Visions of Splendour: 5 Phase Project Management
and the journey up the mountain:
Presented at the Australian Computers in Education Conference 2010

Introduction:

In this presentation I will introduce how we (the IT Department at St Peters Lutheran College) have utilized and modified the methodology introduced by Joseph Weiss and Robert Wysocki in their seminal book ‘5-Phase Project Management – A Practical Planning and Implementation Guide’\(^1\). We have been using this approach for over 8 years now but with continual modifications and adjustments to suit the individual IT subjects and projects that we apply it to.

This approach is suitable both for the novice, that is the IT student, as well as of future benefit if the student eventually becomes a seasoned practitioner\(^2\).

I will give a brief explanation and diagrammatic review of the original methodology and then relate how we have modified it to suit our needs, in particular our environment, our subject expectations and our student’s levels of knowledge and skill.

5-Phase Project Management as applied and integrated at St Peters has proven most successful. It has provided the scaffolding and structure necessary to give our students the support and guidance required as well as enabling a greater degree of understanding to evolve from their efforts through the design, development and evaluation (DDE cycle\(^3\)) stages of their project work.

While our approach and application of 5 Phase Project Management has needed some modification when applied to project work in a number of ICT subjects at Year 10 level as well as the very different Senior courses Information Technology Systems (ITS) and Information Processing and Technology (IPT), the essential elements remain the same.

Each phase of this methodology brings to the forefront the crucial planning considerations that need to be considered and actioned for a project task:

- to be properly understood and articulated;
- to be appropriately planned and resourced;
- to be effectively scoped and designed;
- to be given the optimum environment in which to be created and implemented, and
- finally to enable all appropriate documentation to be maintained, including accurate and helpful evaluation and future planning.

Once this methodology and our modifications have been explained, this presentation will demonstrate some examples of the final products that this approach has helped create.

Also for each phase some appropriate examples will be introduced and the relevant templates discussed\(^4\).

Time permitting this presentation will also present a typical approach and powerpoint used to educate the students on this methodology.

The 5 Phases:

\(^1\) JW Weiss & RK Wysocki Published by Perseus Books 1992
\(^2\) "5 Phase Project management is appropriate for both the novice project manager and the seasoned practitioner" Bernard Small, Training & Development, Standard Motor Products, Inc. USA.
\(^3\) See the Queensland ITS syllabus – available at www.qsa.qld.edu.au
\(^4\) Most of the examples and explanation will concentrate on ITS for brevities sake.

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This approach originally gave the 5 phases the titles, Define, Plan, Organise, Control and Close.

You will note in the details that follow that we have tended to maintain most of the tasks under the first two phases of Define and Plan, but that we have made some considerable changes especially in Phases 3 & 4 (Organize and Control). You may also note that the tasks listed above to not detail to any significant degree the design and coding required of IT software based projects, which is the type that we provide and undertake.

We have therefore modified the titles to more accurately reflect our use to:
- Define,
- Plan
- Design
- Implementation
- Close/Evaluation

The Define Phase – Problem Identification

The crucial aspects of this phase are that the student undertake sufficient research to demonstrate that they clearly understand what the task is, what problem they are addressing and how they plan to address this problem.

As part of this we expect them to present some evidence that the problem exists (even though there may be some artificiality to this as we may have helped ‘create’ the problem), along with some argument as to how their IT software solution will adequately address the ‘problem’.

Thus in submitting their work for this phase we expect to see a discussion of the background to the problem, including some supporting evidence in some form be it anecdotal, statistical or a survey. The students will also submit a solution proposal, which should include some suggested utilisation of the product to address the original problem.

This phase also requires a statement of the goal, objectives and assumptions and risks along with a copy of the minutes of their first meeting(s) with their client.

The objectives are to follow the SMART approach.

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5 We ask for the submission of each Phase as they are completed rather than all together on the final due date. Depending on special circumstances we may sometimes combine some of the Phase Submission dates such as asking for the Define and Plan Phases together or the Implementation and Close phases together.
That is each objective needs to be:

- Specific,
- Measurable,
- Assignable,
- Realistic, and
- Time Related.

Generally most student projects when following this approach will have 12-20 objectives detailed. This is a vital task as it is of considerable value when referenced in the Close Phase (especially in ITS where the CIPP method of evaluation is utilised).

Some typical objectives would thus be:

- Present a model of the presentation to the client for comment by Saturday 26th August 2006. Assigned to Mark Brown, Project Leader.
- Present a beta version of the interactive presentation to a number of university and high school students and record their comments by Wednesday 30th August 2006. Assigned to Jane Smith, Research Officer & Product Architect.

Assumptions & Risks:

Each objective will have a relevant assumption and risk associated with it which will impact on its success or failure. For each objective students are to ask:

- What risks are associated with any of the objectives listed?
- What assumptions have to be made for the objective to be fulfilled?

