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You **must** attach this form to your work.

Surname	First Name	
Unit Title Degree Project	Unit Code EBSC6021	
Degree Project Part 2 - 'Wa I neva Know 'Digital heritage series - 25/26		
Course Digital Marketing and Social Media	Unit Leader Lynda Fitzwater	Project Supervisor Elizabeth Barnett
Year of Study 3rd	Submission Date 07 April 2026	

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Wa I Neva Kno

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Module Code: EBSC6021
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Executive Overview

Wa I Neva Kno is a multi-format digital storytelling platform designed to explore and document accessible knowledge about the Cayman Islands through participatory, community-informed content. Operating across an active TikTok account and a dedicated website, the project moves beyond a traditional communication strategy to function as a responsive digital ecosystem. Content is shaped by three primary sources: the author's own questions, questions submitted via the website, and themes emerging organically from public comment sections.

TikTok acts as the discovery mechanism, delivering concise, engaging video narratives that introduce cultural, historical, and contemporary Caymanian topics. Each video directs audiences to the website, where themes are expanded into structured, research-informed articles designed to be read in approximately three to ten minutes. This layered approach supports both short-form engagement and deeper contextual understanding, ensuring that content remains accessible while maintaining intellectual credibility.

By reframing comment sections and submitted questions as sources of inquiry rather than passive feedback, Wa I Neva Kno positions digital audiences as contributors to knowledge-building. The website functions as an evolving archive — organising fragmented information into digestible, searchable narratives that preserve and contextualise Caymanian stories within a contemporary digital framework. In doing so, the platform bridges curiosity and cultural literacy, transforming everyday digital questions into structured public knowledge.



Figure 3. "Wah I Neva Kno" 1st episode .

Market Evaluation and Validation

The convergence of policy alignment, digital behaviour shifts, demonstrable audience demand, and the absence of a structured, participatory Caymanian knowledge archive confirms the viability of Wa I Neva Know as both a digital heritage brand and an evolving cultural archive.



Figure 4. The Bluff Cayman Brac - Birds Eye view



Figure 5. Leonardo Video Production room



Figure 6. Canva image of Notebook

Platform	Cultural Depth	Youth Accessibility	Interactive Q&A Model	Structured Archive
News Pages (e.g., CMR, Everything345)	Low-Moderate	Moderate	No	No
Informative Pages (e.g., 60 Seconds 365)	Topic-Specific	Moderate	No	No
Museum Social Media	Moderate	High	Limited	No
Wa I Neva Know	High	High	Yes	Yes

Figure 7. Table showing differentiation of the series

Market Gap

While Cayman possesses a rich cultural archive housed within institutions such as the National Archives and National Museum, much of this knowledge remains paper-based, fragmented, or absent from the digital space. Existing social media platforms within the Cayman Islands predominantly focus on news reporting, lifestyle content, or event promotion. Although emerging cultural accounts (e.g., museum-led platforms) provide youth-facing engagement, they largely prioritise promotional or lighthearted content over structured, research-informed cultural explanation. There is currently no participatory, digitally native platform dedicated to answering public questions about Caymanian history, identity, and civic context in an accessible yet authoritative format. This suggests cultural knowledge remains largely verbal, scattered, or opinion-led within comment sections rather than consolidated into structured public learning.

Audience Validation

Early traction demonstrates measurable demand for structured cultural content:

- 10,600 views within 24 hours of launch
 - 1,347 likes to date
 - 70 comments (including 8–12 follow-up topic requests)
- 90 saves Growth from <300 to 1,052 followers within initial release period

Audience responses emphasised the need for stronger social studies exposure, expressed pride in culturally grounded storytelling, and directly influenced subsequent episode topics. This further validating the need for the participatory inquiry model used at the base of this project.

PESTEL

Political: National policy frameworks emphasise cultural preservation, identity continuity, and youth engagement in heritage education.

Economic: Global creative economy strategies recognise digital heritage storytelling as a driver of cultural capital and tourism diversification.

Social: Nearly 40% of Gen Z use TikTok and Instagram over traditional search engines for information discovery (Business Insider, 2022).

Technological: High broadband access and social media usage patterns support scalable, low-cost digital micro-education models.

(Full PESTEL analysis available in Appendix A.)

Competitive Snapshot

Existing platforms either prioritise news cycles, promotional engagement, or single-topic information. None combine research-based cultural depth with participatory question-driven storytelling and an integrated archive structure.

Thus setting 'Wa I Neva Kno' in a unique category of its own not just for locals but for everyone

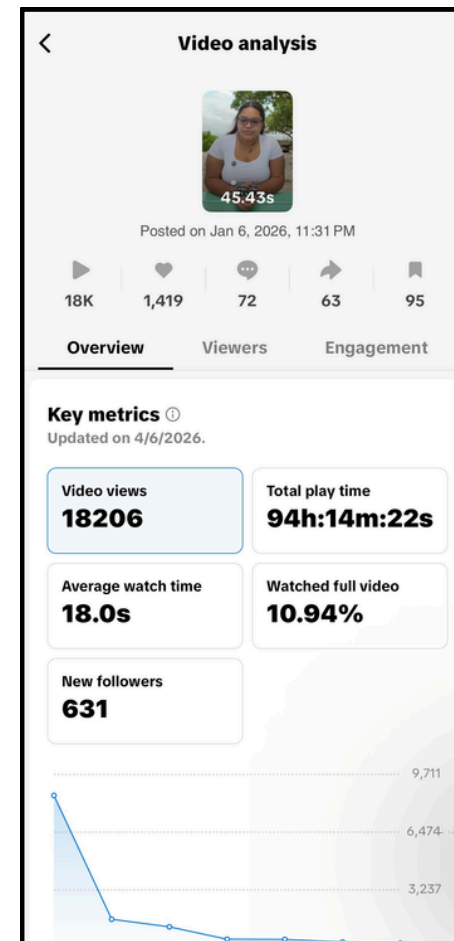
Primary Research Evidence

Digital Ethnographic Observation + Participatory Inquiry

Primary research was conducted through a hybrid method combining pre-defined inquiry themes with real-time digital ethnography. Initial content was shaped by eight guiding cultural questions developed by the author.

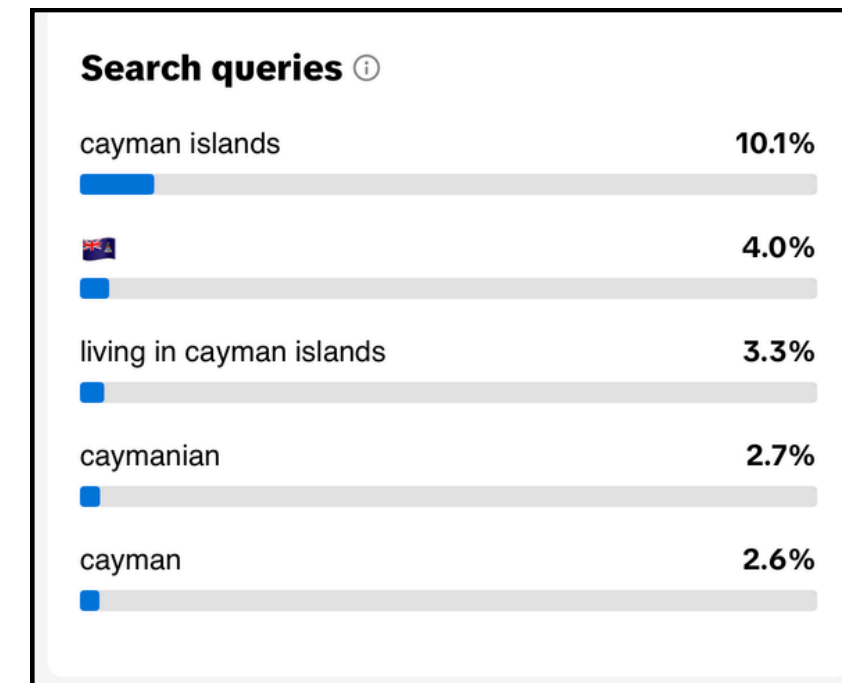
Following publication, comment-section analysis was systematically used to identify recurring themes, audience sentiment, and follow-up question patterns. Engagement metrics, watch-time data, and search query analytics were monitored to assess behavioural response and organic discoverability.

This approach allowed the platform to function as both content output and live research environment, where audience participation directly informed subsequent episode topics.



Quantitative Validation (Metrics)

16,598 views (organic reach via For You page)
88h 42m total play time
18.7s average watch time
11.4% full completion rate
+551 followers from single video 1,347 likes
70 comments
90 saves
63 shares
60+ direct messages 500% increase in website traffic



Highest search queries:


“Cayman Islands”
“Caymanian”
“Living in the Cayman Islands”


This confirms search-driven curiosity and algorithmic relevance.

