Eller College of Management

The University of Arizona

MIS 111 Freshman Honors Showcase

Exposure – Welcome to the Future

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Executive Summary

For MIS 111 Freshman Honors Showcase, members of Team 12 (Cole Eckel, Jack Morgan, Robert Morgan, and Alessandra Laguit) were given the task of exploring the probability of employing Exposure (an information technology) within an educational setting at the University of Arizona, and proposing its implementation in a course taught at the University of Arizona. We focused on promoting Exposure’s capabilities on both the student and instructor level, as well as the advantages provided by its contextual organization, multimedia versatility, simplistic operation, viable subscription plan, and established community. Its capacity to present several forms of media (such as photos, videos, and audio) and format content in a clean, professional way, as well as its accessibility and engaging aesthetics make Exposure a feasible and practical alternative to traditional means of presentation and formatting. We believe that through Exposure’s desire to assist in the education of students, Exposure can be implemented in a number of different courses in various fields of study at the University of Arizona. Between the possibility of receiving grants and discounts for students and educators, Exposure will impose minimal financial burden on the University of Arizona, its educators, and its students. Most importantly, the adoption of Exposure within an educational setting, and the training of instructors and students in its use will be smooth and painless.

Introduction

We were charged with the catalyzation of the widespread use of Exposure, the information technology we were assigned. As a photography-focused social media site,
Exposure possesses many uses in the university setting. Exposure holds the potential to share the academic ideas of professors and students alike in a relaxed environment not found in already existing services. Exposure also permits simple, aesthetically-pleasing presentation of any media, whether it be textual, photographic, cinematic, or auditory. As a result, Exposure can be implemented in a typical classroom environment as a substitute for more traditional, rigid presentation formats such as PowerPoint or PDFs. We would like to see Exposure adopted in classrooms across many fields of study, and our overall goal is to attract more awareness of the service.

**Market Assessment**

On its website, Exposure markets itself as “a tool to create beautiful photo narratives”. The description goes on to state, “It’s also a community of passionate photographers and storytellers. Exposure is a great place to tell your photo stories.” Essentially, Exposure is a social networking/photography blog site that allows for the seamless presentation and sharing of text, photography, video, and audio through an uncomplicated yet attractive layout. Exposure’s primary function as a social networking site allows the service to operate on a higher level than competitors through its network of users that is other presentation tools cannot achieve. This online community makes Exposure especially useful, as any content uploaded to a site is immediately shared with the entire user base and any browser who comes across the site.

Exposure is currently marketed as a service for individuals to share their own content (mainly, photography) or for companies to share their content in a more casual environment than
a traditional market-style site such as Amazon or Google. Although Exposure is not currently utilized as an education tool, it shows great promise for being employed as one for the aforementioned reasons. Its ease of use, simple yet elegant formatting, and automatic shareability make it a perfect contender in the industry of education tools. Exposure currently offers several payment plans, ranging from free accounts for individual users to $50 monthly plans for business and organization accounts. One of Exposure’s perks as an education tool is apparent in its payment structure for students and educators, costing only $5 a month (or $50 a year) for these types of users to have their own, unlimited content accounts.

**Company Assessment**

As a business, Exposure’s model is quite straightforward. Unlike other social networking and social media sites such as Facebook and Twitter that generate revenue through advertisements displayed on all pages, Exposure gains revenue through its subscription-based account plans. By allowing businesses to create their own accounts, Exposure generates its own sort of advertisement revenue. Again, this only comes from the subscription payment from business accounts. Exposure is a child company of Elepath, a Brooklyn-based startup founded by Jake Lodwick (creator of CollegeHumor, Vimeo, and other sites). Elepath is currently operated by Mr. Lodwick and one other employee, who aim to “hire software makers and give them unprecedented creative freedom inside a ruthless Darwinian system… and then see what happens”. Because of the small size and relatively unstructured business approach, Elepath is a private company.
Product Characteristics

In an educational context, Exposure’s capacity to display text, photos, video, and audio in an elegant format is its most important characteristic. In short, sharing something on Exposure is quick, easy to learn, and visually engaging. The social media setup of Exposure also holds great value on an educational level. If a student or educator wants their work to be shared with the general public in a meaningful way, Exposure is the best tool to do just that. What other social networking sites lack in depth or posting ability, Exposure makes up for with great-looking format. Exposure also does not limit a user’s work to other users on the site. Hypothetically, anyone connected to the Internet could see someone’s Exposure page. Exposure’s pricing model for students and educators is also an important aspect of the service, due to the discounts available for these parties.