The Plan Phase:

The main task here is to produce a Gantt Chart which will include some more details of the tasks; an estimate of each task’s cost and time frame; a list of resources both Human and software, etc.; and some indication of predecessors.

The students are also required to produce a formal proposal letter for their client that gives an overview of the tasks along with some form of budget and timeframes.

While we have tended to use Microsoft Project as the tool with which to create Gantt Charts, in recent times our students have increasingly been using free versions or creating the chart in Excel.

The Design Phase:

This phase is significantly different for IPT compared to ITS. In IPT the design needs depend on the specific project such as a Programming Project compared with an Information Systems project. For an Information Systems project students need to design Conceptual Schema; Data Flow Diagrams; Relational Schema and storyboards of their Information System front-ends.

In ITS our projects are generally some form of Interactive Multimedia or a Web Site and as such the design needs are very similar. The students are expected to create several design storyboards so that their client has at least two to three to choose from. They are also expected to present a navigation map of some sort along with an animation storyboard if the project entails this feature.

These designs need to be presented to their client and therefore appropriately formatted Minutes are also required to document this and explain which design was selected and why. Learning to ask the appropriate and specific design questions of the client is an important part of the process here, as this reflects in better choices and more successful products.

It is also expected that the designs will show where specific pictures will appear, what headings will be used, what fonts, columns and white space. That is, the design should be as detailed and professional (created in a graphic design package, not hand-drawn) as possible.

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6 The SMART approach by George Doran (1981) – see Weiss & Wysocki p13
7 CIPP – Context, Inputs, Processes & Products – this approach will be explained later in this presentation.
8 See the appendix for more complete examples of student submissions for each Phase.
9 While the students are normally not being paid we ask for a budget to give a more realistic approach.
The storyboards will also include a detailed list of all the proposed video clips, images, animations, sounds and music.

**The Implementation Phase:**

This phase involves the actual development of the product. Thus there is little documentation expected at this stage. The students are expected to take screen shots of the development so they can show how it has progressed as well as use this as a means to verify authorship.

Alpha testing should also be conducted throughout this phase but is not expected to be presented until the Close Phase is submitted.

**The Close/Evaluation Phase:**

This phase involves significant documentation. Usually a User Manual is expected and as a minimum some screen shots to demonstrate the product and its functionality.

This section also includes documentation of both alpha and beta testing; the logbook of the project, minutes of the final client meeting including client sign-off and most significantly for ITS at least, the evaluation of the project.

The QSA syllabus for ITS uses a modified CIPP approach to evaluation. Some details of this approach are below.

**CIPP - Context, Input, Process, and Product Evaluations - a summary**:

Context evaluations assess needs, problems, assets, and opportunities which relate to the production of the Product for a client. This section may also include some discussion of how the beta testers, end users and client judged the goals, priorities, and outcomes of the completed product.

Part of the context then is the background and environment which the product is to respond to and operate in. That is, what existed before the product (e.g., a website that needs updating) and into what set of business circumstances (the environment) is this product to operate (e.g., with a website, what competition does the client’s company face from other websites and alternative means of promotion to and/or engagement with their customers). Does the client believe that the product will effectively address these environment factors and circumstances?

Note: Students may also discuss the school/home environment in which they work on this project, as this may impact on the successful outcome of the project, however, from a ‘real world’ or business focussed approach, this is not the primary environmental concern.

Input evaluations assess effective use of resources, alternative approaches, competing action plans, staffing plans (or human resource allocations), and budgets for their feasibility and potential cost-effectiveness to meet targeted needs and achieve goals.

Resources include hardware and software, time, human resources which may include the client and their employees; the team members and even external support personnel such as the teacher or other mentors and domain specific experts such as friends or other class members with special expertise or on-line tutors. Discussion here should include how these various factors impacted on the project, both positively and negatively. It may also include the judgements of the beta or end-user testers and client as to how effective the use of resources was including meeting budgeted time constraints. (While the students are not actually charging their clients, they can discuss budget costs and whether these were met based on their logbooks and evaluating their time line against the original Gantt Chart).

Process evaluations assess and judge the implementation of the project. The main requirement here should be to refer to the original list of objectives created using the SMART approach and discuss in what ways these were or were not fully met. This is perhaps the most significant part of the evaluation as it directly relates to the original plan and how well it was or wasn’t implemented.

This would also include a discussion of any conflicts that may have arisen between group members or with the client(s) and how these were resolved. This section then involves a comparison of the planned tasks and objectives and costs, etc. against the actual process.