Primary Research Evidence Cont'


Recurring comment patterns revealed:

- Calls for stronger social studies education
- Expressions of Caymanian pride and identity
- Requests for deeper historical explanation
- Civic system curiosity (voting, governance, immigration)
- Colonial relationship questions (Britain, Jamaica, sovereignty)


 **scalettabby**
I wanna do an internship 🙏
4h Reply ❤️ 2

 **Cathy** 🍷 |Beauty&Travel · Friends
Bring back Social Studies in schools because I remember all of this

 **Henny T** 🍷 · Friends
LOVE THIS! Start with the voting system and how your vote counts
8h Reply ❤️ 4

 **DiamondMusgrove**
How can the Cayman Islands be among the richest islands in the Caribbean while a significant number of residents depend on charitable food programs?
10h Reply ❤️ 2

 **igotkuestions** commented: When did all three islands become one, to be now known as the Cayman Islands? Now
❤️ Like Reply

 **Carlon Boyd**
find out why Jamaica give Cayman to the queen
8h Reply ❤️ 1

Example audience questions included:

- “Why are we called the Cayman Islands?”
- “What were the islands called before?”
- “Why is voting so important?”
- “Why is Cayman richer than Jamaica?”
- “What did Cayman look like in the 1930s?”

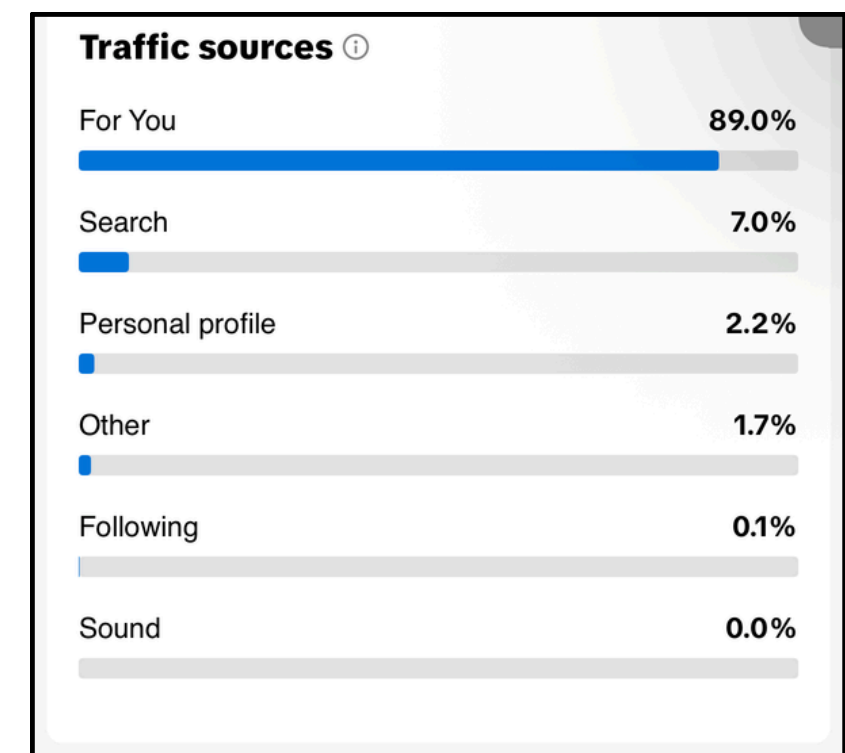
These questions directly informed the first four follow-up episodes.

Behavioural Interpretation

The overwhelmingly supportive tone — alongside repeat commenters, organic sharing behaviour, and direct messaging — indicates a clear appetite for structured, culturally grounded digital knowledge.

Criticism present within comments further reinforced the need for factual, accessible explanation rather than opinion-led discourse. The shift from under 300 to 1,052 followers demonstrates platform resonance, while website traffic growth confirms cross-platform conversion.

This primary research validates both the demand for culturally specific digital literacy tools and the viability of a participatory, question-driven heritage model.



Concept Development

The development of Wa I Neva Kno evolved from a series of guiding cultural questions into a structured, multi-format knowledge ecosystem designed to respond dynamically to public curiosity. Rather than functioning as a static content series, the platform was intentionally developed as an interactive inquiry model in which audience participation informs thematic direction. Primary research findings demonstrated that viewers were not only receptive to culturally grounded content but actively contributed follow-up questions relating to governance, colonial history, national identity, and social development. This insight directly shaped the architectural structure of the platform. The content ecosystem is anchored by a central website that functions as a searchable digital archive.

While TikTok serves as the discovery mechanism — introducing topics through concise, accessible video narratives — the website provides extended, research-informed articles designed to be consumed within three to ten minutes. This layered format addresses contemporary digital behaviour patterns: short-form discovery paired with long-form contextual depth. Each video episode is therefore not a standalone product but a gateway into deeper learning. Five initial video episodes were developed in response to recurring comment themes, each paired with a corresponding article that expands upon historical context, policy implications, or civic explanation. This paired format ensures that content remains accessible without sacrificing credibility. The decision to maintain a measured, informative tone was deliberate. While youth-facing in accessibility and language, the platform maintains formal clarity to reinforce authority and differentiate itself from entertainment-driven heritage content.

The website structure was designed around thematic categorisation rather than chronological posting, enabling long-term scalability and archive functionality. This positions Wa I Neva Kno not merely as a social media series, but as an evolving digital heritage repository capable of integrating future topics such as environmental history, electoral education, and diaspora narratives. The integration of comment-driven inquiry ensures that expansion remains community-informed. Conceptually, the project operates at the intersection of cultural archive and digital heritage brand. It transforms informal, scattered, and verbally transmitted knowledge into structured, publicly accessible content that meets audiences within their existing digital behaviours. By combining participatory storytelling with layered information architecture, the platform advances from content creation into knowledge system design.

Final Creative Decisions (Bottom Section) Short, structured summary:

Element	Final Decision	Strategic Rationale
Website	Minimal, archive-led design	Emphasises preservation
Videos	Documentary-style	Emotional authenticity
Articles	Research-backed storytelling	Depth + credibility

Main Deliverables (Core Output)

Main Deliverables

The final outputs of Wa I Neva Know consist of a multi-format digital knowledge system comprising:

- Five short-form TikTok video episodes
- Five paired long-form website articles (3–10 minute reads)
- A fully developed, thematically organised website functioning as a searchable cultural archive

Each video was produced, scripted, edited, and published by the author, with companion articles written and uploaded to the live website. The platform is active, publicly accessible, and constantly updated.

