River North (RiNo) Art District Evolution: Full Design Document

Photo Courtesy of Katie Holloman

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Project Overview

The RiNo Art District organization would like to inform Denver Metro area residents on the evolution of the RiNo art district, as few residents are aware of the growth of the area unless they grew up locally. Additionally, until recently, Denver's art scene was a niche area that only local artists participated in. As the population of Colorado continues to increase, knowledge of the Denver Metro area's history is pivotal for recent and previous residents to understand the growth and impact that neighborhoods, such as RiNo's art district, have had on the local area.

The creation of an online module will assist in spreading knowledge about the RiNo art district, Crush Walls Festival and other First Friday art walks.

Problem

First-time creation of online module

To my knowledge, there has never been an online module built on the RiNo district nor the First Friday art walks. Although the RiNo neighborhood is increasing in popularity and thereby foot traffic, most Denver Metro residents are unaware of the history of RiNo and the Crush Walls Festival. The creation of a first-time RiNo online module will increase visibility about the neighborhood and art district. Thus, knowledge about the history of RiNo will expand with Denver Metro residents.

Awareness & business sustainability

Learners will be able to access the online module rather than learning about RiNo solely through word-of-mouth, which has room for misinformation. Increasing knowledge on the RiNo art district will allow businesses to continue to thrive as limited knowledge and low number of visitors affords opportunities for businesses to fail.

Solution

The lack of knowledge on the evolution of the RiNo district was primarily determined from my personal observations as a local Denver resident over the past few decades. Based on these observations, as well as interviews with Denver residents, a Gap Analysis was used to review resources that already exist online for RiNo compared to local resident knowledge weaknesses. Through this, it was determined that an online module on the history of RiNo would be pivotal in expanding knowledge to both artists and non-artists in the Denver Metro area. By increasing knowledge not only on RiNo, but also on the Crush Wall Festival and other First Friday art walks, the local art scene can continue to thrive to everyday Denver Metro residents. Thus, increasing understanding of Denver Metro areas amongst residents and limits the possibility of closing businesses and art districts.

The following document's design analysis, design plan and production pathway, flowchart, storyboards, interface and design standards outline the creation of the RiNo Art District Evolution's online module. The final online module will be reviewed by the RiNo Art District and advertised on their website.

Analysis

Introduction

The following analysis report has been created to outline the future creation of an online module on the history of the RiNo art district. The focus of the module will be on the evolution of the RiNo district as a neighborhood to the art community that it is today. I'll research the past few decades of RiNo in conjunction with the onset of the First Friday art walks and the RiNo Crush Festival. In addition, I plan on incorporating my own photographs of some of RiNo's art/artists within the module. This analysis report will also cover the project's initial problem, instructional goals, methodology, target audience, learning objectives, content source and technology platform.

Instructional Goals

- I would like for learners to gain an appreciation for local RiNo history.
- I would like for learners to gain knowledge about the RiNo Crush Festival art walk.
- I would like for learners to become aware of the general First Friday art walk districts.
- I would like for learners to gain a desire to physically visit the RiNo neighborhood and art district.

Methodology

The lack of knowledge on the evolution of the RiNo district was primarily determined from my personal observations as a local Denver resident over the past few decades. Based on these observations, as well as interviews with Denver residents, a Gap Analysis was used to review resources that already exist online for RiNo compared to local resident knowledge weaknesses. Through this, it was determined that a module on the history of RiNo would be pivotal in expanding knowledge to both artists and non-artists in the Denver Metro area.

Target Audience

- The target audience for the RiNo course will primarily be Denver Metro residents. However, multiple locations and time zones of learners can utilize the online module.
- No experience on the RiNo art district is needed, although, interest in either the RiNo neighborhood or art is helpful.
- RiNo is a district growing in popularity and therefore, buy-in from the audience will not be difficult to obtain.
- Attitude towards RiNo and the art district is positive. Growth in the neighborhood has brought in new housing developments, restaurants and stores. Although this has gentrified RiNo, it has cleaned up the previous warehouse district where most locals would not visit. Currently, the RiNo art district is a popular area, although most audience members new to Colorado are not aware of the neighborhood's previous condition.

Learning Objectives

After accessing and viewing the RiNo art district online module, the following are aligned with Bloom's Taxonomy - Knowledge Level 1 from the Cognitive Domain (Thomas 2005):

- Learners will be able to describe at least three significant historical growth time periods for the RiNo neighborhood.
- Learners will be able to describe at least two of the current mural designs and identify two muralist names in the RiNo art district.
- Learners will be able to list at least three other First Friday art walk locations.

Content Sources

Sources for the RiNo Art District online module content include:

- The RiNo art district website will primarily be utilized for the current RiNo neighborhood, muralist/artist names, district map and other First Friday art walks, to name a few subject areas (RiNo Art District 2019).
- "The Curious Evolution of the RiNo Art District" is a useful article specifically for more recent growth of RiNo (Peterson 2017).
- The City of Denver website also has some useful links on the RiNo art district (Denver: The Mile High City n.d.).
- Additional resources listed in the References section of this document, pages 20-21.

