

***Dajana Nedić***

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[www.dajananedic.com](http://www.dajananedic.com)

## **EDUCATION**

### **Master of Graphic Design (MGD)**

2018

North Carolina State University, College of Design

Raleigh, North Carolina

### **Study Abroad**

2013

Linnaeus University

Växjö, Sweden

### **Bachelor of Fine Arts (BFA)**

2013

University of North Carolina at Greensboro, Interior Architecture

Greensboro, North Carolina

## **FOCUSED TRAINING**

### **Designing Your Research Agenda 2.1**

2023

Design Incubation Webinar

### **Fostering an Inclusive Classroom Environment**

2022

Virginia Tech

Participant in a workshop focused on writing and communicating guidelines that foster community and accountability among students.

### **Inclusive Pedagogy Pathway, Part One**

2022

Virginia Tech

Participant in the first part of a workshop that focused on core principles of pedagogy, facilitating respect and hospitality for all, creating an environment where everyone learns, and fostering cultural competence.

### **Diversity Search Advocates Toolkit**

2022

Virginia Tech

Participant in a lecture focused on the practice of being an effective advocate for diversity when serving on a search committee.

### **LAUNCH Startup Labs**

2022

Virginia Tech

Participant in a lecture designed for research faculty, staff, postdocs and graduate students to enhance their entrepreneurial thinking and de-mystify the deeptech new-venture process.

### **Moving from Conflict to Collaboration**

2022

Virginia Tech

Participant in a workshop focused on understanding conflict and using strategies to respond to conflict with strength, clarity, and compassion.

**Inclusive Pedagogy Pathway, Part One**

2022

Virginia Tech

Participant in a course focused on reviewing the core principles of inclusive pedagogy, facilitating respect and hospitality for all, and creating an environment where everyone learns, and fostering cultural competence.

**DEI Capacity Building Project**

2021 - 2022

University of Arkansas, School of Art Collaboration with IDEALS Institute.

Participant in discussions focused on understanding and increasing Diversity, Equity and Inclusion.

**Gaze-Based Interaction Design, Speculative Interface Project**

March 2017

North Carolina State University, College of Design Collaboration with NCSU SMART Lab.

Participated in a workshop with Brad Tober (Boston University).

**GD 571 Research Methods Seminar / Graphic Design as Cognitive Artifact**

Fall 2016

North Carolina State University, College of Design

Research Proposal: "Measuring Critical Thinking and the Transfer of Knowledge in Elementary School Classrooms"

**GD 592 Design Pedagogy**

Spring 2018

North Carolina State University, College of Design

## **CERTIFICATES**

### **SheCodes Plus Coding Workshop**

*Aug 2020*

SheCodes

### **SheCodes React Workshop**

*Sep 2020*

SheCodes

## **TEACHING EXPERIENCE**

### **Virginia Tech, School of Visual Arts, Graphic Design— Spring 2023**

#### **ART 3574/4504 Visualizing Food Systems**

*Spring 2023*

Course Description: In a fast-paced world, food takes on many roles. It's a survival tool for some, a distraction for others, or an entirely dynamic journey altogether. Our interaction with food, from understanding its origin to packaging and advertising to food consumption, can be quite an experience. Within this course, students will examine food systems from a visual and experiential perspective. Through research, mapping, and problem-seeking/solving, students will develop various visual responses to prompts focusing on user experience, packaging, and information architecture regarding several areas within a food system. This course requires students to expand their knowledge of food systems and invites them to reimagine experiences with food through visual expression.

#### **ART 1614 Principles of Visual Communication Design**

*Spring 2023*

Course Description: Principles of Visual Communication Design, where we will be discussing various topics and software related to the field of Graphic Design throughout the semester. Topics will cover Adobe Illustrator, Photoshop and In-Design, Design Principles, techniques and famous designers through a series of lectures, exercises and projects. By the end of the semester, students should have a thorough understanding of their major and the field they will eventually pursue.

## **TEACHING EXPERIENCE**

### **Virginia Tech, School of Visual Arts, Graphic Design— Fall 2022**

#### **ART 3574/4504 Speculative Redesign**

*Fall 2022*

Course Description: In a world of well intentioned designed structures such as advertisements, architecture, and services, practicality can be limiting and may leave little room for speculative imagining. Within this course, students will seize the opportunity to explore the “What if…” and “I wonder…” areas of speculative design to create artifacts for imagined scenarios and impossible futures. Through maps, diagrams, and renderings, students will examine existing designed structures such as brands and services to build a foundation for re-imagining alternative outcomes and possible futures. This course will require students to concentrate on expanding their imagination and welcoming discussion and play into their design process.