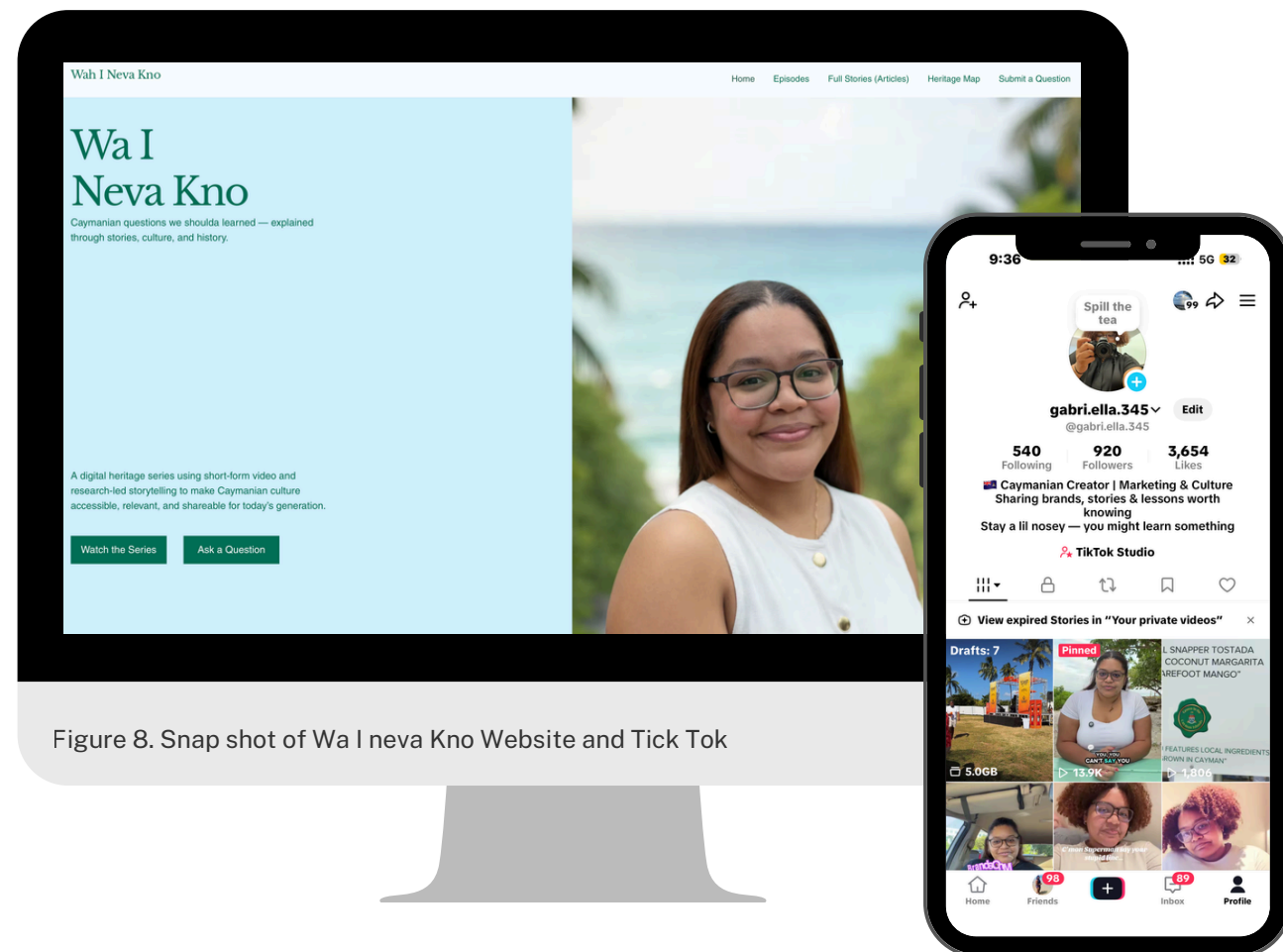


Figure 8. Snap shot of Wa I neva Kno Website and Tick Tok

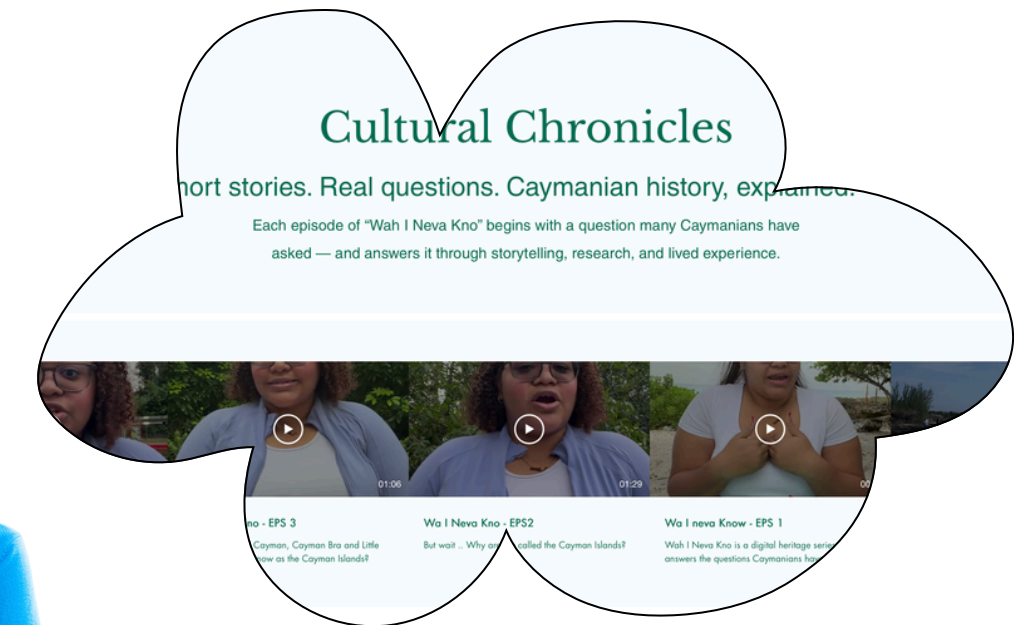


Figure 9. Cultural Chronicles website page

How It Works

The system operates through a layered discovery-to-depth model. TikTok serves as the entry mechanism, where concise, accessible video narratives introduce cultural or civic topics. Each video directs viewers to a corresponding website article that expands the subject within a structured, research-informed framework. This paired model ensures that engagement does not end at entertainment but transitions into deeper contextual learning.

The website architecture categorises topics thematically, allowing for future scalability beyond the initial five episodes. Comment-section questions and direct messages play a crucial role in future content planning, creating a feedback loop between audience inquiry and platform development. By using this integrated structure it transforms isolated content pieces into an evolving knowledge ecosystem which works best for viewer engagement.

(Full analytics, thematic coding, and guiding question documentation available in Appendices I–L.)

Main Deliverables Cont'



Figure 10. Full Stories Website Page

Why It Is Viable

The viability of Wa I Neva Know is supported by:

- Demonstrated organic traction (Appendix I)
- Cross-platform conversion to website traffic (Appendix M)
- Comment-driven content sustainability (Appendix K)
- Alignment with cultural preservation priorities (Appendix A)
- Scalable digital infrastructure

Unlike static heritage campaigns, the platform's participatory inquiry model ensures continuous topic generation. The thematic website structure supports long-term archive development, while the short-form video format maintains algorithmic discoverability without paid promotion. As both a digital heritage brand and cultural archive prototype, the platform already demonstrates immediate functionality and long-term scalability beyond the scope of degree project.

(Full analytics, thematic coding, and guiding question documentation available in Appendices I-L.)

Who It Serves

The platform serves three primary audience groups:

- Young Caymanians (18–31) seeking accessible cultural context within their existing digital behaviours.
- Middle-aged Caymanians (32–45) seeking refresher knowledge and civic clarity.
- Diaspora and residents seeking factual, structured information about Caymanian identity, governance, and history.

By combining accessible language with research-backed explanation, the platform bridges generational gaps and counters opinion-driven discourse with structured knowledge



Figure 11. Canva Generated images of People

Implementation & Viability

Implementation & Operational Model

Wa I Neva Kno operates through a lean, creator-led digital production workflow. Content development follows a structured sequence: This cyclical workflow allows the platform to operate efficiently while maintaining quality control and thematic consistency.

1. Question Identification

a. Topics are sourced from audience comments, direct messages, search queries, and pre-identified cultural gaps.

2. Research & Verification

a. Historical and civic information is cross-referenced using archival records, policy documents, and credible published sources.

3. Script Development

a. Scripts are written in accessible language while preserving factual integrity and contextual clarity.

4. Video Production

a. Episodes are recorded and edited for TikTok using short-form narrative structure optimised for retention and discoverability.

5. Article Publication

a. Companion website articles are written and uploaded, expanding on the video topic within a structured 3–10 minute reading framework.

6. Feedback Integration

a. Comment patterns and analytics inform subsequent content direction.

Implementation & Viability Cont'

Resource Requirements

The project currently operates with minimal overhead, requiring:

- Personal production equipment (Phone camera, microphone, editing software)
- Website hosting and domain subscription
- Archival access and research time

The low-cost structure enhances scalability and reduces dependency on institutional funding in early growth phases.

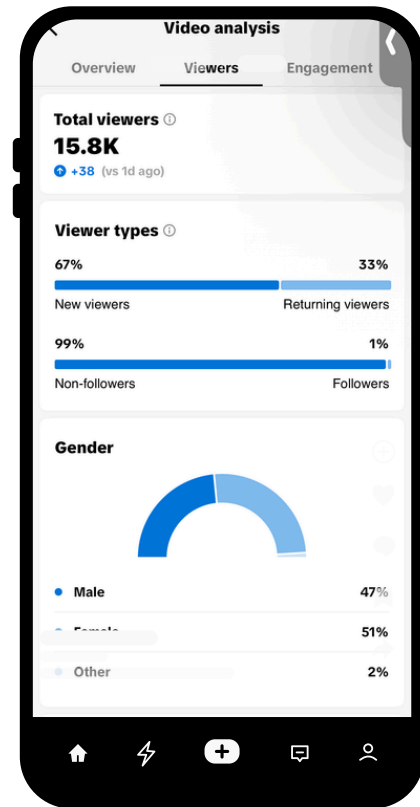


Figure 13. TikTok Studio Screenshot

Scalability Strategy

The thematic website architecture allows for indefinite content expansion without structural redesign. Future scalability pathways include:

- Topic series expansion (environment, diaspora, electoral education)
- Educational partnerships with schools
- QR code integration at heritage sites
- Ministry collaboration for civic education
- Archive digitisation partnerships

Because the platform is question-driven rather than campaign-bound, topic generation remains sustainable.



Figure 12. Canva Generated images of Camera Set up

Risk Considerations

Key risks include:

- Misinformation or factual misinterpretation
- Copyright and archival permissions
- Political sensitivity when addressing governance topics
- Platform algorithm dependency

Mitigation strategies include structured research verification, clear source attribution, use of consent workflows, and multi-platform diversification through the website archive.

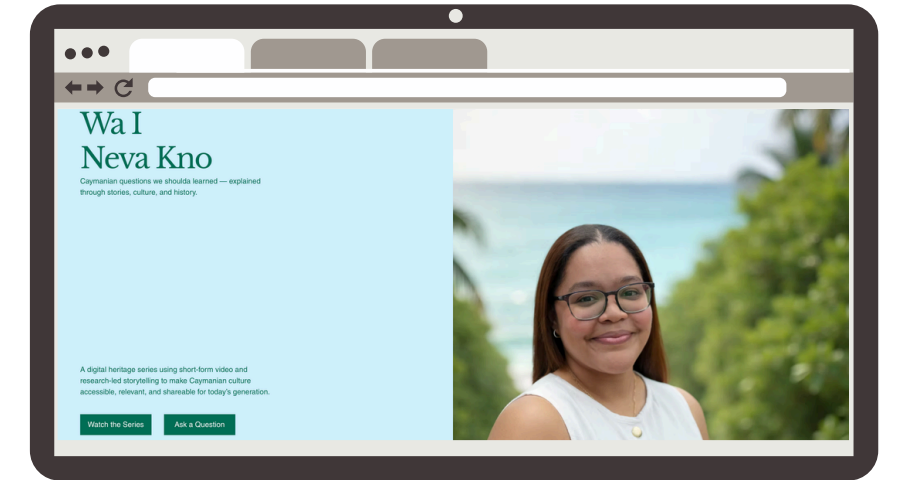


Figure 15. Wa I neva Know Home Page

Long-Term Sustainability

The project is positioned to evolve into:

- A digital heritage brand
- A youth civic education tool
- A collaborative archive initiative
- A potential cultural consultancy model

Demonstrated organic traction (Appendix I) and audience-led expansion (Appendix K) confirm that the implementation model is both functional and adaptable.