However, with the lack of a previous RiNo art district course and limited online resources for the changing of RiNo further back in time, subject matter experts will need to be utilized through interviews for their knowledge and for resource recommendations:

- Colorado historians specializing in RiNo history dating back to the 1990's
- RiNo city developers
- Colorado librarians

Technical Platform

The learner will require the following technology requirements for the RiNo art district online module (Online Schools Center 2019):

- High-speed internet connection
- Computer requirements—
    - Adobe Flash Player
    - Windows XP or Windows 7 or later/OS 10.6 or later
    - Internet Explorer 8.0 or later, Firefox 3.6 or later, Google Chrome 7.0 or later
    - Computer microphone or speakers for audio capability
    - Standard 1080p resolution (1920 x 1080)

Design Plan

Introduction

The following design plan has been created to outline the future creation of an online module on the history of the RiNo art district. I have listed my three learning objectives for the online module below and broken each objective down into detailed content in conjunction with the treatment for each content area.

Objective 1

Learners will be able to describe at least three significant historical growth time periods for the RiNo neighborhood.

Content	Treatment
Significant RiNo Growth Periods: • Northern Downtown Denver/RiNo in 1990s • RiNo in early 2000s • RiNo in present day	• A chart appears on the screen with bubble images of different time periods of RiNo. • Learners will explore time periods in a linear navigation. Therefore, RiNo in the 1990s will be accessed first.
Northern Downtown Denver/RiNo in 1990s: • Original warehouse district • Transients in Brighton Boulevard viaduct • Proximity to Five Points neighborhood and decline in 1990s due to loss of wealthy leaders	• Photos of RiNo area in 1990s will be included…hopefully from Denver Photo Archives-Kim Allen who I have asked permission from. • Text bullet points will be utilized in more detail.
RiNo in early 2000s: • "River North Plan" in 2003 for creation of new neighborhood lines • Branding of RiNo logo and Nonprofit RiNo Art District established in 2005	• A photo utilizing the RiNo logo in a real life photo will be utilized. • Text of key points of RiNo in the 2000s will be bullet-pointed out.
RiNo in present day: • Overview of art district with murals and galleries • Restaurants, bars and stores touched on for the location	• Photo of the main street of RiNo. • Text of RiNo businesses included with mention of events specific to the area.

RiNo Historical Period Sequence Quiz • Drag-and-drop sequence order assessment on three different decades of RiNo assessed	• Historical statements must be chosen in correct sequence order by the learner using a drag-and-drop menu of four different options.

Objective 2

Learners will be able to describe two of the current mural designs and identify two muralist names in the RiNo art district.

Content	Treatment
Two RiNo muralists: • Zehb + Plezo • Hollis + Lana	• An image of the RiNo Crush Wall Festival map will be shown as a PDF in the module's "Resource" section. • Miniature photos of each muralist/their mural will be included above a clickable trigger button to explore.
Zehb + Plezo: • Zehb's biography as a Denver artist • Collaborative projects for Crush Wall Festival with Plezo and Native American elders	• A page with different photo of Zehb's biography, Crush Wall mural or current/future projects will appear. • Text of Zehb's biography and more detail about the Crush Walls Festival mural will appear.
Hollis + Lana: • Collaborative artist duo biography and quick history • Crush Wall Festival mural on abstract nature	• A photo of Hollis + Lana's Crush Walls Festival mural will appear. • Text of Hollis + Lana's biography and more detail about the Crush Walls Festival mural will appear.
Muralist Game • Game/Quiz on muralist/artist information	• Multiple choice questions will appear for artist/muralists

Objective 3

Learners will be able to list at least three other First Friday art walk locations.

Content	Treatment
First Friday Art Walks: • RiNo Art District • Santa Fe Art District • Tennyson Street Cultural District • Golden Triangle Art District	• A screen with four different photos of each of the art districts will appear. • Personal photos of each of the areas will be utilized. An additional photo was found online from a copyright free source. • First Friday art district location map is mentioned with google map screen shots and links to maps in the "Resources" section.
RiNo Art District: • RiNo location, length of time it's existed and general set-up of area shops	• Text of a quick biography of the RiNo art district will be used.
Santa Fe Art District: • An explanation of the location of Santa Fe • Special events & First Friday art walk	• Text of a quick biography of the Santa Fe art district will be used.
Tennyson Street Cultural District: • An explanation of the location of Tennyson • History of Tennyson and what the area is known for explained	• Text of a quick biography of the Tennyson art district will be used.
Golden Triangle Museum District • An explanation of the Golden Triangle area • First Friday art walk and surrounding art museums/events	• Text of a quick biography of the Golden Triangle art district will be used.

Art District Poll • List of art districts and current First Friday times	• Drag-and-drop poll of which art district the learner is interested in visiting most to least desired.
Art District Matching Quiz • Two matching columns of the four art district names versus unique information at each district	• Art district names can be dragged and dropped to the appropriate matching descriptions.