#### **ART 3565 Intermediate Graphic Design I**

*Fall 2022*

Course Description: An intermediate-level communication design course focusing on design layout, technical and concept development, and communication skills. This course emphasizes the creation of cohesive messaging systems that cover a wide range of media enabling students to produce research-based projects that consider content, context and audience. Media may span environmental, motion, print, web and packaging and explore advanced and new software relevant to the design, advertising, and printing industry.

## **TEACHING EXPERIENCE**

### **University of Arkansas, School of Art, Graphic Design— Spring 2022**

#### **GDES 3383 User Experience**

*Spring 2022*

Course Description: Prepare students to design with usability and function at the forefront of their decision making. Personas, user scenarios and research are used to guide the design process.

Exploration of information architecture serves to clearly structure information and experience.

During this course, I worked with junior level undergraduate students to introduce methods of design research into projects that explore the nuances of designing with and for specific audiences. Students incorporated various design research and making methods as they defined interventions and designed artifacts outlining way-finding and user experience.

#### **ARTS 1929C Foundations—Image Making**

*Spring 2022*

Course Description: Exploration of image, with introductions to many contexts of visual communication; introduction to computer software that is frequently used for art and design, with emphasis on tools/techniques applicable to graphic design.

During this section of image-making, I worked with sophomore and junior undergraduate students interested in pursuing various programs within the School of Art. I encouraged students to think critically about concepts and visual representations in relation to shaping and disrupting perceptions.

## **TEACHING EXPERIENCE**

### **University of Arkansas, School of Art, Graphic Design— Fall 2021**

#### **GDES 4323 Technology in Context**

*Fall 2021*

Course Description: This advanced course will focus on speculative explorations in the world of interaction design. Much of the work will be touch and gesture based and deal with the built environment. Students will be expected to apply their knowledge about proper workflow and execution in an advanced way.

During this course, I worked with senior level undergraduate students to discuss the design and impact of emerging technologies. Students had the opportunity to speculate and explore imaginative scenarios as they incorporated principles of interaction and experience design. Students incorporated various design research and making methods as they defined designed artifacts as potential interventions.

#### **ARTS 1929C Foundations—Image Making**

*Fall 2021*

Course Description: Exploration of image, with introductions to many contexts of visual communication; introduction to computer software that is frequently used for art and design, with emphasis on tools/techniques applicable to graphic design.

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## **TEACHING EXPERIENCE**

### **University of Arkansas, School of Art, Graphic Design— Spring 2021**

#### **GDES 4343 Identity Systems**

*Spring 2021*

Course Description: Advanced identity design course emphasizing creating cohesive messaging systems that cover a wide range of media. Creation of identity systems that are based on research and appropriate to content, context and audience. Media may span environmental, motion, print, web and packaging.

During this course, I worked with senior level undergraduate students to explore and develop messaging systems based on design research and iterative methods of making. Students worked to define hierarchies, principles, and rules as a way to create cohesive identity systems.

#### **GDES 4363 Design for Complexity**

*Spring 2021*

Course Description: Collaboration with an organization, or design firm, providing opportunity to address problems existing outside of the classroom with the focus shifting between design for good initiatives. Collaboration, research, problem seeking and solving will be addressed.

During this course, I worked with senior level undergraduate students to introduce methods of design research into projects that explore the nuances of designing with specific audiences under complex conditions. Students incorporated various design research and making methods as they define and redefine their research questions, which directly informed their project development.

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#### **GDES 4313 Interactive Language**

*Fall 2020*

Course Description: Advanced course utilizing interactive languages to create responsive experiences for the web, touch screens. Exploration of the intersection of linear and non- linear design experiences in the application of motion to web

During this course, I worked with junior level undergraduate students to introduce web coding and demonstrate user interface design through the use of HTML, CSS, and JavaScript. Paying attention to design principles, students developed websites by building basic content structures with HTML, styling with CSS, and incorporating interaction with JavaScript.

#### **ARTS 1929C Foundations—Image Making**

*Fall 2020*

Course Description: Exploration of image, with introductions to many contexts of visual communication; introduction to computer software that is frequently used for art and design, with emphasis on tools/techniques applicable to graphic design.