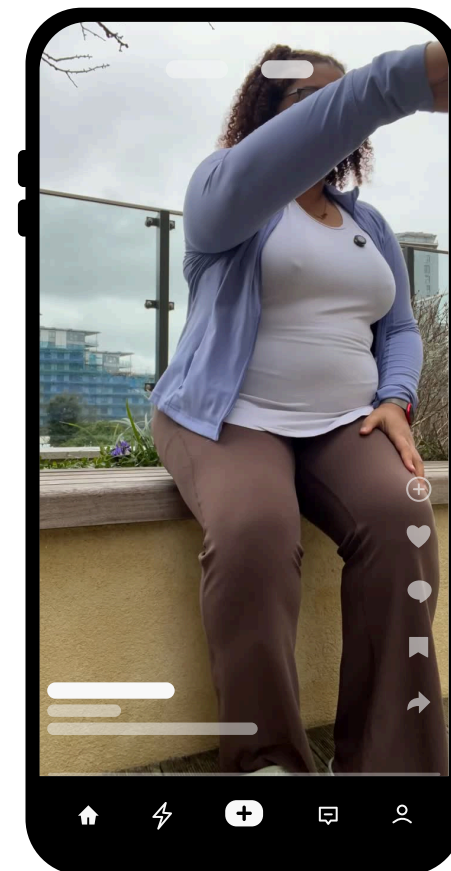


Figure 14. Behind the scenes Filming footage

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Section 1 – Image Reference

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- Watson, G. (2026) Cultural Chronicles website page
- Watson, G. (2026) Full Stories website page .
- Canva (2026) Canva-generated images of people .
- Canva (2026) Canva-generated camera setup visual .
- Watson, G. (2026) TikTok Studio analytics screenshot .
- Watson, G. (2026) Behind-the-scenes filming footage .
- Watson, G. (2026) "Wah I Neva Kno" homepage .

Appendix A – Full PESTEL

P

P – Political

Cayman’s national policy framework increasingly prioritises cultural preservation, youth engagement, and identity continuity. The National Culture & Heritage Policy and Strategic Plan (Cayman Islands Government, 2024) emphasises safeguarding both tangible and intangible heritage, strengthening intergenerational knowledge transfer, and promoting modern communication tools to support cultural literacy. Similarly, Plan Cayman (2024) reinforces cultural resilience and the importance of accessible civic understanding within a rapidly developing society. Key Political Drivers:

- Government emphasis on cultural preservation
- Policy recognition of intangible heritage
- Need for youth-focused communication systems
- Ongoing constitutional and governance discourse
- Increased public debate around identity and sovereignty

This creates a supportive policy environment for digitally mediated heritage education.

E

E – Economic

Cayman’s economy remains anchored in tourism and financial services, yet long-term development strategies recognise the importance of creative industries and cultural capital. Digital heritage storytelling contributes to tourism narrative control, diaspora engagement, and intellectual property creation. Global creative economy reports (UNCTAD, 2022) identify cultural content production as a growing economic sector within small island states. Key Economic Drivers:

- Tourism brand identity management
- Cultural IP development potential
- Diversification through creative economy
- Diaspora engagement as cultural capital
- Low-cost digital scalability

A structured cultural platform supports both national branding and economic diversification goals.

S

S – Social

Generational knowledge gaps are increasingly visible in Cayman, where historical understanding is often verbally transmitted rather than digitally documented. At the same time, digital behaviour patterns show Gen Z and younger millennials increasingly rely on TikTok and Instagram for information discovery (Business Insider, 2022; Pew Research Center, 2023). Social media discourse within Cayman frequently reveals confusion around governance, colonial history, and civic processes. Key Social Drivers:

- Decline in structured social studies exposure
- Intergenerational knowledge gaps
- High digital engagement among youth
- Comment-section misinformation dynamics
- Growing identity discourse online

This creates demand for accessible, research-informed digital explanations.

T

T – Technological

Cayman’s high broadband penetration and widespread smartphone use enable scalable digital content dissemination. TikTok’s algorithmic structure prioritises niche authenticity and locally grounded content, enabling organic discovery without advertising expenditure (Liao et al., 2024). The integration of short-form and long-form content allows hybrid engagement pathways. Key Technological Drivers:

- High social media adoption rates
- Algorithmic discoverability
- Cross-platform integration capability
- Website scalability infrastructure
- Low production barrier to entry

Technology enables cost-efficient, audience-responsive cultural education.

E

E – Environmental

Cultural identity in Cayman is closely linked to maritime heritage, land use, and environmental stewardship. As development pressures increase, digital platforms can contextualise environmental history within broader identity narratives. Integrating cultural and ecological storytelling supports sustainable tourism and youth stewardship awareness. Key Environmental Drivers:

- Rapid development pressures
- Land reclamation debates
- Maritime and reef heritage significance
- Youth environmental education needs
- Cultural-ecological interdependence

Environmental narratives strengthen the archive’s long-term relevance.

L

L – Legal

- Digital heritage production requires careful navigation of copyright, attribution, and representation ethics. Archival material must be appropriately credited, and public discourse must avoid defamatory or politically sensitive misrepresentation. Establishing a structured citation workflow ensures compliance with intellectual property standards and aligns with cultural representation ethics. Key Legal Drivers:
- Copyright compliance
- Archival permissions
- Ethical cultural representation
- Platform community guidelines
- Data protection considerations

Structured documentation and attribution mitigate reputational and legal risk.

Appendix B – Full SWOT



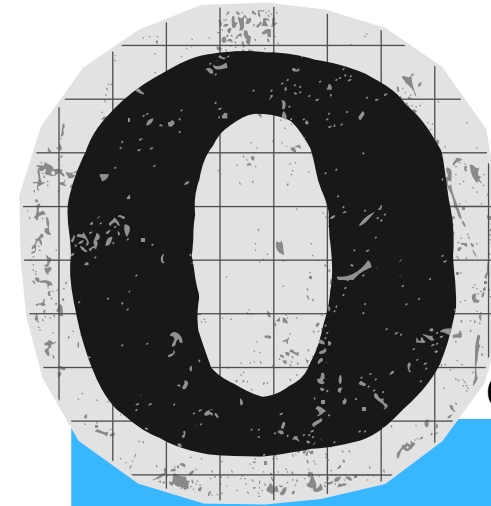
Strengths

Demonstrated organic traction (16,598 views; 551 follower growth from single post). Participatory inquiry model driven by audience questions. Multi-format ecosystem (short-form video + long-form archive). Low operational overhead and lean creator-led workflow. Cultural authenticity grounded in Caymanian perspective. Thematic website architecture enabling scalability. Cross-generational appeal (18–45 audience engagement). Search discoverability through TikTok algorithm.



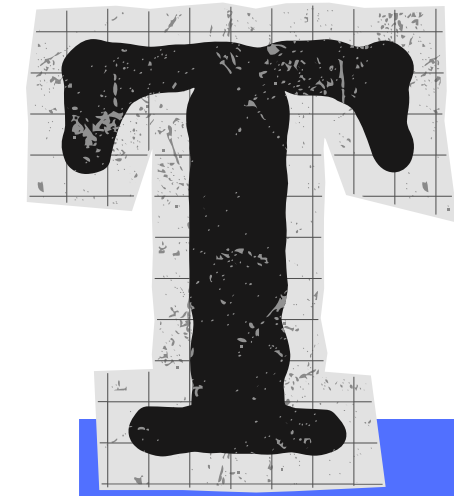
Weaknesses

Single-creator dependency (limited production bandwidth). No formal funding or institutional backing (early-stage model). Potential credibility challenges without academic partnership. Limited archival digitisation access. Platform reliance on TikTok algorithm. Inconsistent posting frequency during early development phase.



Opportunities

Partnerships with Ministry of Culture or Education. Integration into secondary school social studies curriculum. QR code installation at heritage sites linking to articles. Collaboration with National Archive for digitisation. Diaspora engagement and international cultural storytelling. Development into podcast or long-form documentary series. Grant funding through cultural preservation programmes. Expansion into environmental and civic education series.



Threats

Political sensitivity around colonial or governance discussions. Misinformation backlash within public comment spaces. Algorithm changes reducing organic reach. Competing cultural platforms emerging. Copyright disputes over archival material. Public perception shifts due to controversial topic framing.

Appendix C – Full Competitor Case Studies

This appendix presents a structured comparative analysis of selected Caymanian and regional digital platforms referenced in Section 1. The table evaluates positioning, content depth, engagement model and archive structure to identify strategic gaps addressed by Wa I Neva Kno.