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adapted from THE CIPP MODEL FOR EVALUATION by Daniel L. Stufflebeam
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Paul F Herring ACEC2010
Product evaluations identify and assess outcomes—intended and unintended, short term and long term. This section identifies and discusses the ‘success’ of the product in meeting targeted needs. This should also include discussion and evaluation of end-user and client testing and some indication of future enhancements or actions that would appear beneficial. Some discussion of how the product compares against competing products, within the environment in which the product will operate, is also helpful.

The information in this CIPP evaluation should help address the following retrospective questions:

- Were important needs addressed?
- Was the effort guided by a well articulated, appropriate and thorough plan and budget?
- Was the software design implemented competently and modified as needed/recommended (for example, by beta testers)?
- Did the product succeed in meeting the original problem definition and solution proposal?

With each of these Phases having different due dates the students are kept on task in an ordered and timely manner. Also the project can be assessed over a wider time period which is of significant benefit to the teachers involved. It also enables earlier intervention if needed when problems with meeting deadlines may be occurring.

**Conclusion:**

This Project Management approach is generally used with Year 11 & 12 students who we have found need consideration direction and support.

This model provides this support/scaffolding and helps give the students the confidence to approach the task in a more positive and pro-active manner.

I will now very briefly demonstrate some of our better student projects from recent years.

Are there any areas for improvement or regular difficulties that are encountered which still need to be addressed?

Generally, we would argue no.

We have found it time consuming to teach the use of Microsoft Project though and have now reduced the expectation on the students to make use of this package. This appears to have given them some more freedom of choice and introduced a greater variety of approaches although the Gantt Charts produced are not normally of the same high standard.

Another recent innovation has been the use of Project Management wikis. We have had some teams try Google Sites with a Project Management template. They have found this helpful in improving their day-to-day documentation such as their logbook. This approach has significant potential especially for group projects.

In summary, we have found 5-Phase Project Management, as utilised by us to be of considerable benefit both in guiding the students but also in providing clear and quantifiable feedback to the teachers assessing the projects. While this approach may seem a little at odds with the QSA’s ITS syllabus which refers to the DDE cycle (Design; Develop; & Evaluate), we would contend that we are just expanding on the first D in this cycle and enlarging it to differentiate the Definition and Planning involved as separate to the Design.

It can also be seen from the example Project Task in the Appendix that the use of these 5 Phases and their relevant sub-tasks drives the assessment criteria. This ensures a fairer and more equitable approach to grading of student projects, as the more faithfully the Project Teams follow the Project Management guidelines, the more easily they can satisfy the criteria and gain maximum marks for each Phase.

Paul Herring - February 2010

St Peters Lutheran College, Indooroopilly, Qld.
## Appendix A: Sample Criteria Sheets using 5 Phase Project Management structure

### Computer Animations (MIN2): Phase 1 - Define

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
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<td>Subject background and</td>
<td>The background (including supporting evidence such as anecdotal, statistical</td>
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<tr>
<td>problem enunciation. This</td>
<td>or surveys) of the subject and problem are clearly enunciated.</td>
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<td>should include supporting</td>
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<td>evidence such as</td>
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<td>anecdotal, statistical</td>
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<tr>
<td>or surveys.</td>
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<tr>
<td>Solution proposal,</td>
<td>The solution to the problem is clearly enunciated, along with suggested</td>
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<td>including suggested utili-</td>
<td>means of presenting and marketing the product.</td>
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<td>zation of product to</td>
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<td>address problem.</td>
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<td>Project goal</td>
<td>The goal states concisely and clearly what the project will achieve and the</td>
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<td></td>
<td>tools to be utilised in its development.</td>
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<tr>
<td>Minutes of Client</td>
<td>Minutes are clear, detailed and provide excellent summary of client meeting.</td>
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<tr>
<td>Meeting</td>
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<tr>
<td>Problem Solving</td>
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<tr>
<td>Objectives</td>
<td>The objectives provide a detailed explanation of what is to be addressed in</td>
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<tr>
<td></td>
<td>the solution.</td>
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<tr>
<td>Assumptions and risks</td>
<td>All assumptions and risks associated with each objective are identified and</td>
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<td></td>
<td>clearly stated.</td>
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</tbody>
</table>

### Phase 1 - Define

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mark</th>
<th>LOA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiar Application</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Problem-Solving</td>
<td>/8</td>
<td>- provides comprehensive analysis in a diversity of un rehearsed and complex</td>
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<tr>
<td></td>
<td></td>
<td>problems</td>
</tr>
<tr>
<td>Communication</td>
<td>/16</td>
<td>- consistently transforms, constructs and presents information to succinctly</td>
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<tr>
<td></td>
<td></td>
<td>represent the intended meaning, effectively integrating design principles</td>
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<tr>
<td></td>
<td></td>
<td>- uses a wide vocabulary with discrimination and consistently applies customs</td>
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<tr>
<td></td>
<td></td>
<td>of language to convey meaning appropriate to the context.</td>
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</tbody>
</table>