Production Pathway

Introduction

The following table outlines the tools and equipment needed to build the course module in the selected courseware:

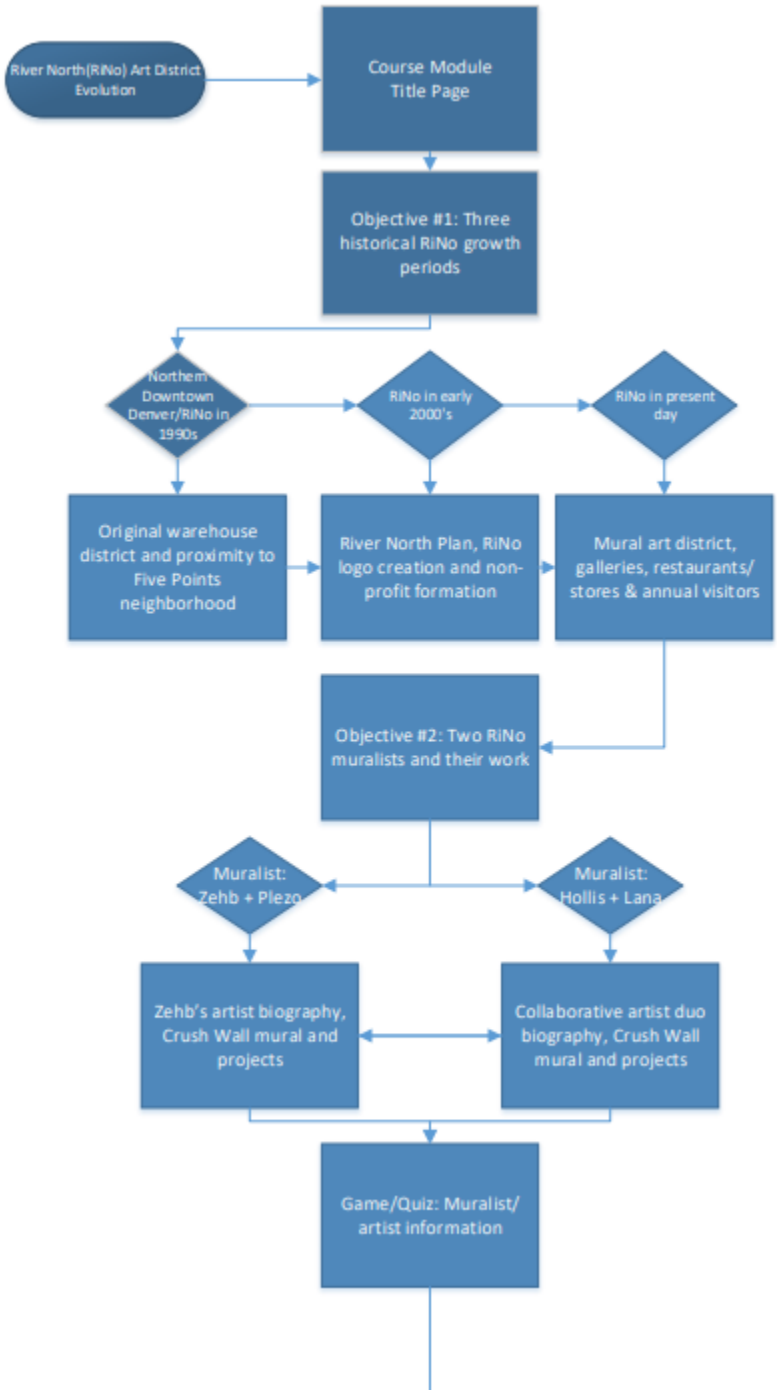
Element	Process	Equipment & Tools	Notes
Design Documents	Create/Edit	MS Word	All scripts and design documents will utilize MS Word. For the flowcharting portion, I will use Visio.
Graphics	Create	Google Pixel 3 Phone Camera	I already have recent photos of the RiNo art district to utilize throughout my course module. I may also utilize past photos of the other art districts: Santa Fe, Tennyson and the Golden Triangle. Additional photos will be created, as needed.
	Select/Request	Artist Website Permission to Use Requests	I have already sent email requests several individuals and groups for permission to utilize RiNo historical photos or art district photos. Other requests will be made for permission to use photos with credit given, as needed.
Audio	Record	Blue Yeti USB Microphone	I will utilize my own voice to record the course audio using self-written scripts from MS Word and record directly into Articulate Storyline 360.
	Edit	Voice Recorder, PowerPoint Audio or Adobe Spark	I will utilize the internal recorder editor from Articulate Storyline 360 to crop audio clips.