Platform	Primary Function	Content Depth	Engagement Model	Archive Structure	Core Strengths	Strategic Positioning Gap
Cayman Marl Road	News dissemination and political commentary	Reactive, headline-focused reporting	High-volume comment engagement and discourse-driven interaction	Website present but structured for news updates, not education	Strong brand recognition; multi-platform presence; high visibility	Lacks structured historical explanation and research-backed long-form civic education
Everything345	Community updates and viral local content	Surface-level informational updates	Relatable, shareable, community-driven interaction	No integrated archive or educational expansion	Strong community engagement;	Focused on immediacy accessible tone rather than long-term cultural documentation
60 Seconds 365	Informative micro-education (law/health/good news)	Moderately structured informational delivery.	Authority-led, presenter-focused engagement	No external archive integration	Professional tone; consistency; expertise positioning	Not focused on Caymanian heritage or participatory cultural inquiry
Trinistory (Regional Comparator)	Cultural storytelling (Trinidad)	Narrative-driven short-form cultural education	Pride-centred, identity-based engagement	No paired long-form platform	Strong identity alignment; clear cultural niche	Lacks multi-format archive system and structured long-form learning model
Wa I Neva Kno	Digital cultural archive and participatory civic education platform	Layered system: short-form discovery + long-form contextual depth	Question-driven feedback loop integrating comments and DMs into content planning	Thematically structured website designed for long-term scalability	Demonstrated organic traction; low-cost scalable model; research-backed explanation; cross-generational appeal	Positioned as structured, participatory knowledge ecosystem rather than reactive content feed

Appendix D – Survey Questions

This appendix presents the initial inquiry framework used to guide the early conceptual development of Wa I Neva Kno. These questions were developed prior to publishing the first video and were used to identify potential areas of cultural curiosity and civic knowledge gaps. As the project evolved, audience comments and direct messages began to inform subsequent topics, creating a hybrid model of planned and participatory inquiry.

Initial Research Questions

1. Why are the Cayman Islands called the Cayman Islands?
2. What were the Cayman Islands called before the current name?
3. What did daily life look like in Cayman during the early 20th century?
4. Why is voting important in the Cayman Islands political system?
5. How did Cayman transition from Jamaican administration to direct British governance?
6. Why does Cayman maintain strong constitutional ties with the United Kingdom?
7. How did Cayman develop into a high-income Caribbean economy?
8. What cultural traditions defined Caymanian identity before rapid development?

Audience Question	Source	Content Response
Why is Cayman richer than Jamaica?	TikTok comment	Episode concept on economic development
Why are we connected to Britain?	TikTok comment	Governance history episode
What did Cayman look like back in the day?	TikTok comment	Historical lifestyle article

Appendix E – Ethical Considerations

This appendix outlines the ethical considerations undertaken during the development of Wa I Neva Kno. The project involves the analysis of publicly available social media interactions and the presentation of Caymanian historical and cultural information. Particular attention was given to protecting user privacy, ensuring accurate cultural representation, and maintaining research integrity throughout the production of the platform.

Public Data and Privacy Protection

The primary audience insights informing this project were derived from publicly available TikTok comments and voluntary direct messages received following the publication of the initial Wa I Neva Kno video. No personal or sensitive data was collected as part of this process. Comments posted under the video were not directly reproduced in the final video outputs; instead, they were reviewed to identify common themes and questions raised by viewers.

Screenshots of comments and messages were collated in a private working document to assist with thematic analysis. Where clarification was required, the author contacted users through direct messages to better understand the nature of their questions. In these instances, users were informed that the conversation was related to a university project and potential future educational content. No identifying information from these exchanges has been included in the final outputs, and all examples presented within the appendix have been anonymised.

Responsible Representation of Caymanian Culture

As the project focuses on Caymanian history and cultural identity, particular care was taken to ensure that all information presented within videos and accompanying website articles was factually accurate and responsibly communicated. Scripts were carefully fact-checked against established historical sources, including works by Michael Craton, J.A. Roy Bodden, and Susie Soto. Information presented in the videos was cross-referenced with these texts to minimise the risk of misinterpretation or historical inaccuracies.

The platform intentionally avoids partisan political commentary or contemporary political debate. Instead, the project focuses on providing accessible explanations of historical events, cultural traditions, and civic structures. This approach was adopted to maintain neutrality and ensure that the platform functions as an educational resource rather than a political opinion platform.

Archival and Copyright Considerations

Historical references used within the project were sourced from published books and credible historical documentation. All textual sources referenced within scripts and website articles are cited using UCA Harvard referencing conventions.

Where historical photographs or visual materials were used to support storytelling within videos or website content, sources were credited where identifiable. Images produced by the author were also clearly identified as original material. The project acknowledges that future development involving archival material would require appropriate copyright permissions and institutional collaboration where necessary.

Platform Ethics and Comment Moderation

The project actively monitored audience engagement on TikTok, particularly within the first seventy-two hours following the publication of the initial video. Comments were periodically reviewed thereafter to identify additional questions and discussion themes.

While both supportive and critical comments were received, negative comments were addressed respectfully where appropriate. No comments were deleted as part of the moderation process. Instead, recurring criticisms or misunderstandings were sometimes reframed as potential educational questions to guide future content development. Each video encourages further audience engagement by inviting viewers to submit additional questions through the comment section or linked website.

Research Integrity

All audience engagement metrics presented within this project are authentic platform analytics generated by TikTok and the associated website. No paid advertising, engagement boosting, or purchased followers were used during the development of the platform.

Audience growth occurred organically through TikTok's algorithmic discovery and through voluntary reposts by Caymanian content creators. Maintaining organic engagement was considered important in accurately evaluating audience interest and ensuring that the platform's growth reflects genuine public curiosity about Caymanian cultural and historical topics.

Appendix F – Full Business Model Canvas

This appendix presents the full Business Model Canvas for Wa I Neva Kno. The canvas illustrates the platform's value proposition, audience segments, operational structure and potential revenue pathways as the project develops beyond its initial pilot phase.

CUSTOMER SEGMENTS

- Young Caymanians (18–31) seeking accessible cultural knowledge
- Caymanian diaspora seeking connection to national identity
- Residents interested in Cayman history and civic structure
- Students researching Caymanian history
- Tourists seeking deeper cultural context
-

VALUE PROPOSITION

- Accessible explanations of Caymanian history and identity
- Short-form video paired with deeper long-form learning
- Participatory question-driven content model
- Digital archive for Caymanian cultural knowledge
- Youth-friendly civic education

KEY PARTNERS

- Cayman Islands National Archive
- Cayman National Cultural Foundation
- Ministry of Culture / Education
- Local historians and researchers
- Schools and educational institutions

CHANNELS

- TikTok (primary discovery platform)
- Website articles (long-form knowledge hub)
- Social media sharing and reposts
- Future potential: YouTube, podcast, educational platforms

COST STRUCTURE

- Website hosting and domain fees
- Video equipment and software
- Research materials and books
- Content production time
- Potential travel for cultural site filming

KEY ACTIVITIES

- Research and fact-check Caymanian history
- Script writing and content planning
- Video production and editing
- Website article writing
- Comment analysis and audience engagement

CUSTOMER RELATIONSHIPS

- Comment-driven question submissions
- Direct message feedback
- Interactive discussion in comment sections
- Community knowledge exchange
- Website engagement through linked articles

KEY RESOURCES

- Historical research sources (books, archives)
- Website infrastructure
- Social media platform access
- Personal knowledge and storytelling ability



Figure 2. Wah I Neva Kno Logo.

REVENUE STREAMS (FUTURE POTENTIAL)

- Cultural education partnerships
- Ministry collaboration for civic campaigns
- Educational licensing for schools
- Sponsored heritage storytelling campaigns
- Cultural tourism partnerships
- Digital heritage grants

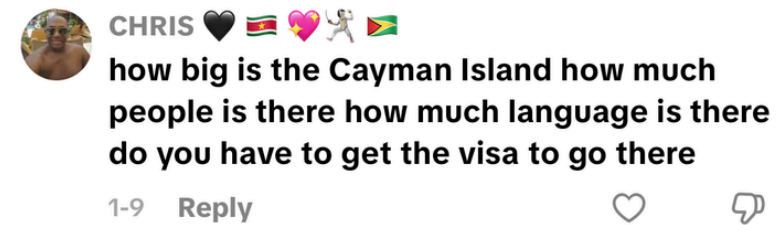
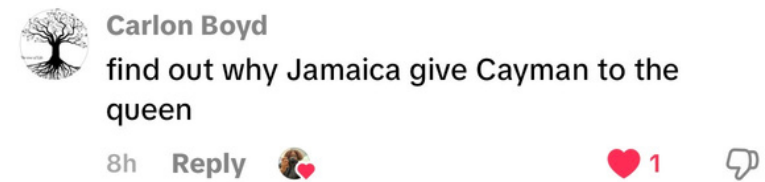
Appendix G— Full Comment Section Screenshots

This appendix presents representative screenshots from the comment section of the first Wa I Neva Kno TikTok video. These comments illustrate audience curiosity, cultural engagement, and emerging thematic questions that informed the development of subsequent video topics and website articles.

Usernames and identifying information have been removed to protect viewer privacy.