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*Paul F Herring ACEC2010*
# Computer Animations (MIN2): Phase 2 - Planning

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
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<th>3</th>
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<th>0</th>
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</thead>
<tbody>
<tr>
<td><strong>Familiar Application</strong></td>
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</tr>
<tr>
<td><strong>Gantt chart activities</strong></td>
<td>Project activities are identified and detailed in a Gantt chart.</td>
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<tr>
<td><strong>Chart time lines</strong></td>
<td>Time lines and sequencing for the project are appropriate and each activity is included.</td>
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<td></td>
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</tr>
<tr>
<td><strong>Chart costs &amp; resources</strong></td>
<td>Costs and resources are realistic and associated with each activity.</td>
<td></td>
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</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Gantt Chart &amp; Tasks Layout</td>
<td></td>
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</tr>
<tr>
<td><strong>Client Proposal</strong></td>
<td>Complete and clearly detailed proposal of budget activities. (2 page letters)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mark</th>
<th>LOA Standards</th>
<th>LOA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 2: Planning</strong></td>
<td>/12</td>
<td>- recalls wide range effects, terminology, methods and procedures, concepts, processes and principles, and illustrates with detailed and relevant examples.</td>
<td></td>
</tr>
<tr>
<td><strong>Problem Solving</strong></td>
<td>-</td>
<td>- effectively and consistently selects and applies related knowledge to produce quality outcomes.</td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>/8</td>
<td>- uses a wide vocabulary with discrimination and consistently applies conventions of language to convey meaning appropriate to the context.</td>
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</tr>
</tbody>
</table>
## Computer Animations (MIN2): Phase 3: Design

### Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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</thead>
<tbody>
<tr>
<td><strong>Familiar Application</strong></td>
<td>Minutes of client meeting to show design</td>
<td></td>
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<tr>
<td><strong>Proposed animation objects</strong></td>
<td>Well thought out listing of proposed images, animations, hyperlinks, sound/music and perhaps video clips.</td>
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<tr>
<td><strong>Storyboard – proposed structure of Animation</strong></td>
<td>Storyboard demonstrates a high level of analysis of the problem and is complete. Creativity and initiative is evident.</td>
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<tr>
<td><strong>Design of animation</strong></td>
<td>A clear and sufficiently detailed overview of any animator is presented.</td>
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<tr>
<td><strong>Navigational flowchart</strong></td>
<td>Clear, consistent and appropriate sequencing and layout.</td>
<td></td>
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</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Alternative designs are at least 2 alternative and distinct designs template shown to the client with comprehensible and appropriate feedback.</td>
<td></td>
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</tbody>
</table>

### Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mark</th>
<th>LOA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase 3: Design</strong></td>
<td>/4</td>
<td>- Effectively and consistently selects and applies related knowledge to produce quality outcomes</td>
</tr>
<tr>
<td><strong>Problem-Solving</strong></td>
<td>/16</td>
<td>- Provides comprehensive analysis in a variety of unpractised and complex problems</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>/4</td>
<td>- Consistently transforms, constructs and presents information to succinctly represent the intended meaning, effectively integrating design principles</td>
</tr>
</tbody>
</table>
### Computer Animations (MIN2) – Phase 4: Implementation