Exposure is a web-hosted service, which includes numerous advantages. The site acts as a sort of cloud, so users don’t have to store any of their posts on their own devices. For a professor, such a feature proves extremely lucrative because instead of having to save multiple lessons to a Google Drive account or to a thumb drive, they can simply log in to Exposure and bring up their content. This also allows other users to view content from wherever, whenever. In an educational context, students would be able to recieve content without having to download materials or search through multiple pages. Exposure does not currently exist in any Android or Apple marketplaces in the form of a mobile application, but any site hosted on Exposure can be accessed through any Internet browser available on computers or smartphones.
Proposed Instructional Activity

The unique and identifiable quality of Exposure is its true nature of versatility, meaning the market in which we could target the product for is ambiguous. Exposure would be able to acclimate and improve in almost all markets in which text is needed to run the day-to-day business operation. However, the market in which we implemented Exposure was ENGL 101-108: First-Year Composition with Discussion. This class’s curriculum focuses heavily on presenting materials, informal or formal, in different ways, and incorporating various aspects of media in order to enhance the textual content presented by students. The first line of the course description reads, “This course emphasizes writing as a social act and the different ways of using reading and writing across domains” (ENGL 101-108 Syllabus). Exposure is the ideal software to take this English class “across domains”, giving life and context to papers and assignments. However, due to the universal applications of Exposure, the implementation to reformat and improve delivered information within the course by the instructor, becomes a tangible and fluid transition. The use of Exposure on the instructor level (as well as the student level) enables the community of software users to create a unanimous and cognitive literary forum.

As mentioned in the syllabus of this course, there are four core writing assignments: “A Reflection on a Local Event”, “Profile of a Community”, “Genre Analysis”, and “Portfolio of the Cumulative Student Work” (ENGL 101-108 Syllabus). All assignments have the potential and almost inherent need for a multimodal integration software in which media and formatting will give the assignment and content contextual evidence to support the purpose, audience, and other syntactical and literary elements. For example, regarding “Profile of a Community”, students are required to write about a community, as well as interview a member that belongs to the that
community. The assignment requires students to describe physical characteristics of not only the interviewee, but the community as well. Attempting to create a clear and concise image of a specific community with solely words can ultimately create disconnect between the author, reader, and more importantly, the grader. The ability to embed actual pictures of the community, as well as videos to increase background knowledge and context for the reader, will enhance the relatability of the students’ assignments. This will yield stronger, more formulated assignments by giving context to textual examples included in the actual content of the essay. To visualize and realize the acclimation of Exposure for this assignment, we conducted the actual formatting of this essay in a published Exposure story. This story can be found under the profile “Jack Morgan” on Exposure or through this link: https://jackmorgan.exposure.co/splendido.

"My style of life is very much different than what I was used to at first, but it's also very conducive to my ideal day. I live in a home which provides meals, security, medical staff, friends, and other remedial activities all without getting behind the wheel, which can be a problem for us old folks." According to Mr. Johnson and the FTN study, residents ultimately feel more independent with a community to support them rather than living alone.

Exposure assimilates in every core writing assignment included on the syllabus for ENGL 101-108. This software adapts so smoothly, as one criterion for success for “Portfolio of the Cumulative Student Work” is the redesign one of the three papers into a different, more media-centric format. This requirement would already have been filled if students were persistent in using Exposure throughout the semester. Luckily, students in ENGL 101-108 (our
target course) are employing this software to fulfill this requirement of the assignment. The class was able to realize the merit and utility of Exposure in terms of the course and its assignments. Not only will the students be experimenting with the software, they will be turning in their final project in the Exposure format.

Together, we also constructed a lesson plan for the “Portfolio of the Cumulative Student Work” assignment using Exposure, deepening the notion of Exposure’s versatility. We were able to incorporate background music within Exposure for the lesson, as well as format, design, and organize the activities for the class period. Following specific instructions from the course’s instruction, we were capable to create a “one-stop-shop” lesson plan that included workshopping activities, as well as the assignment rubric and guidelines. The clear format and presentation that is provided by Exposure proved an effective and efficient tool for the instructor to teach from, as well as students to use as a reference base for their assignments. This lesson plan can also be found on the same profile on Exposure as listed above, “Jack Morgan”, or using this link:

https://jackmorgan.exposure.co-final-portfolio

**MAIN ACTIVITY**

Identify the learning outcomes and the course descriptions in the three student reflection essay examples provided on the course page of D2L under the “Final Portfolio” tab.