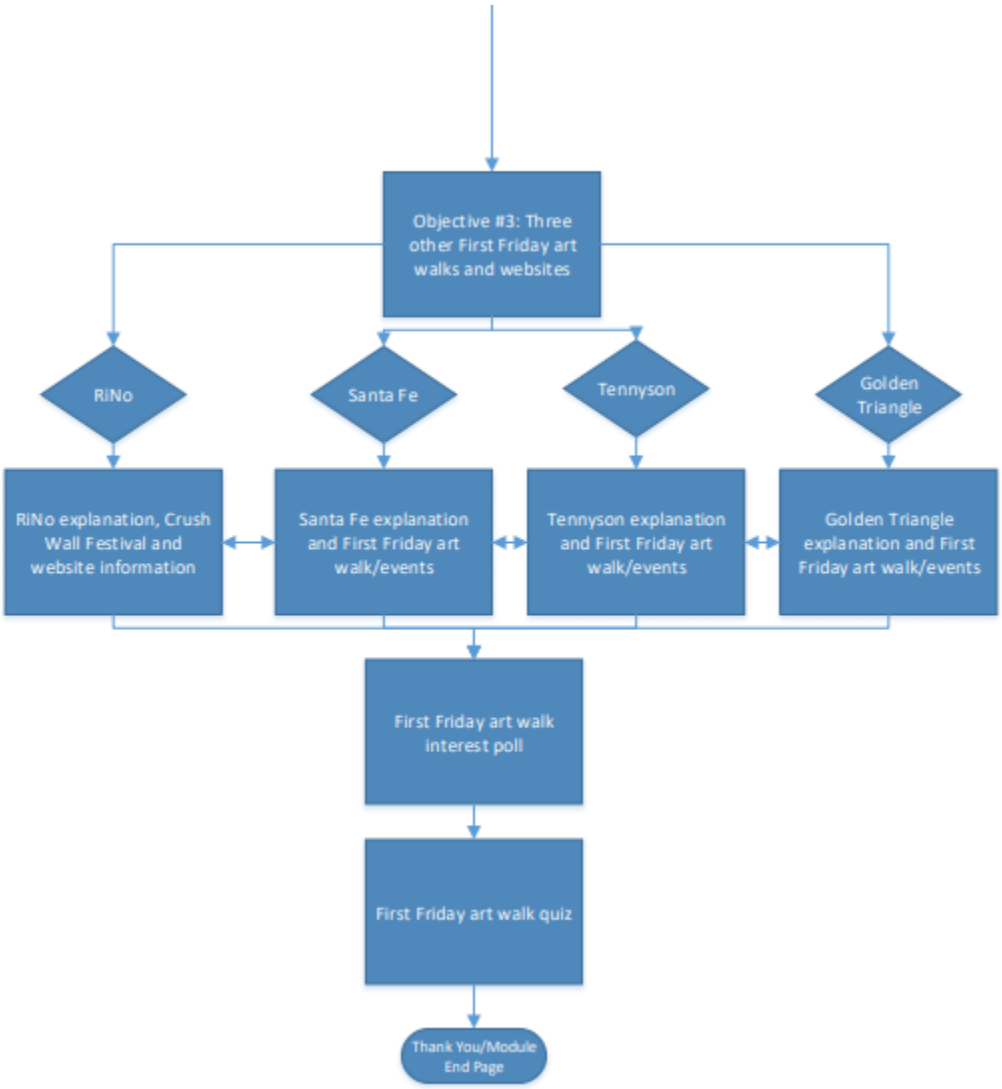
Element	Process	Equipment & Tools	Notes
Video	Recording	None	I do not have plans to include videos in my course. If this changes, I will use personal videos from my Google Pixel 3 that I can create as the project progresses.
	Editing/Production	PowerPoint, Adobe Spark or Techsmith Camtasia	A video presentation or rough draft of the course modules could be created and editing using either PowerPoint, Adobe Spark or Techsmith Camtasia. These can then be imported into Articulate Storyline, as needed.
Courseware Development Tool	Create eLearning courseware	Articulate Storyline	I finished LinkedIn Learning courses on Articulate Storyline 360 in preparation for the course module creation in Week 8. I will utilize Articulate Storyline to build my course structure, pages and import graphics, audio, etc.
Online Hosting Site or Learning Management System (LMS)	Host and track courseware	Wix	No LMS is needed for this course for now. The Articulate Storyline course will be added to my Wix online portfolio. The link will be published using Amazon S3 and will then be shared in the course assignment area and/or with the class.

Flowchart

Introduction

The following visual design exhibits the module's flowchart from start to finish on the evolution of the RiNo art district:

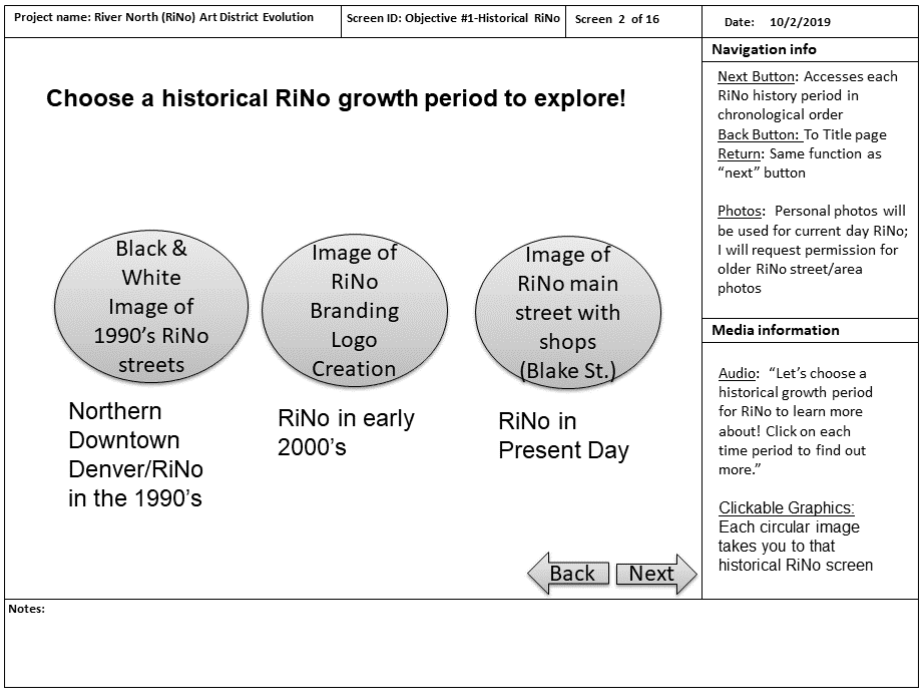


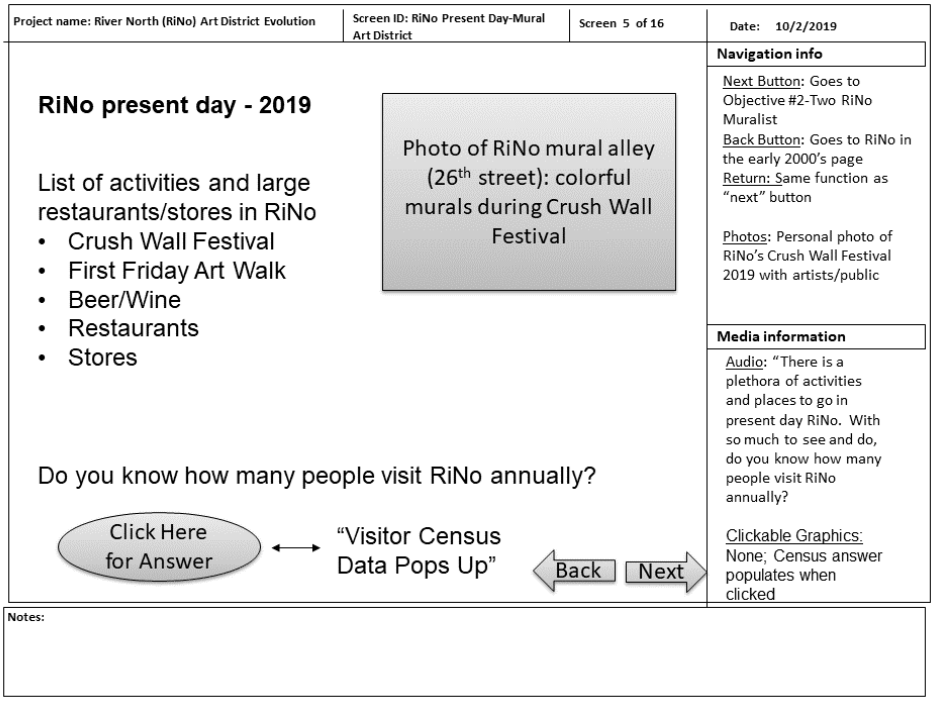

Objective #3: Three other First Friday art walks and websites
RiNo
Santa Fe
Tennyson
Golden Triangle
RiNo explanation, Crush Wall Festival and website information
Santa Fe explanation and First Friday art walk/events
Tennyson explanation and First Friday art walk/events
Golden Triangle explanation and First Friday art walk/events
First Friday art walk interest poll
First Friday art walk quiz
Thank You/Module End Page

Storyboard

Introduction

The following four storyboard examples outline proposed module screen visual layouts, including navigation and media information:





Project name: River North (RiNo) Art District Evolution	Screen ID: Two RiNo muralists and their work	Screen 6 of 16	Date: 10/2/2019

RiNo muralists

- Zehb & Plezo
- Hollis + Lana

Zehb & Plezo Artist/Mural Image

Hollis + Lana Artist/Mural Image

Crush Wall Festival Map from 2019....sky view of streets with diamonds for each mural location

Back Next

Navigation info

Next Button: Goes to first muralist information page; Zehb & Plezo
Back Button: Goes to "Present Day RiNo" page
Return: Same function as "next" button

Photos: Photos of each artist from their website/Instagram & RiNo Art District's map of the Crush Wall Festival 2019

Media information

Audio: "Let's explore two of the many muralists from the RiNo Crush Wall Festival: Zehb & Plezo and Hollis + Lana."

Clickable Graphics: Each circular artist image takes you to their page. The Crush Wall Festival Map does not do anything when clicked.

Notes:

Project name: River North (RiNo) Art District Evolution	Screen ID: Game/Quiz: Muralist/artist information	Screen 9 of 16	Date: 10/2/2019

Muralist quiz time!