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>4</th>
<th>3</th>
<th>2</th>
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<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Familiar Application</strong></td>
<td></td>
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</tr>
<tr>
<td>Level of detail &amp; content</td>
<td>Product has comprehensive and appropriate content and more than adequate detail in all areas.</td>
<td>Product has fairly comprehensive and/or mostly appropriate content and somewhat adequate detail in all areas.</td>
<td>Product has reasonable and fairly appropriate content and somewhat adequate detail in all areas.</td>
<td>The content in many areas is not appropriate and detail is lacking in a number of areas.</td>
<td>The content is not appropriate and detail is lacking in all areas.</td>
<td>The content is not appropriate and detail is lacking in all areas.</td>
</tr>
<tr>
<td>The internal structure of the animation</td>
<td>The animation is universally well structured.</td>
<td>The web site is generally well structured.</td>
<td>The web site shows some structural form.</td>
<td>There is little structured form.</td>
<td>No structure or ordered approach is evident.</td>
<td>No structure or ordered approach is evident.</td>
</tr>
<tr>
<td>Presentation of files, etc.</td>
<td>All original files &amp; .pdf versions submitted &amp; saved to separate folder and by due date.</td>
<td>Most original files &amp; .pdf versions submitted &amp; saved to separate folder and by the due date.</td>
<td>Original files &amp; .pdf versions submitted &amp; saved to separate folder.</td>
<td>Few of the original files and/or .pdf versions submitted by the due date.</td>
<td>Little or no attempt.</td>
<td>Little or no attempt.</td>
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<tr>
<td><strong>Problem-Solving</strong></td>
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<tr>
<td>Operation of animation</td>
<td>The animation is fully operational with no errors.</td>
<td>The animation is generally operational with few errors.</td>
<td>The animation is generally operational with some errors.</td>
<td>The animation is generally operational with many errors.</td>
<td>The animation does not work.</td>
<td>The animation does not work.</td>
</tr>
<tr>
<td>The internal structure of the animation (use of functions, appropriately named objects, etc)</td>
<td>The animation is universally well structured with appropriate and highly effective use of scripting, tweening, etc.</td>
<td>The animation is generally well structured with appropriate and highly effective use of scripting, tweening, etc.</td>
<td>The animation is structurally sound with good scripting, tweening, etc.</td>
<td>There is little structured form with inadequate scripting, tweening, etc.</td>
<td>Little or no attempt made.</td>
<td>Little or no attempt made.</td>
</tr>
<tr>
<td>Use of sound and/or music or alternative advanced features</td>
<td>Sound and music is utilized in a highly effective and appropriate manner.</td>
<td>Sound and music is utilized in a mostly effective and appropriate manner.</td>
<td>Some use of sound or music in an effective and/or appropriate manner.</td>
<td>Little use of sound or music used.</td>
<td>Little use of sound or music used.</td>
<td>No sound or music used.</td>
</tr>
<tr>
<td>Effective design of the animation &amp; interactivity (e.g. quiz)</td>
<td>Animations are attractive and appealing and capture user’s attention, interaction is highly effective.</td>
<td>Animations are mostly attractive and appealing and capture user’s attention. Interaction is mostly effective.</td>
<td>Animation is reasonably attractive and appealing and captures user’s attention. Animation works well.</td>
<td>Some attempt made at creating animation but lacking in effectiveness and/or relevance.</td>
<td>Little or no attempt made.</td>
<td>Little or no attempt made.</td>
</tr>
<tr>
<td>Use of graphics/colour</td>
<td>Graphics/images and/or colour are utilized effectively and appropriately.</td>
<td>Graphics/colour are generally utilized in an effective and appropriate manner.</td>
<td>Some use of graphics/colour in an effective and/or appropriate manner.</td>
<td>Little use of graphics/colour utilized in an effective and appropriate manner.</td>
<td>Very little use of graphics/colour.</td>
<td>Very little use of graphics/colour.</td>
</tr>
<tr>
<td>Originality of design</td>
<td>The design is unique and innovative.</td>
<td>The design has some innovative ideas.</td>
<td>The design has few innovative ideas.</td>
<td>The design is not innovative.</td>
<td>Little or no attempt made.</td>
<td>Little or no attempt made.</td>
</tr>
<tr>
<td>The operation and functionality from a user perspective (this includes error trapping)</td>
<td>The presentation has a high degree of functionality and almost all possible errors have been trapped.</td>
<td>The presentation has a reasonable degree of functionality.</td>
<td>The presentation has some degree of functionality.</td>
<td>The presentation has little functionality.</td>
<td>The presentation has virtually no functionality.</td>
<td>The presentation has virtually no functionality.</td>
</tr>
<tr>
<td>Movie Implementation</td>
<td>Movie is consistent with proposed storyboard.</td>
<td>Movie is implemented with few irregularities when compared with proposed storyboard.</td>
<td>Movie is implemented but shows many irregularities when compared with proposed storyboard.</td>
<td>Movie implementation does not reflect the proposed storyboard.</td>
<td>Little or no attempt made.</td>
<td>Little or no attempt made.</td>
</tr>
</tbody>
</table>
### Communication

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mark</th>
<th>LOA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>User Interface (e.g. menu,</td>
<td></td>
<td>- effectively and consistently selects and applies related knowledge to produce</td>
</tr>
<tr>
<td>navigation, &amp; quiz)</td>
<td></td>
<td>quality outcomes</td>
</tr>
<tr>
<td>Screen design</td>
<td></td>
<td>- provides comprehensive analysis in a diversity of unreviewed and complex</td>
</tr>
<tr>
<td></td>
<td></td>
<td>problems</td>
</tr>
<tr>
<td>Content</td>
<td></td>
<td>- consistently evaluates contexts, inputs, processes and products, with detailed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>justification and against appropriate criteria</td>
</tr>
<tr>
<td>Standard UI features</td>
<td></td>
<td>- consistently transforms, constructs and presents information to succinctly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>represent the intended meaning, effectively integrating design principles</td>
</tr>
</tbody>
</table>
## Computer Animations (MIN2): Phase 5 - Close/Evaluation