The student examples are also linked below (alcohol to open each example in a new tab, therefore it is to alternate in-between examples and these guidelines. Either right-click or use the short-cut: control, click)

Example 1 Example 2 Example 3

The list of keywords is as follows:

Audience | Community | Context | Conversation | Genre | Purpose | Rhetorical Situation | Roles

The Learning Goals are as follows:

• Goal 1: Rhetorical Awareness. Learn strategies for analyzing texts’ audiences, purposes, and contexts as a means of developing facility in reading and writing.

• Goal 2: Critical Thinking and Composing. Use reading and writing for purposes of critical thinking, research, problem solving, action, and participation in conversations within and across different communities.
Exposure will help enlighten and enhance the overall quality of the four core writing assignments for ENGL 101-108. If students were to adopt Exposure in an instructional environment, grading criterion would need to be altered to properly assess the degree to which they used the software. The students would be held to the standard of pertinent material, meaning the implemented media would need to provide sufficient and correlating context. The material needs to relate to and support the context of the writing; the grading system would be progressive, as the strength of the correlation and support will grant you higher grades. This would not change the actual textual content rubric, however; it would only add a category in respect to the effectiveness of their Exposure story.

In the case of Exposure, the pitch to the instructor was so successful, the instructor actually implemented the software into the class already. This adoption has evoked a positive reaction amongst the students towards the reformatting of lesson plans, and the ability to use the software for their individual assignments. The class has generally improved due to the adoption of Exposure. The students can use the software to produce more advanced content, which leads to higher grades. Students would be able to utilize this software to better understand lesson plans, assignment requirements, and the effect of multimodal media on the contextualization of content.

The Department of English (an open, interpretive college) served as a platform in which a textual formatting software, like Exposure, could thrive and enhance. ENGL 101-108 was chosen due to the curriculum being so experiential-centric. Every core writing assignment incorporated either a specific event, community, genre, or student example that could be shown and exemplified on Exposure. The “Reflection on a Local Event” assignment would be vastly more relatable if the pictures, videos, and or audio clips of the event were integrated within the
assignment. Additionally, this goes for the “Profile of a Community” assignment and the “Genre Analysis” assignment as well. When it comes specifically to the “Genre Analysis” assignment, students are expected to pick a textual genre from the community in their previous paper and describe its physical appearance, production, and its effect on its surroundings. The ability to incorporate the actual piece of text being described would once again give the reader needed and helpful context. The ease with which Exposure could be acclimated into every core writing assignment and instructional lecture justified and alluded that Exposure was a perfect fit for ENGL 101-108.

Lectures within ENGL 101-108 are carried out as documents and deliverables presented on Microsoft Word. Exposure would serve as a modification/process improvement as lectures would be more aesthetically pleasing, sharable, and concise. When it comes to the student assignment aspect of the course, Exposure would serve as a replacement to the traditional word document approach. Although the rubric and textual content would remain synonymous, the presentation and overall effect of the assignments on Exposure would replace and eliminate turning in word documents to D2L. The switch and adoption to Exposure would be smooth, easy, and straightforward. Lectures would be formatted differently and more efficiently, and writing assignments would be presented in an innovative and scholarly manner.
Feasibility/ Design Assessment

Instructor Zack Bergeron is the main advocate and reason that the implementation of Exposure was so successful. Zack asks all his students to call him by his first name in order to create a more casual, comfortable class setting. Zack is not only very invested in his students, he is also always looking for new ideas and new ways to do things, while carrying a sense of elevated enthusiasm about the course and its material. With this knowledge, Zack was the ideal instructor to pitch a new software to. After discussing and showing the power and utility of Exposure, Zack was very intrigued and optimistic. He liked that Exposure provides a sense of community, in which students can follow other students’ accounts and be inspired to better their own writing. He also remarked on the visual presentation that Exposure provides, and was very responsive to the potential of students incorporating media to add significance and meaning to the core assignments. He also wondered what other applications Exposure would have; this curiosity served as a catalyst for the efforts to create a lesson plan for “Portfolio of the Cumulative Student Work”. The optimism towards the adoption of Exposure resulted in the actual presentation of the lesson plan, and the reformatting of a student example of the “Profile of a Community” assignment. Zack gave his students the option to turn in their final project as a
published Exposure story. The implementation was flawless, his enthusiasm was critical, and the quality of Exposure as a software was epitomized.

Mr. Johnson explained, "The most vital element of the elderly community is making sure older people feel the TV is on all the time. No, to all survivors the elderly community means more than just age, we are all in spirit to not live alone; all we have to live is to give to the others, the attitude towards life is different. I personally live my day like it's my last, but I try to impact others as much as I can everyday this is something I have instilled amongst the elderly community." Gondo's online people like Mr. Johnson are a vital to the community in which they live in, and control themselves they are the only ones getting aid.