What current project(s) is/are Hollis + Lana working on?

a. _____
b. _____
c. _____
d. _____

Correct!

Wrong.

What inspired Zehb + Plezo's 2019 Crush Wall Festival mural?

a. _____
b. _____
c. _____
d. _____

Correct!

Wrong.

Back Next

Navigation info

Next Button: Goes to Objective #3-Three other First Friday art walks page
Back Button: Goes back to second muralist, Hollis + Lana
Return: same function as "next" button

Photos: No photos on this quiz page

Media information

Audio: Voice for "Welcome to Muralist Quiz Time! Choose the answer for each multiple choice question that you believe is correct."

Clickable Graphics: None

Notes:

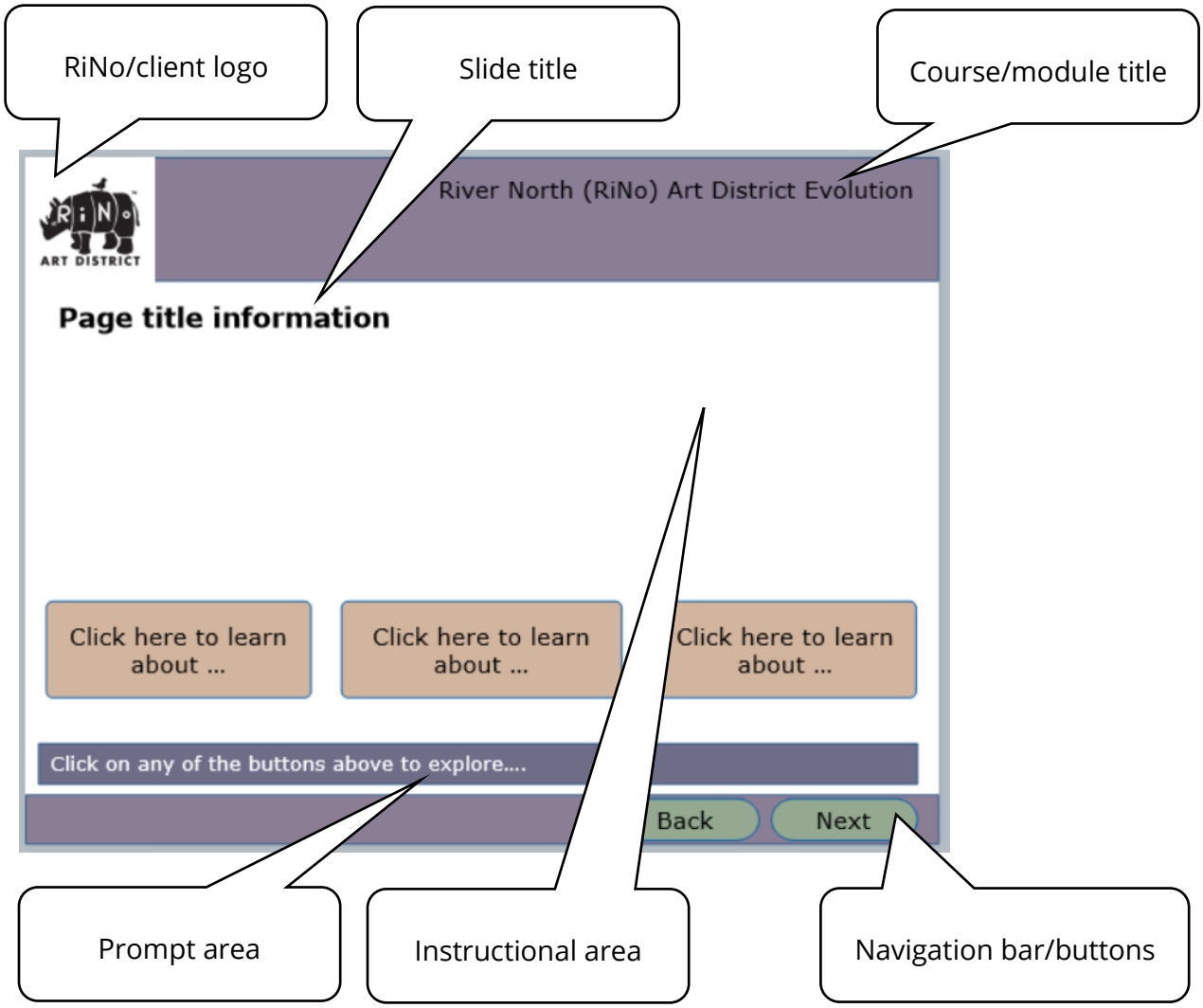
Interface and Design Standards

Introduction

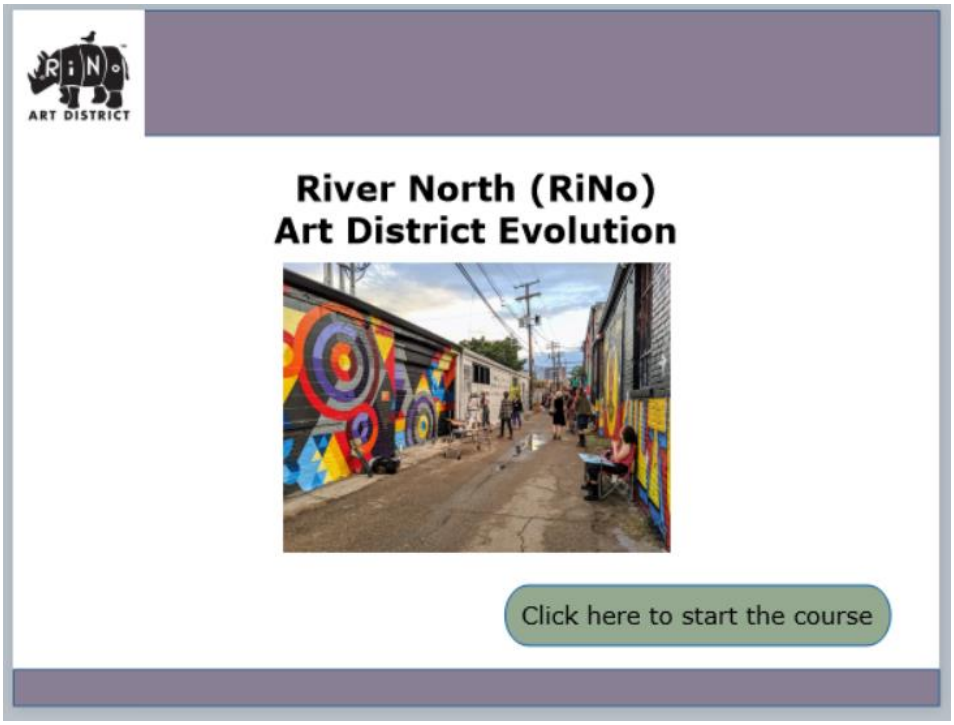
The following tables, graphics and explanations outline the module's template layouts, color palette, standard elements/theme, graphics, C.A.R.P. guidelines and compliance with section 508:

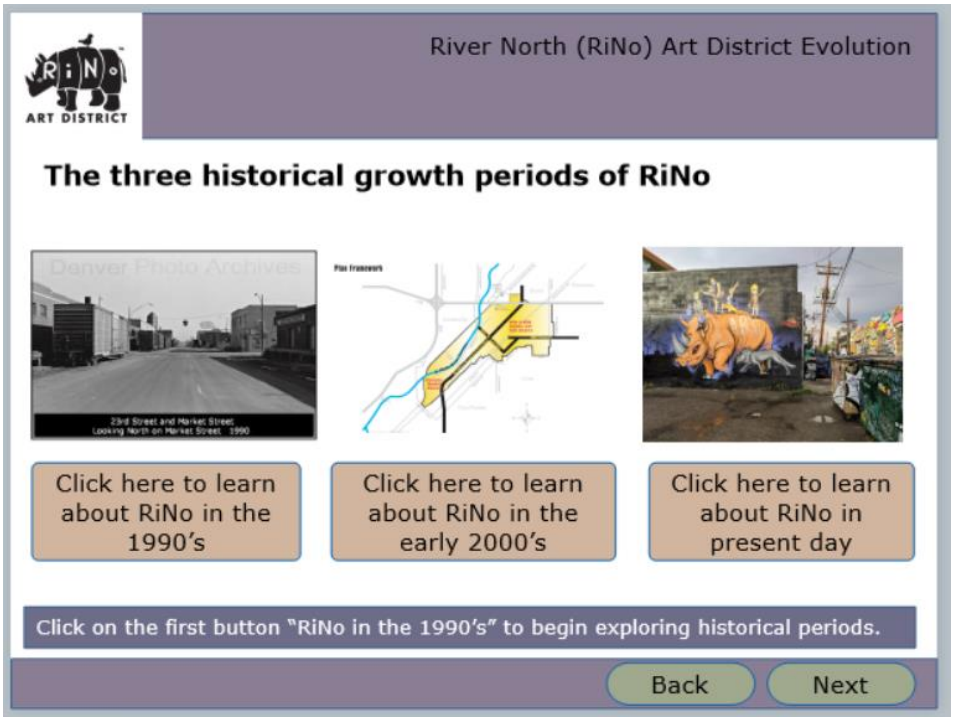
Interface Templates

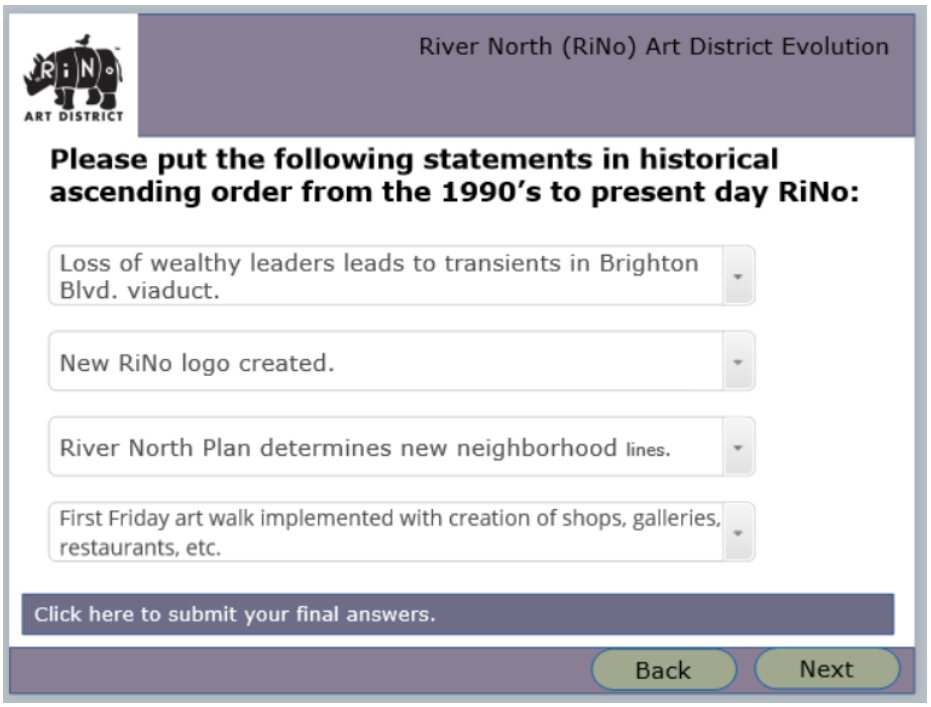
The annotated template below illustrates the elements of the module's interface:



The following templates exhibit basic layouts of several course module slides/screens: welcome page, historical periods of growth (objective #1) and a sequence order quiz:







Color Palette

The following palette will be used for additional course elements, such as headers/footers, graphs/charts, illustrations, etc. The palette was chosen to align with the bright, artistic colors of the RiNo art district. (Note: The palette was generated by the color generator Coolors.co.):

Primary Color 1	Primary Color 2	Secondary Color 1	Secondary Color 2	Secondary Color 3
000000#				
#84778F	#565672	#94A990	#D1B59E	#D1865E
#A191AE	#68688B	#B4CEAF	#FFDCC1	#FFA372
#B2A5BC	#ACACBF	#CFDFCC	#FFE8D7	#FFC4A5
#CBC3D2	#D5D5DF	#E3EDE1	#FFF2E8	#FFDDCB

Standards/Styles for Main Elements

Element	Style	Notes
Client logo	n/a	Approved RiNo logo
Course title	title_main	Verdana, 14pt, #000000, top/right justified in header
Slide title	title_screen	Verdana, 16pt, bold, #000000, top/right justified below header
Instructional area	screen_text	Transparent, Verdana, 14pt, #000000, top/left justified
Prompt bar	Prompt	Verdana, 12pt, #FFFFFF, justified left/center of prompt bar
Navigation bar/buttons	Button	Verdana, 14pt, #000000, justified right/center of footer

Graphic Standards

All graphics used in the course module will be personal photos with some illustrations possible, unless credit is given to the appropriate graphic owner. Photos used will be in png/jpeg standard, clearly representing each course module theme/navigation/trigger. If a character/muralist/artist is implemented, they will follow the color palette standards on white background. They will be utilized primarily for personification of the course module navigation.

Buttons

Button	Function
Back	Takes the learner to the previous page.
Next	Takes the learner to next page. This button and associated trigger buttons are hidden when an action is required on the screen (e.g. completing an informational area before proceeding to the objective's quiz).