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## **TEACHING EXPERIENCE**

### **University of Arkansas, School of Art, Graphic Design— Fall 2019**

#### **GDES 3313 Introduction to Typography**

*Fall 2019*

Course Description: Examination of letterform construction, including anatomy and architecture. Analysis through a historical lens, exploring technological and cultural contexts. Typographic nuance and connotation. Introduction of the grid as a means to understand layout and organize typography. During this course, I've worked with undergraduate sophomore students to analyze typographic systems from individual letterforms to grid structures. I urged students to develop iterative approaches to physical and digital making as I worked to reinforce the significance of critically thinking about smaller parts relating to the overarching system, whether a book, a zine, a poster or a web-site.

#### **GDES 4353 Human Centered Design**

*Fall 2019*

Course Description: Research-based studio introducing design methods that focus on an audience centric process. Exposure to communication theory, modes of persuasion, sustainability, how to design for niche audiences.

During this course, I worked with senior undergraduate students to introduce methods of design into projects that explore the nuances of designing for and with specific audiences. Students are asked to incorporate various design research methods as they define and redefine their research questions, in turn, directly informing their project development.

#### **ARTS 1929C Foundations—Image Making**

*Fall 2019*

Course Description: Exploration of image, with introductions to many contexts of visual communication; introduction to computer software that is frequently used for art and design, with emphasis on tools/techniques applicable to graphic design.

During this section of image-making, I worked with transfer sophomore and junior undergraduate students interested in various programs within the School of Art. I encouraged students to think critically about concepts and visual representations in relation to shaping and disrupting perceptions.

## **TEACHING EXPERIENCE**

### **Teaching Assistant**

**North Carolina State University, College of Design— Summer 2016 - Spring 2018**

#### **GD 202 Design for Settings, People, and Use Teaching Assistant**

*Spring 2018*

Course Description: Shifting the general focus to “people and places,” GD 202 studio introduces issues of interpretation and use by your intended audience. This can be something as directly observable as the physical and material issues that are involved in a design object (scale, placement, time and its effect on readership) and its placement into a setting with the audience. And, it is planning how someone understands the content and form of your “design object” (such as a toy, game, or web-page) through a chain of interactions with it. We will introduce methods, processes and ways of understanding the needs of people as your audience that will help you communicate with them.

During this course, I worked with undergraduate sophomores to guide their concept and prototype development within service design projects.

#### **D 104 First Year Experience Teaching Assistant**

*Fall 2016, Fall 2017*

Course Description: The First Year Experience provides College of Design freshmen with an introduction to foundational design concepts and methods representative of creative activity across design and artistic disciplines. This course encourages entering freshmen to think critically and act creatively about and upon design, art, and the world around them as they secure a skillful level of craftsmanship in the conception, development, and making of all studio-based work. Semester work focuses on key design issues such as process, method, technique, technology and the production of visual and physical items necessary for the envisioning and development of design.

During this course, I worked with incoming first year design students to develop an understanding and application of design elements and principles. I worked to guide critiques where students were better able to articulate their ideas and hone their presentation skills. Additionally, we focused on individual and group work to guide form making, concept development, and presentation skills.

## **TEACHING EXPERIENCE**

### **Teaching Assistant**

**North Carolina State University, College of Design— Summer 2016 - Spring 2018**

#### **ID 215 Introduction to Digital Techniques Teaching Assistant**

*Fall 2017*

Course Description: As an introductory level course, we will use the computer as a design tool for generating and manipulating two-dimensional raster and vector imagery. The goal is to apply learned techniques in two-dimensional image generation, concept rendering, desktop publishing applications for design and production of presentation documentation.

During this course, I worked with industrial design students to understand how Adobe Illustrator, Photoshop, and InDesign can be utilized to enhance and organize the visual representations of their work.

#### **GD 510 Imaging for Graphic Design IV Teaching Assistant**

*Spring 2017*

Course Description: Covering advanced problems in the visual design and information structures in interactive multimedia presentations, we will span topics such as interface design, navigation, motion graphics, websites as well as narrative and hypermedia approaches to the organization of content. Special interest in emerging VR and AR technologies will also be explored with instructed lead hands-on-projects. Participants will learn to hack and play with computer code as a malleable component of the design process.

During this course, students were encouraged to think like programmers and design their own objects and programs while looking to design theories such as Constructivism, Algorithmic Thinking, Visual Calculation, and Tangible Learning (to name a few). I worked with undergraduate seniors and graduate students to guide their prototyping skills within Virtual and Augmented Reality projects.

## **TEACHING EXPERIENCE**

### **Teaching Assistant**

**North Carolina State University, College of Design— Summer 2016 - Spring 2018**

#### **Design Lab - Workshop Instructor**

*Oct. 29, 2016*

Workshop Objective: You will choose a topic of interest - a concept, something you can dissect into many parts. By researching and collecting information about this topic, you will develop a conceptual map of all things relative to your area of interest. Using this map, you will learn how to develop a system that unifies these dissected parts into a message that is unique to your concept. With this conceptual system in place, you will devise a 3-4 page booklet conveying a specific message (of your choosing) using curated visual elements.