### Criteria

<table>
<thead>
<tr>
<th>Names</th>
<th>Description</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiar Application</td>
<td>User Manual or Animation Overview (with suitable screen shots, etc)</td>
<td>A document that very clearly illustrates and presents the final product</td>
<td>A document that illustrates and presents the final product</td>
<td>A document that provides some information about the general layout of the product</td>
<td>Document only provides limited detail on the product</td>
<td>Little or no attempt made.</td>
</tr>
<tr>
<td>Error Tracing</td>
<td>Clear &amp; complete evidence of testing and correction of errors.</td>
<td>Mostly clear &amp; complete evidence of testing and correction of errors.</td>
<td>Some evidence of testing and correction of errors.</td>
<td>Little evidence of testing and correction of errors.</td>
<td>No attempt made.</td>
<td></td>
</tr>
<tr>
<td>Evidence of testing</td>
<td>Documentation makes reference to comprehensive testing including user trials.</td>
<td>Documentation makes reference to testing including user trials.</td>
<td>Some testing done and modified with little or no documentation.</td>
<td>Little evidence of testing is demonstrated.</td>
<td>No testing done.</td>
<td></td>
</tr>
<tr>
<td>Evaluation (CPP – Context)</td>
<td>Highly detailed evaluation of responsibilities, interaction with client and purpose of product.</td>
<td>Mostly detailed evaluation of responsibilities, interaction with client and purpose of product.</td>
<td>Satisfactory evaluation of responsibilities, interaction with client and purpose of product.</td>
<td>Some evaluation of responsibilities, interaction with client and purpose of product.</td>
<td>Little or no testing.</td>
<td></td>
</tr>
<tr>
<td>Evaluation (CPP – Inputs)</td>
<td>Highly detailed evaluation of problems relating to client, software, computer and product.</td>
<td>Mostly detailed evaluation of problems relating to client, software, computer and product.</td>
<td>Satisfactory evaluation of problems relating to client, software, computer and product.</td>
<td>Some evaluation of problems relating to client, software, computer and product.</td>
<td>Little or no testing.</td>
<td></td>
</tr>
<tr>
<td>Evaluation (CPP – Product)</td>
<td>Highly detailed explanation for inclusion and/or exclusion of specific product features. Evaluation of beta testing.</td>
<td>Mostly detailed explanation for inclusion and/or exclusion of specific product features.</td>
<td>Satisfactory explanation for inclusion and/or exclusion of specific product features.</td>
<td>Some explanation for inclusion and/or exclusion of specific product features.</td>
<td>Little or no attempt made.</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Minutes with client’s including sign-off</td>
<td>Minutes are clear and descriptive of project requirements. Client sign-off completed with comment.</td>
<td>Minutes are mostly clear and descriptive of project requirements. Client sign-off completed with comment.</td>
<td>Minutes are somewhat clear and descriptive of project requirements. Client sign-off partially completed.</td>
<td>Minutes are not suitable detailed and/or client sign-off incomplete.</td>
<td>Little or no attempt made.</td>
</tr>
<tr>
<td>Logbook</td>
<td>Logbook is very descriptive of activities and problems encountered. Teacher sign-off complete.</td>
<td>Logbook is very descriptive of activities and problems encountered. Teacher sign-off complete.</td>
<td>Logbook is descriptive of activities and problems encountered. Teacher sign-off complete.</td>
<td>Logbook produced with some evidence of being updated.</td>
<td>No logbook.</td>
<td></td>
</tr>
</tbody>
</table>

### Phase 5: Close

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mark</th>
<th>LOA Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiar Application</td>
<td>8</td>
<td>effectively and consistently selects and applies related knowledge to produce quality outcomes</td>
</tr>
<tr>
<td>Problem-Solving</td>
<td>20</td>
<td>provides comprehensive analysis in a diversity of unrehearsed and complex problems, develops effective and efficient solutions to a diversity of unrehearsed and complex problems</td>
</tr>
<tr>
<td>Communication</td>
<td>8</td>
<td>uses a wide vocabulary with discrimination and consistently applies conventions of language to convey meaning appropriate to the context.</td>
</tr>
</tbody>
</table>

Visions of Splendour: 5 Phase Project management & the journey up the mountain

Paul F Herring ACEC2010
Appendix B: Sample Student Project Documentation

UQ CYCLE Multimedia Presentation

Define Phase:

The Problem & Proposed Solution

The University of Queensland Cycle Club is one of the largest Cycle clubs in Brisbane. The club enjoys an enviable reputation as one of Australia's leading clubs and has produced a number of Olympic, Commonwealth and National Champions over the years. It is thought that the construction of the 'Green Bridge' has caused membership numbers to dwindle slightly, as the course has been forced to relocate to Yerongipilly temporarily. *(This has been shown by Club records).* Furthermore, a survey taken by 50 university students, indicates that most students have heard of the club but have a lack of knowledge about the club. Also was found that females in general have less desire to join the club.