Submit/prompt bar	Used to submit a final answer in quizzes/learner assessments.
Return	Same function as the next button.

C.A.R.P.

Contrast:
Font in conjunction with color palette is contrasted with light versus dark colors for accessibility/readability. Black font on white background is the primary format for the course module with darker color palette headers/footers and buttons contrasted with black/white font according to accessibility.

Alignment:
Left alignment of text and graphics is implemented throughout the course module. Buttons are centered with graphics. Course title and navigation are aligned right as secondary labels/functions.

Repetition:
The same positions for course title, page title, prompt bar, and navigation are utilized throughout the module, remaining the same from slide to slide. Similar instructional area designs/buttons are repeatedly used from slide to slide for ease of access and compliance with design standards.

Proximity:
Appropriate negative space is utilized on each course module screen/slide in order to give the learner ability to access and retain material. Information on each page is grouped according to topic and organized for readability.

Section 508 Compliance

To create the module in compliance with Section 508, the following Articulate standards will be implemented:

- Closed Captioning (CC) will be included for all audio, including possible video audio, in the course module.
- Scripts of closed captioning/course materials are provided within the course's resources.
- Tab order will be reviewed/corrected and implemented for use by screen readers and descriptions of graphics/screen will be utilized.
- Verdana font is simple/readable and used throughout with no smaller than 14pt size font. Bold font use is limited to the slide/screen title with no usage of all capitalization. Limited to no use of blinking/moving text is used.
- Color palette for background/buttons in conjunction with font color reviewed for contrast accessibility with the WebAIM contract checker and passed review.

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