Throughout this workshop, I worked with high school students to understand and utilize concept mapping within their own design process to develop a system within a publication.

#### **Design Camp - Immersions A Teaching Assistant**

*June 2016*

Design Immersions Camp is an overnight camp for rising high school juniors and seniors. Camp participants work with camp faculty on projects in the following design disciplines: architecture, industrial design, art + design and graphic design. In addition to studio projects, students participate in other activities all aimed at stimulating their creativity, strengthening their thinking, deepening their understanding of the design field, and preparing them for college and beyond.

During this week of camp, I worked to guide high school students to develop Virtual Reality prototypes with emphasis on Graphic Design.

## RESEARCH, PRESENTATIONS, AND PUBLICATIONS

**Abstract—“Reconstructing the Design Critique: Shifting from Traditional Assessment Methods to Collaborative, Generative, and Inclusive Critique Strategies”**

*Dajana Nedić, Piper Schuerman*

Jan 2023: Workshop Submission, Seventeenth International Conference on Design Principles & Practices.

**Abstract—“Reconstructing the Design Critique: Shifting from Traditional Assessment Methods to Collaborative and Generative Critique Strategies”**

*Dajana Nedić, Piper Schuerman*

Nov 2022: Workshop Submission, HASTAC 2023 Critical Making & Social Justice

**“Critiquing the Design Critique: examining traditional assessment methods and shifting to new ways of co-sharing feedback”**

*Dajana Nedić, Gaby Hernández, Bree McMahon, Piper Schuerman, and Alexandria Canchola*

July 2022: Conversation Event, Design Research Society 2022

**“Shifting Traditional Processes for Undergraduate Design Admissions”**

*Dajana Nedić, Ryan Slone*

May 2022: Conference Presentation, UCDA Design Education Summit 2022

**Abstract—“Shifting Traditional Processes for Undergraduate Design Admissions”**

*Dajana Nedić, Ryan Slone*

Feb 2022: Conference Submission, UCDA Design Education Summit 2022

**“Critiquing the Design Critique: examining traditional assessment methods and shifting to new ways of co-sharing feedback”**

*Dajana Nedić, Gaby Hernández, Bree McMahon, and Piper Schuerman*

Feb 2022: Conversation Submission, Design Research Society 2022

**Paper—“SIG on Data as Human-Centered Design Material”**

*Dajana Nedić, Alejandra Gomez Ortega, Janne Van Kollenburg, Yvette Shen, Dave Murray-Rust, Juan Jimenez Garcia, Wo Meijer, Pranshu Kumar Chaudhary, Jacky Bourgeois*

Dec 2021: Conference Submission, CHI 2021

**Tink Tank—A space focused on bridging approachable technologies with information architecture and communication design.**

Oct 2021: Planning Phase



***“Design ARchive: A Place-making Tool Representing Collective Histories”***

*Dajana Nedić and Bree McMahon*

June 2021: Workshop Participation, Design Forge 2021

***“Design ARchive: A Participatory Archival Practice for Arkansas Design Histories”***

*Dajana Nedić and Bree McMahon*

May 2021: Conference Presentation, UCDA Design Education Summit 2021

***“pre/post/ness: Awareness of Collective in Relation to Self”***

*Dajana Nedić and Bree McMahon*

Feb 2021: Proposal for Residency, DesignInquiry 2021

***Archive Focused on Design and Culture from Arkansas***

*Dajana Nedić and Bree McMahon*

Dec 2020: Planning Phase

***“Design for Complexity: Co-designing to address food insecurity with campus collaborators”***

*Dajana Nedić and Ali Place*

July 2020: Conference Presentation, UCDA Design Education Summit 2020

***Paper—“Designer as Catalyst: Pedagogical Methods for Untangling Complexity”***

*Dajana Nedić, Bree McMahon, Marty Maxwell Lane*

Feb 2020: Conference Submission, Cumulus Roma 2020—Design Culture of Revolution: Sapienza University of Rome, Italy

***Abstract—“Designer as Catalyst: Pedagogical Methods for Untangling Complexity”***

*Dajana Nedić, Bree McMahon, Marty Maxwell Lane*

Oct 2019: Conference Submission, Cumulus Roma 2020—Design Culture of Revolution: Sapienza University of Rome, Italy