Mr Jackson McDonald, Head Coach at University of Queensland Cycle Club has requested for the development of a multimedia presentation to encourage more university students to join the club. It hoped that this presentation will be able to persuade those who are interested in the club and cycling to join the University of Queensland Cycle Club. Mr Jackson McDonald also believes this presentation could be used to develop a younger rider clientele base and for potential Club sponsors. A multimedia presentation has been determined as the most practical solution to the club's problem as the majority of senior club officials are either employed or studying full time. A multimedia presentation in a CD format would allow the Club to provide information to prospective members and sponsors without having an official presence.

An Interactive presentation utilizing Director MX was chosen, as it can incorporate most other multimedia formats and it provides an interesting means of finding information about the club. *(Note: Further Details are provided.)*

The presentation shall consist of the following:

- **About Us**
  - Information about the club and its history
    - Road
    - Mountain biking
    - Track cycling
  - Possibility for a interview with the Club President/Head Coach

- **Training**

Visions of Splendour: 5 Phase Project management & the journey up the mountain
ACEC2010

Paul F Herring
• Information about training including course map and training times.
• Videos will be incorporated to show basic riding skills.

➢ . Racing
• Racing information
• Racing Videos/Photos

➢ . Membership
• Why Join?
• How to Join?

➢ . Test your knowledge
• Questions on Cycling and the UQ Cycle Club in particular

➢ . CycLinks
• Link to UQ Cycle Club's websites
• Links to other cycling organisations

➢ . Help
• Information on how to navigate and use the presentation

➢ . Credits

As the Club is based at the University of Queensland, the presentation is primarily targeted towards the university, whilst keeping in mind the possibility of its use at high schools and by potential sponsors. The features mentioned above shall be displayed in a variety of formats within the presentation, such as text, graphs, photos, animations, videos and other interactive material, so that users can have the most enjoyable experience whilst providing relevant information about the Club and cycling.

Links to cycling websites and other resources will be available in the presentation so that so that users will have the ability to access further information if they desire. This will assist users in making an appropriate choice as to whether the Club and cycling is suitable for them.

Whilst Macromedia Flash 8 could have been utilised for the creation of this multimedia project it was decided that Macromedia Director MX offered a better solution. The key advantages that Director has over Flash in creating multimedia presentations to run from CDs are as follows;

• Director uses a bitmap-based animation engine and supports interactive realtime 3D. It offers greater sound and video control and excels on fixed media delivery formats (CD, DVD-ROM, kiosk. desktop).
• Director and Shockwave are much more "media rich" than Macromedia Flash. Director supports a greater number of media types (over 40).
• Media support and other features in Director and Shockwave movies can be dynamically expanded through player add-ons ("Xtras"). Required Xtras for a movie can be automatically downloaded to the user when needed.
• Lingo is also a much more advanced scripting language than actionscript and therefore is essential for creating high quality presentations.

One of the most significant features in Director is the ability to convert your presentation to an executable. Thus, the clientele of this project are able to support use this file format and in turn view the presentation. For the reasons given above and from an intricate evaluation of several designer/developer products. Macromedia Director would allow the project to reach the highest height of success. It is hoped that the presentation will engage the user whilst providing another information for the user to consider registering with the club.

**Project Goal**

By Friday 13th August 20068:15 am, an interactive presentation on the University of Queensland Cycle Club using Macromedia Director MX will be planned, designed, produced, tested and provided to senior club officials for later distribution.
Project Objectives


2. Interview respective client using prearranged questions and document proceedings by Tuesday 11th July 2006.


20. Remodel presentation and/or fix any complications by Friday 25th August 2006.

21. Present a model of the presentation to the client for comment by Saturday 26th August 2006.

22. Alter any problems noted by the client and adjust the presentation by Monday 28th August 2006.

23. Present a beta version of the interactive presentation to a number of university and high school students and record their comments by Wednesday 30th August 2006.


25. Present final copy of the project accompanied with a user manual to the client by Friday 15th September 2006.

Assumptions and Risks

General

General assumptions and risks that apply to the majority of objectives

- Health - illnesses (primarily developer and the client)
- Electrical Equipment Malfunctions, e.g. file corruption

Specific assumptions and risks


   - The information required might not be freely available.

2. Interview respective client using prearranged questions and document proceedings by Tuesday 11th July 2006.

   - The information needed might not be freely available from the client at the time of the interview.
   - The client maybe unable to attend the interview due to health, work, sport or personal reasons thus delays could result in increased expenses and a poorly designed presentation. This is due to the following objectives depending on the completion of this one.

3. Survey target audience to determine factors that are contributing to the organisation’s problem by Tuesday 11th July 2006.