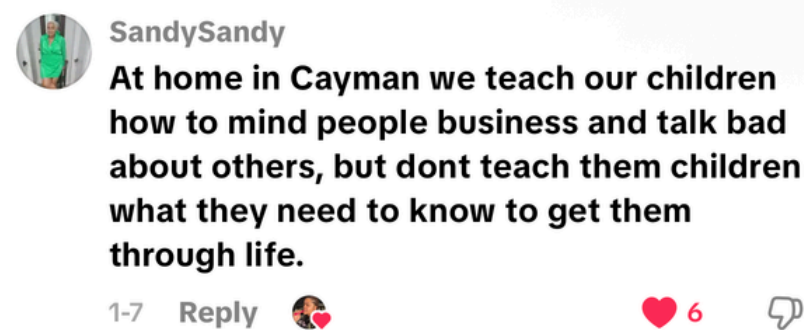
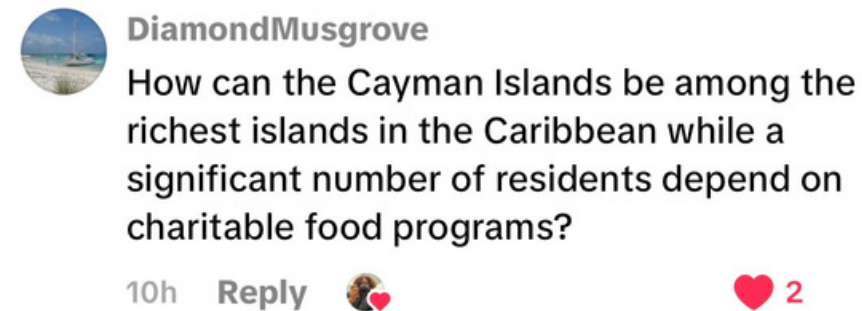
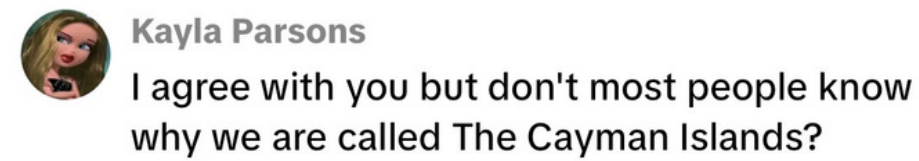
1. Curiosity Comments

Comments where people ask questions.



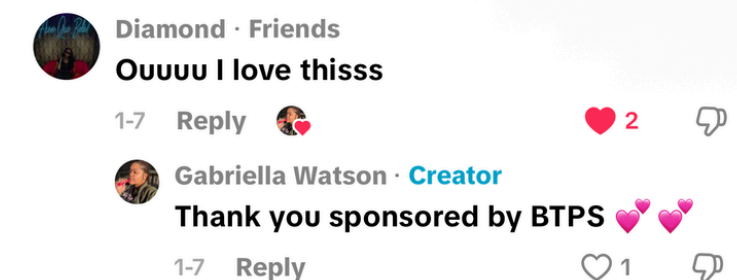
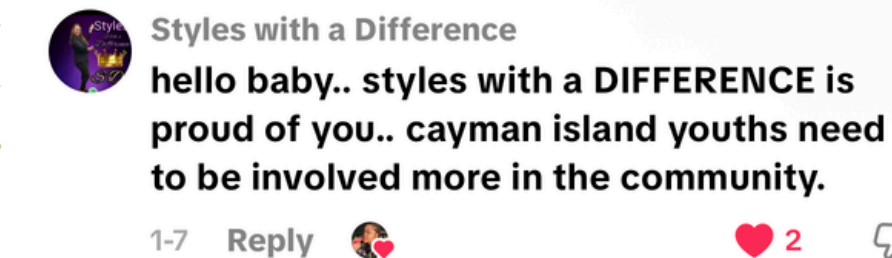
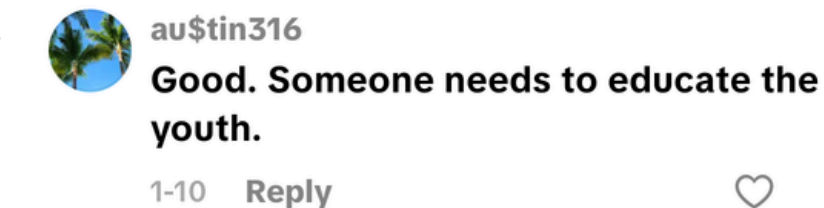
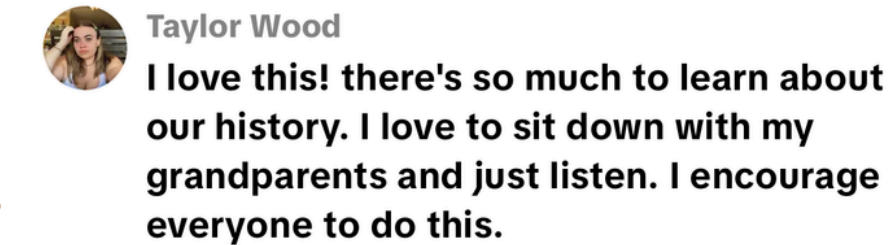
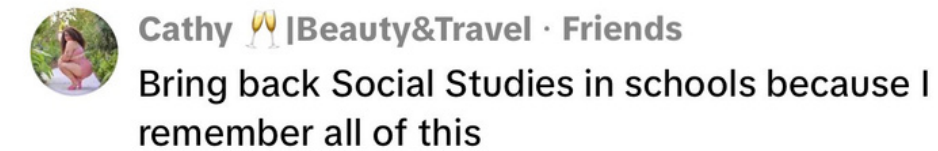
2. Knowledge Gap Comments

Comments where people admit they didn't know something.



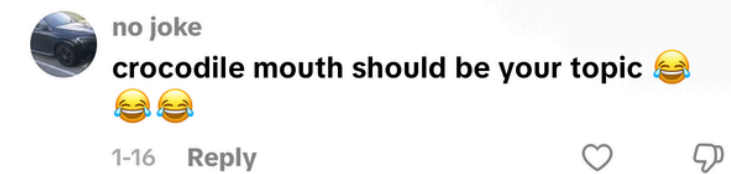
3. Cultural Pride Comments

Comments showing appreciation for the content.



4. Critical Comments

Slightly negative comments.



Appendix H – Full Analytics Screenshots

Video Performance Overview

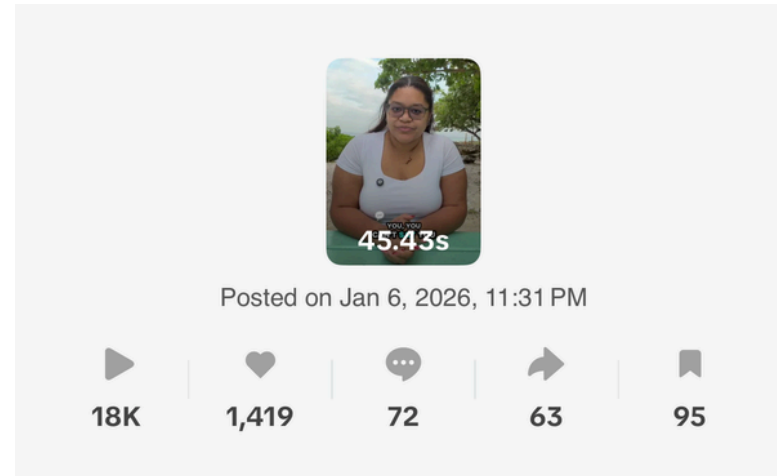


Figure H1 – Overall performance metrics for the first “Wa I Neva Kno” video demonstrating initial audience reach and engagement.

Audience Discovery Source

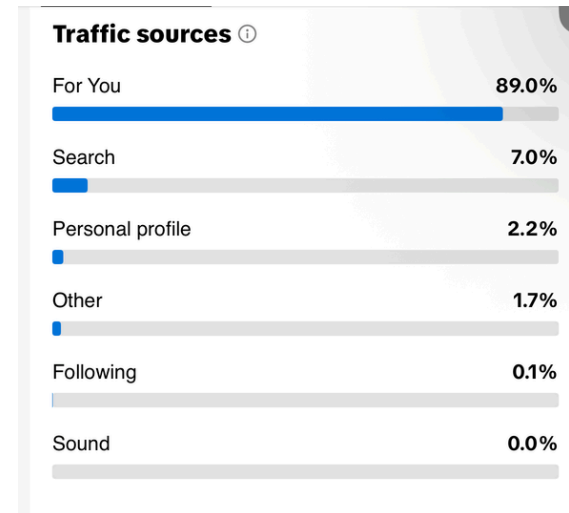


Figure H2 – Traffic source analytics indicating the majority of views originated from TikTok’s For You Page discovery system.

Watch Time Metrics

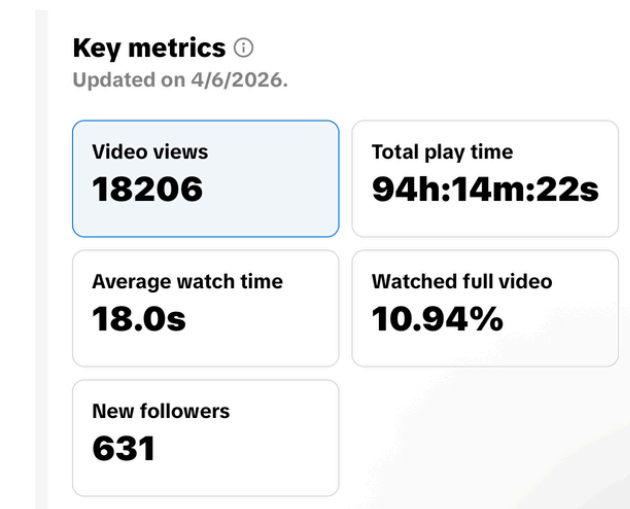


Figure H3 – Viewer retention analytics indicating average watch time and completion rate for the video.

