are clear to those interviewed and elicit helpful information.  | Interview questions are well formulated and purposefully planned. Participants are contacted, permission obtained, and purpose of interview explained.  |
| <b>Content: Choice of interviews as information sources</b><br><b>5 points</b><br>The people selected to interview present a good sample in terms of the project goal of saying what makes a city good or problematic.  | There is no attempt to edit the number or thematic content of interviews used in the film. | Too many or too few interviews are used to make the video clip effective and informative.   | The quantity of interview clips used is appropriate to the time limitations, but there is no attempt to select a variety of points of view. | An acceptable number of interviews are used relative to the time limitations, but the interviews chosen fail to show any range of responses. | There is an attempt to choose interview clips in a meaningful way, but the attempt is not totally successful or has room for improvement.   | Interviewees are drawn from a variety of age, geographic, and gender demographics and arranged in such a way as to make or suggest a problem or theme subject to demographic variation.             |
| <b>Content: Editing for interpretive meaning</b><br><b>5 points</b><br>A good interview video uses the responses of those interviewed to emphasize and illustrate one or more important points about the joys or problems of city life.                       | Interviews are randomly selected or cut as raw uninterpreted data.                         | It is completely unclear how the students interpreted the interview data they have presented.   | An attempt at interpretive editing was made, but was not effective.   | An attempt at interpretive editing was made with a modicum of success but clear room for improvement.  | An interpretive vision is apparent in the video editing, but the meanings conveyed opened up no new ideas about human aspects of city life. | The viewer takes away some interesting points to ponder after seeing the video due to the design of the film. These points give viewers a new or wider understanding of human aspects of city life. |
| <b>Production:</b><br><b>5 points</b><br>Includes editing, sound and light, special effects.  | Unable to see and/or hear the video well enough to evaluate it.                            | Defects in sound and/or lighting quality make it difficult to watch and understand, and significantly detract from the final product. | Some defects in editing, sound quality or lighting quality detract somewhat from the viewer's experience.                                   | Editing, sound and lighting do not interfere with the viewer's experience, but neither do they enhance it.                                   | Students made an effort to enhance the quality of the finished product with sound, lighting, effects and/or editing.                        | Outstanding effort was clearly made to produce a polished product. Very easy to see and hear. The team went above and beyond in production, editing, and/or effects.                                |
| <b>Creativity:</b><br><b>5 points</b><br>The team attempted to present the information from a new or different point of view. The finished product is entertaining and interesting to watch.  | Clear lack of effort put into production of the final video.                               | Presentation lacks in creativity.   | The presentation is dry, or is too complicated or abstract for the viewer to follow.  | The team attempted to present the interview responses from a new or different point of view.   | Topic is presented from an interesting or different point of view.  | The presentation was both interesting and enjoyable to watch. The team truly went "outside-the-box" to create a fresh and innovative way to present their project.                                  |

The Qualtrics survey you will fill out will roughly follow the guidelines below. The average of the class responses and your PLAs will all be combined to arrive at the final 5 points of the grade.

Your Name:

Group number of the video you are reviewing:

Your opinion of this video (you will click the appropriate buttons on the online survey form for each question):

| Question  | Strongly Disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly Agree (5) |
|---|-----------------------|--------------|-------------|-----------|--------------------|
| The topic is clear and easy to understand   |                       |              |             |           |                    |
| The interviews presented evidence to support the argument is convincing                     |                       |              |             |           |                    |
| The evidence is explained in a way that is easy for a non-scientific audience to understand |                       |              |             |           |                    |
| The possibilities and difficulties of city life were well-portrayed                         |                       |              |             |           |                    |
| I learned something from this video   |                       |              |             |           |                    |
| I feel that my classmates made an honest effort to do their best in creating this video     |                       |              |             |           |                    |
| I enjoyed watching this video   |                       |              |             |           |                    |