***“Designing a Multi-Level Reporting System for Visualizing Glanceable and Cumulative Data to Promote Eco-Friendly Behaviors”***

*Dajana Nedić*

May 2018: Publication, Department of Graphic and Industrial Design, NC State University, Raleigh, NC

***“Feeding the Dialogue: Understanding Food Systems Through Design”***

*Dajana Nedić, Denise Gonzales-Crisp, Bree McMahon, Rachael Paine, Mac Hill, Amber Ingram, Clement Bordas, Grace-Anne Foca*

Oct. 2017: Conference Proceedings, Experiencing Food: Designing Dialogues 2017: Faculty of Architecture, University of Lisbon, Portugal

***“Lies, Damned Lies, and Statistics”***

*Dajana Nedić, Deborah Littlejohn, Matthew Peterson, Bree McMahon, Rachael Paine, Mac Hill, Amber Ingram, Clément Bordas, Grace-Anne Foca*

May 2017: Immersion Theater Installation, Hunt Library, Raleigh, NC

***Gaze-Based Interaction Design (Speculative Interface) “Seeing is Synthesizing”***

*Dajana Nedić*

May 2017: Paper, So Then, Department of Graphic and Industrial Design, NC State University, Raleigh, NC

***Book Design—“We Are Cisco: Cisco Culture Book”***

*Dajana Nedić and Rachael Paine*

Apr. 2017: Book in partnership with Cisco, Raleigh, NC

***Lies, Damned Lies, and Statistics (Data Stories) “Health Codes Discriminate Against Women”***

*Dajana Nedić*

Mar. 2017: Paper, So Then, Department of Graphic and Industrial Design, NC State University, Raleigh, NC

***“Designing an Intelligent, Self-learning Data Management System”***

*Dajana Nedić, Helen Armstrong, Blair Torres, Lisa Wong*

Nov. 2015

SAS Funded Research and Design Project, Raleigh, NC

## **SERVICE**

### **Virginia Tech, School of Visual Arts**

**22-23** SOVA Curriculum Committee Member.

**22-23** SOVA Search Committee Member (DEI Liaison) Associate/Assistant Professor, Graphic Design.

### **University of Arkansas, School of Art**

**21-22** SOA Foundations Operations Committee Member

**21-22** SOA GD Undergraduate Advisory Board Member

**21-22** SOA Graphic Design Library Manager

**21-22** SOA Awards and Scholarships Committee Member

**20-21** SOA Graphic Design Communications Committee Member

**20-21** SOA Graphic Design Visiting Designer Committee Member

**20-21** SOA Graphic Design Internship Coordinator

**19-20** SOA Visiting Artists Committee Member

## **PROFESSIONAL EXPERIENCE**

### **Virginia Tech, School of Visual Arts**

2022-Present

Assistant Professor of Graphic Design.

Conducting research that investigates current and emerging technologies related to speculative/discursive design, curriculum development related to diversity, equity, and inclusion, and exploring critique methods and their influence on learning experiences and outcomes.. Serving on several program and school-wide committees. Teaching design courses in the Graphic Design program.

### **University of Arkansas, School of Art**

2019-2022

Visiting Assistant Professor of Graphic Design.

Conducted research focused on preserving and transforming histories through archiving, exploring critique methods, and improving admissions processes. Served on several program and school-wide committees. Taught design courses in both the Foundations and Graphic Design programs.

### **Mill Collective**

2019-2021

Freelance Designer.

Providing design services and advice relating to web development, design standards, and design strategy.

### **Mill Collective + Plant Seven**

2018-2020

Senior Project Coordinator.

Defined opportunities for clear messaging within the digital space, specifically the Mill Collective and Loft at Plant Seven websites.

Designed the Plant Seven Studio Shop and Plant Seven Cafe spaces to create a more engaging experience for visitors during High Point Furniture Market.

### **red egg**

2014-2016

Social Media Coordinator.

Maintained the company's web presence through photographing products and updating social media. Redesigned the company's product catalog and assisted with product development.

**Branscome International Group**

Nov. 2014

Graphic Designer.

Established standards for publication layout, edited content, and organized presentation slides.

**sur:FACE Studio Aug.-Nov. 2012 Product Design Intern.**

Assisted with product branding, prototyping, and interior product design.

**Center for Visual Artists**

May-Sept. 2012

Graphic Design Intern.

Assisted with exhibit design and fund-raising events. Created all graphic design material for the gallery.

**Tedx Stage Design - Wake Forest University**

Dec. 2011-Mar. 2012

Stage Design Intern.

Sourced materials, collaborated on the design of stage elements and assisted with setting up the stage installation.