Search Queries

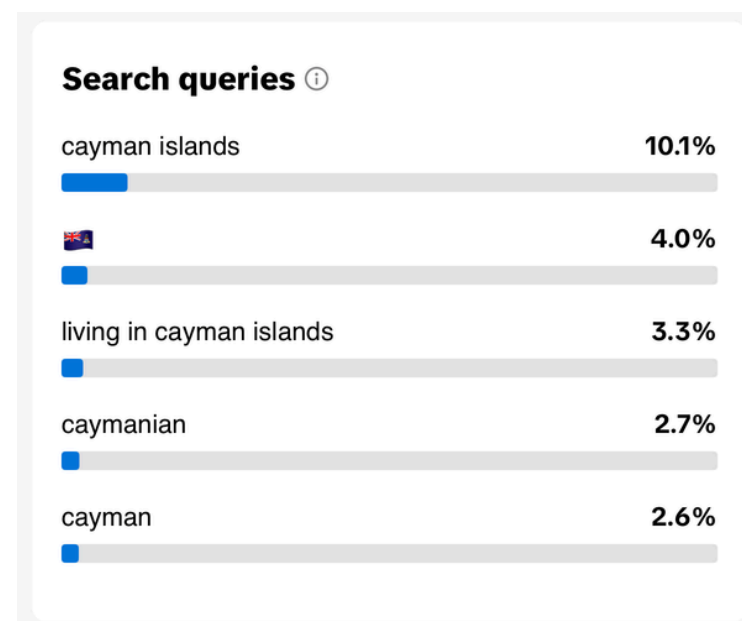


Figure H4 – Search queries used by viewers to discover the video, demonstrating topic relevance and discoverability.

Follower Growth

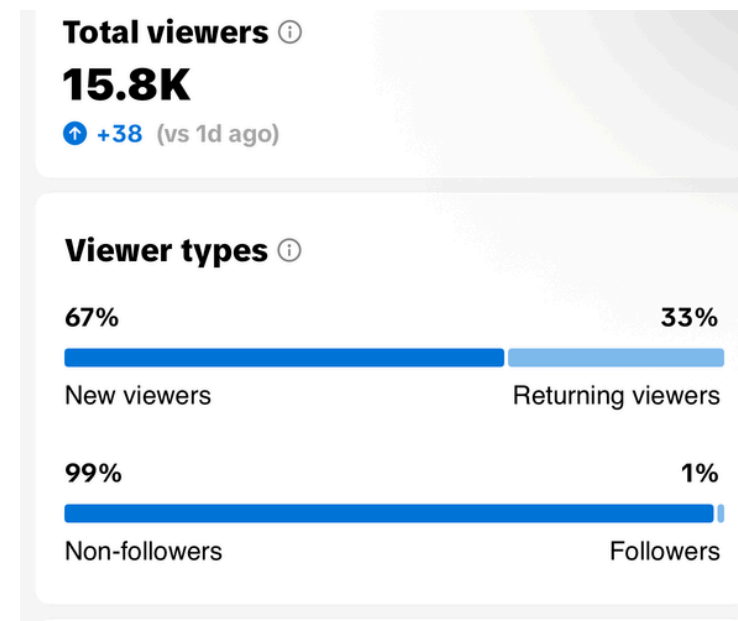


Figure H5 – Follower growth following the publication of the first video, indicating audience conversion from viewer to subscriber.

Total Play Time

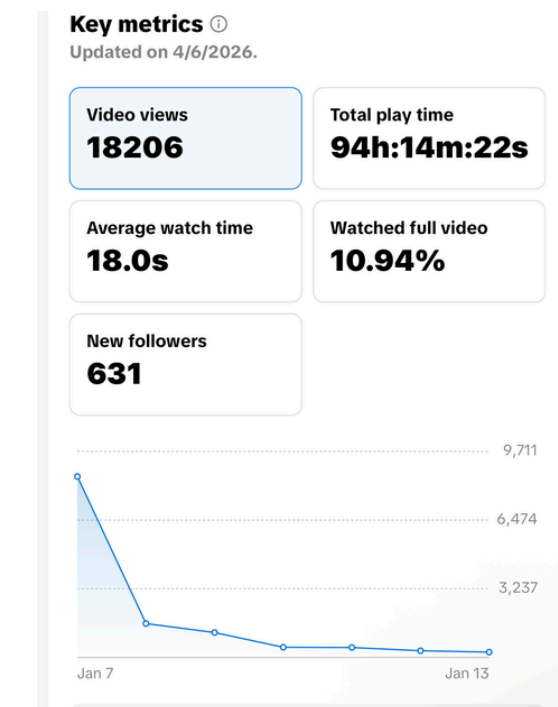


Figure H6 – Total accumulated watch time reflecting overall audience engagement with the content.

Phase 1 – Translating Proposal into Execution

The concept for Wa I Neva Kno remained largely consistent from Component 1 through to execution. The project was initially developed as a TikTok-based series aimed at presenting Caymanian history and cultural insights in short, accessible formats. The intention was to position myself as an educational content creator, translating complex historical information into digestible “did you know” style videos.

Following discussion with my academic advisor, the scope of the project expanded beyond TikTok. While TikTok remained the primary discovery platform, the addition of a supporting website was introduced to provide long-form context and depth. This allowed the project to evolve from a content series into a multi-platform educational ecosystem.

One of the most significant realisations during execution was the scale of audience engagement. The first video reached over 10,000 views within 24 hours, far exceeding initial expectations. This shifted the perception of the project from a university assignment to a potentially valuable cultural resource.

Audience interaction further shaped the project’s direction. Comments such as intentions to share the content with children and invitations to engage with primary school students highlighted a clear demand for accessible cultural education. This reinforced the need to maintain clarity, accuracy, and educational value in all outputs. Additionally, the performance of the first video influenced production decisions, particularly in relation to hook structure and pacing, which became central to maintaining audience retention.

A key challenge in early execution was accessing and translating historical information. While relevant material was available, much of it was not digitised, requiring manual research through physical texts and archival sources. This process involved reading, interpreting, and restructuring complex information into both short-form video scripts (approximately 45 seconds) and longer website articles. This highlighted the time-intensive nature of educational content creation and required balancing depth of research with content production timelines.

Phase 2 - Primary Research & Validation

The primary research and validation for Wa I Neva Kno was conducted through the live deployment of the platform across TikTok and its supporting website. Rather than relying on hypothetical audience assumptions, the project utilised real-time audience interaction, engagement metrics, and behavioural data to assess both demand and effectiveness.

The initial TikTok video generated significant organic reach, achieving over 16,000 views and accumulating a total play time of approximately 94 hours. Viewer retention remained strong, with most users watching 28 seconds or more of the video, indicating sustained engagement beyond initial exposure. In addition to reach, engagement metrics reflected active audience participation, including consistent increases in likes, shares, and saves.

Follower growth further demonstrated audience conversion, with a 78% increase in users following the account after encountering the content on their For You Page. Discovery was primarily driven through TikTok's algorithmic distribution and search behaviour, with users finding the content via terms such as "Cayman" and related keywords. This indicates both platform alignment and topic relevance within user search patterns.

The integration of a supporting website provided an additional layer of validation. Website traffic increased from 3 initial visitors to 223 users, with over 400 total page views recorded. This suggests that users were not only engaging with short-form content but were also motivated to seek deeper, long-form information, reinforcing the effectiveness of a multi-platform content strategy.

Qualitative insights from the comment section further supported the platform's value. Users frequently expressed interest, encouragement, and a desire for continued content, with comments such as "I like this," "I will share this," and "this is a great refresher." Many viewers also contributed additional questions, indicating an ongoing cycle of curiosity and engagement. This participatory behaviour validates the project's audience-driven content model.

Beyond digital interaction, real-world validation emerged through audience outreach, including requests to share the content within educational settings. This highlights the platform's potential application beyond entertainment, positioning it as a tool for cultural education and community engagement.

Overall, the findings demonstrate a clear demand for accessible, engaging Caymanian historical content. The success of the initial video and subsequent engagement patterns validate the project's core proposition: that there is a gap in how Caymanian history is currently presented, and that audiences are receptive to a more modern, digital, and interactive approach. Wa I Neva Kno addresses this gap by transforming cultural knowledge into a format that encourages both discovery and retention.

Phase 3 - Creative Iteration

The creative development of Wa I Neva Kno was guided by a balance between clarity, cultural authenticity, and audience engagement. Initial creative decisions focused on translating complex historical information into visually and verbally accessible formats, ensuring that content remained both informative and engaging within the constraints of short-form video.

Early website drafts revealed the need for a clean, structured layout that prioritised readability and thematic organisation. This led to the development of a simplified interface where articles were categorised by topic, allowing users to easily navigate between historical themes and supporting content. The integration of video and written content was also refined to ensure continuity between platforms.