The beauty of Exposure is its complex, sophisticated look is juxtaposed with its simplistic operating nature. Students and/or instructors need only to sign up with an email address, username, and password. If registration, students can subscribe to anyone’s profile as well as create up to three stories for free. The only downside to Exposure is that it is a paid service past the limitations of a free account. However, instructors can include it in their list of required course materials. Furthermore, we would apply for a SBIR/STTR Grant from federal agencies that are focused on the 21st century learning initiative to avoid any financial burdens being placed on instructors. If we were to get a grant for the University of Arizona to use Exposure, the option of purchasing a Business or Pro membership with Exposure allows an instructor to post unlimited stories, create a unique profile, as well as several other features. A Pro membership would cost $99 dollars per year, and the Business membership costs $499 a year. Although, the price is high, grants would cover these expenses and allow for the instructor to use Exposure freely. Exposure does not reveal how much bandwidth is required to run the site smoothly and effectively; however, there is an option on Exposure that allows you to run the program in a
lower definition and less detailed version. This increases the universality of the program allowing students and teachers access from all bandwidths. Exposure stores all of its stories and content on the cloud, therefore, storage concerns on computers is not an issue.

As mentioned earlier in the report, utilizing Exposure proves virtually effortless. The learning requirements to be able to understand and effectively employ Exposure are minimal. Learning how to subscribe and use Exposure is included on the “Getting Started” tab of the Exposure website. The instructions include directions on how to embed content within the stories on Exposure, as well as general tips and operational nuances.

As far as the world is concerned, there are no apparent reasons for which Exposure will become discontinued. However, if the site were to be discontinued, Exposure has led its customers to believe that the stories will remain free domain to the public; however, the ability to create and publish new posts would be discontinued. Even if Exposure were to be taken down, the user's content would remain unchanged and customers would be refunded for future payments. As far as legal matters go for students and instructors, the use of Exposure is completely public domain; after the dues and membership fees are paid, the privacy and intellectual properties are that of the users. We emailed Luke Beard, the Creative Director/Co-Founder at Exposure, to confirm the legal use of Exposure within our designed implementation plan, in which he reaffirmed that the use was legal and actually encouraged.
Next Steps/Future Work

After interviewing Zack Bergeron and determining the viability of Exposure within an educational setting, we propose that Exposure by employed in a variety of courses, with an emphasis on courses such as ART 341A: Documentary Photography. As Exposure functions primarily as a storytelling tool, students in ART 341A would benefit tremendously from utilizing it. The visuals can easily be captioned and explained through Exposure, as well as shared with others across the world. Furthermore, Exposure can also be implemented in any other course as an accessible means by which to share and present information, such as lesson plans.

To initiate the use of Exposure at the University of Arizona, we suggest that information sessions be held for all faculty members to educate them on the value of implementing Exposure in their courses. Workshops can also be conducted for any faculty members who may wish to utilize Exposure in their classrooms. Afterwards, those who would like to pursue the possibility of utilizing Exposure in their courses may choose to instruct a class through Exposure as members, so as to gather feedback about the tool. If a substantial amount of faculty members at the University of Arizona would like to profit from using Exposure, we can move forward and assess the financial costs of procuring Exposure subscriptions for both University of Arizona students and faculty members. Exposure offers several options: a 50% discount for one year is available to students and educators, a charity plan for eligible universities, and two different business upgrades: billed yearly and monthly, respectively (Exposure – Create Beautiful Photo Narratives).
Conclusions

Exposure allows people to produce photographic narratives to share with others, as well as discover others’ visual anecdotes (Exposure – Create Beautiful Photo Narratives). Not only can users embed photos and text into their stories, but they can also include audio and videos (Exposure – Create Beautiful Photo Narratives). Exposure provides a means by which people can connect, and share their passions and interests with each other. By implementing Exposure in University of Arizona courses, students can more efficiently receive and learn content from their instructors, as well as communicate their own findings and share their work in a professional, organized fashion. Students and educators alike can also effortlessly locate narratives pertinent to their courses, as Exposure can also serve as a database of primary sources for those enrolled in courses that require research, such as ANTH 696B: Cultural Anthropology. Exposure equips students and instructors at the University of Arizona with a refreshing, engaging, and innovative way to convey information in an educational setting.
Bibliography


Exposure – Create Beautiful Photo Narratives. Web. 6 December 2015.