Video scripting underwent several iterations to improve pacing, tone, and clarity. Early drafts were more text-heavy, however, these were refined to prioritise concise, question-led hooks and structured explanations. This ensured that each video maintained audience attention while delivering accurate information.

Moodboards and branding experimentation played a key role in establishing the visual identity of the platform. A consistent colour palette and tone were developed to reflect Caymanian culture while maintaining a modern digital aesthetic. This helped position the platform as both culturally grounded and contemporary.

Overall, the creative process was iterative, with each refinement informed by both design intention and audience response, ensuring that the final output remained aligned with the project's educational and cultural objectives.



Website QR Code



Tick Tok QR Code

Phase 4 – Testing & Final Adjustments

Once the first video was posted, the response really shaped how I moved forward with the rest of the content. The comment section was consistently active, with people asking more questions, sharing their thoughts, and encouraging the series to continue. It became clear very quickly that the audience didn't just want to watch the content, they wanted to be part of it.

A lot of the feedback highlighted how useful the content was, especially comments about sharing it with children or using it as a refresher. That stood out to me because it showed that the platform wasn't just entertaining, it was actually being seen as educational and valuable.

In the beginning, I realised that I was trying to include too much information in each video. While the research was strong, it didn't always translate well into short-form content.

To improve this, I simplified the scripts by:

- Breaking information into smaller, clearer points
- Removing anything that wasn't essential to understanding the topic
- Focusing on one main idea per video

This helped the content feel more digestible and made it easier for viewers to stay engaged throughout.

At the same time, there were areas I intentionally improved based on how the first video performed.

The biggest one was the hook. I realised that starting with a strong, relatable question made a huge difference in whether people stayed or scrolled. Because of that, I became more intentional about how each video opened.

I also strengthened:

- The overall flow of the videos so they felt more structured
- The connection between TikTok and the website, by directing viewers to the link in bio
- The use of audience questions as actual content drivers

This phase really showed me that creating educational content is not just about having the information, but about how you deliver it. There has to be a balance between being informative and being engaging.

The biggest takeaway for me was that the audience plays a major role in shaping the platform. Their questions, feedback, and engagement helped guide what I created next, making the process feel more collaborative rather than one-sided.

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Critical Self-Reflection - KOLB MODEL

Throughout this project, I transitioned from a written proposal into a fully realised multimedia platform, combining TikTok content, a website, and written articles. What initially seemed like a straightforward execution quickly evolved into managing multiple moving parts at once—content production, scripting, editing, branding, and research.

As this project surprisingly did not pose many challenges, one worth noting was navigating research without direct interviews. As this project relied heavily on organic viewership I instead relied heavily on digital sources, comment sections, and community responses to shape my content. When structuring the cultural storytelling videos and articles my responsibility became a key focus, as I was not just creating content, but representing Caymanian identity and history in a way that needed to be both accurate and authentic.

Through this process, I noticed that research and development takes significantly longer than expected. Creating content that is both informative and engaging required more time in research, scripting, and refinement than I initially planned hence led to a small decline in initial viewership from the first video to the second. I also became more aware of the ethical responsibility tied to cultural representation, every piece of content had to be considered carefully to ensure it did not misrepresent or oversimplify Caymanian culture.

Another key observation was how much digital structure influences credibility. The way my website was organized and how my content was presented directly impacted how professional and trustworthy they felt. Maintaining content coherence across platforms proved more challenging than simply producing a high volume of content, in the later videos programs such as Metricol proved to be helpful. In being hands on in this project, I have learnt that creative practice requires strategic restraint. Not every idea needs to be executed—some need to be refined, simplified, or removed to maintain clarity and impact.

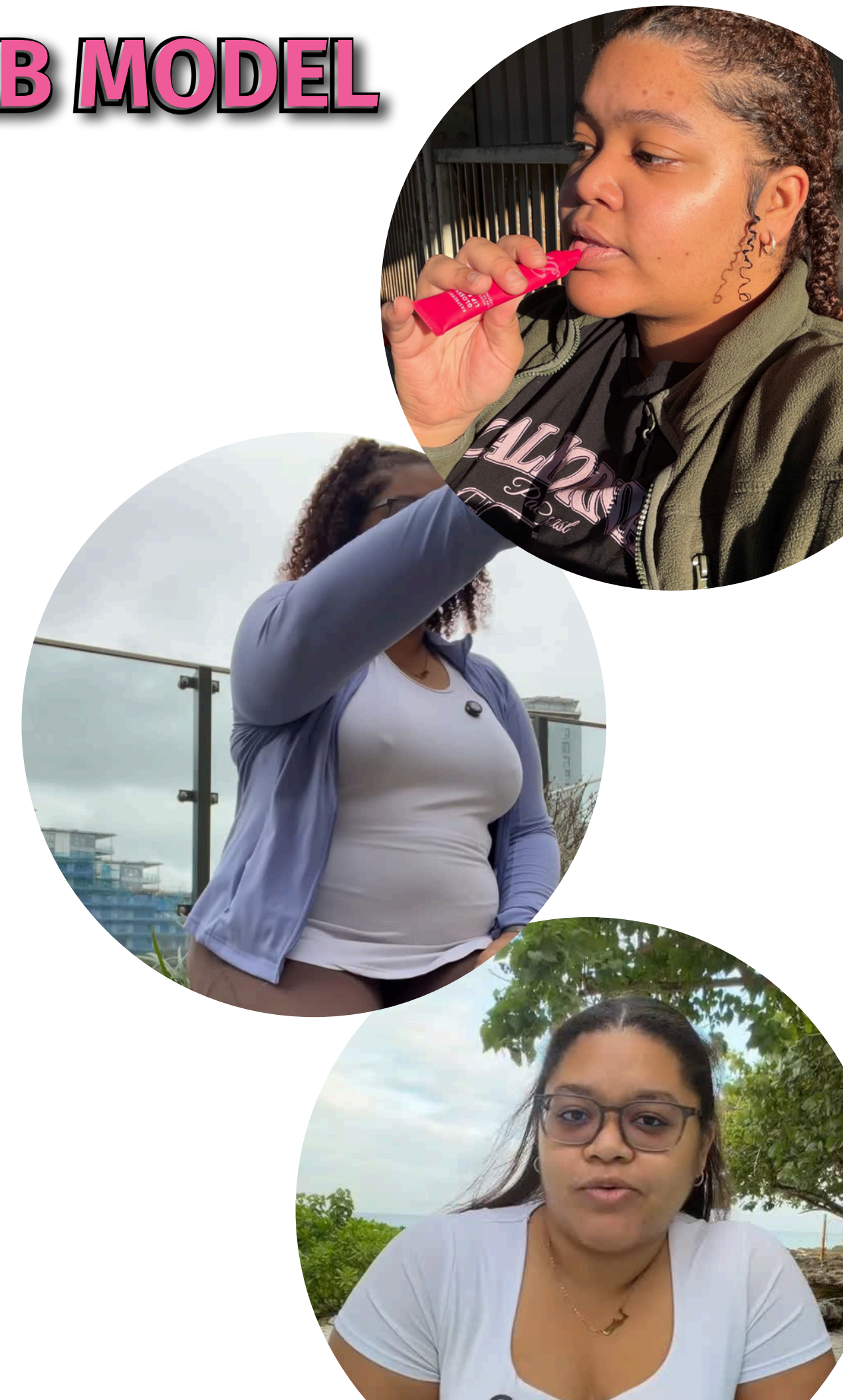
It also highlighted that research must guide aesthetics. Rather than creating visually appealing content first, I learned to prioritise accuracy and meaning, allowing the visuals to support the message rather than overshadow it. Digital preservation is not just about sharing information—it requires ethical framing. Presenting culture in a modern format comes with the responsibility of ensuring it remains respectful and authentic.

Finally, I recognised that leadership within a creative project is not just about having ideas, but about clarity. It takes being able to direct the vision, make decisions, and maintain consistency throughout to produce a piece that may or may not be received well by the intended audience.

Moving forward, I would adopt a more structured approach to audience validation by combining digital engagement insights with primary research methods. While the use of comment sections proved valuable for identifying recurring questions and areas of interest, it lacks the depth and intentionality that methods such as focus groups or on-the-ground community engagement can provide. Incorporating these approaches earlier in the process would allow for more nuanced understanding of audience needs, ensuring that content is not only reactive but strategically informed.

In terms of my professional development, this project has solidified my positioning as a digital storyteller operating at the intersection of culture, strategy, and content creation. It has reinforced my ability to translate research into engaging, platform-specific outputs while maintaining a critical awareness of ethical representation. I aim to apply these skills within roles in digital marketing, communications, or cultural strategy, where I can contribute to campaigns that are not only engaging but also culturally meaningful. More specifically, I aspire to develop platforms and campaigns that elevate Caribbean narratives within global digital spaces, ensuring that regional voices are represented with authenticity, depth, and strategic intent.

I remain committed to continuing this project beyond University. Regardless of the final grade outcome, Wah I Neva Kno represents more than a university assignment—it is a long-term passion project with the potential to evolve into a sustained cultural platform. While the frequency of content production may decrease as I enter the workforce, I intend to prioritise quality, strategic storytelling, and cultural accuracy to ensure its longevity and impact.



Section 3 Bibliography

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