   - Time, location and weather may cause an insufficient amount of surveyed university students.
   - University students may not be willing to participate in survey.
   - Delays in determining the project's problem and therefore goals and and objectives could follow if task is incomplete.
Minutes: Agenda

UQ Cycle Multimedia Presentation

Date/Time Tuesday 10th July 2006, 7:00-7:15

Location University of Queensland, St Lucia

Attendees Jackson McDonald, Paul Sparshott

Discussion

• What problem or opportunity is UQ Cycle club facing at this present time?
  ➔ Membership decline, possible reasons;
    ▶ Training/Racing course moved due to 'Green Bridge'
    ▶ Members of UQ Cycle club must now also be members of UQ Sport
    ▶ Lack of knowledge in new students to the University about the club and what it offers. E.g. individuals do not
      realise that the UQ also does Mountain Biking and other cycling related activities
  ➔ Opportunity to expand into new markets
    ▶ Hope to form a youth squad.
  ➔ Increasing sponsorship is a secondary concern as well.

• Who is the targeted audience?
  ➔ University students/high school students in particular, but would also like if the presentation could be used for
    potential sponsors as well.
  ➔ 15 - 24

• What is the focus of this presentation?
  ➔ To allow people to find out about the club for example;
    ▶ History
    ▶ Training Racing
    ▶ How to join
    ▶ Etc
  ➔ To raise club profile

• What colours do you want in particular to be featured in the presentation?
  ➔ Club colours - blue, red & white
  ➔ Contrasting

• Do you want to update it personally or have myself maintain it for a small fee?
  ➔ Wants it to be updateable.
  ➔ Want the task to be contracted out to Round One Productions

Plan Phase: Proposal

Date: 16/02/06
Attention: Mr Paul Sparshott
Company: UQ Cycle Club
Project: UQ Cycle Club Multimedia/Interactive Presentation

Dear Mr Sparshott and McDonald,

Following is the formal proposal for the design and construction of an interactive presentation about the University of
Queensland Cycle Club, which shall be used to promote the club to prospective members and potential sponsors.

This proposal outlines the key objectives of the project and gives a background of what the project will encompass. It also
provides an overview of the interface design, the presentations operating requirements and any key personnel involved in
this project.

Attached with this letter proposal are project cost and duration estimations. This explains approximately what each phase
will cost and where the money is going. You will be informed if this changes in any way. Once the project is completed you
will have the ability to regularly update the presentation yourself, though we will still be able to support you (for a small fee) with any problems encountered or further alterations.

If you have any queries or comments about the proposal I will happily discuss them with you and if necessary make modifications to the proposal.

Regards, AS

1.1 Presentation Development

Overall Objectives

Riding a bike is one of the main activities every child learns to do. Yet participation in Cycling clubs and races is not exceptionally high. The University of Queensland Cycle Club requires an Interactive presentation so that casual riders can realise the benefits of joining a club and belonging to a group of individuals who share the same 'love' of cycling. Whether it be just social rides or competitive races, the University of Queensland Cycle Club hopes to cater for all these markets.

The presentation must:

- Be easy for the University of Queensland Cycle Club to maintain internally to guarantee that the information provided is up to date, whilst being as cost effective as possible.
- Be secure.
- Potentially to add new and/or redesigned sections to the presentation.
- Communicate/Promote the benefits of UQ Cycle Club effectively to the targeted audience.

2.1 Interface Design

The presentation needs to be easy to navigate and display the information appropriately whilst engaging the audience’s interest. The design also needs to be practical within the time limitation.

3.1 Technical Specifications

The UQ Cycle Club presentation will attempt to target University Students with consideration that the presentation will be targeted at high school students and potential sponsors as well. For practical use outside those parameters this educational tool needs the following minimum requirements to be met:

3.1.1 Hardware

- 60Mhz processor 32MbRAM
- 15inch monitor
- 800 x 600
- 256 colour monitor
- 28kbps modem

3.1.2 Software

No additional software required to view presentation.

4.1 Key Personnel

I am undertaking the design and construction of the interactive presentation alone. My role and contacts details are provided below if you have any queries or requests.

4.1.1 Project Manager/Developer

Aaron Sparshott

The project manager/develop is in charge of Managing the design and construction of the project. All meetings are organised through the project manager.

Aaron Sparshott is contactable through the following;

Email - aspar@gmail.com Telephone - 0416665042

5.1 Key Completion Dates

<table>
<thead>
<tr>
<th>Phase</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>UQ Cycle Project</td>
<td>15/9/06</td>
</tr>
<tr>
<td>Define Phase</td>
<td>18/07/2006</td>
</tr>
<tr>
<td>Plan Phase</td>
<td>24/07/2006</td>
</tr>
<tr>
<td>Design Phase</td>
<td>31/07/2006</td>
</tr>
<tr>
<td>Implement/Evaluate Phase</td>
<td>14/09/2006</td>
</tr>
</tbody>
</table>
### Project Budget Proposal

<table>
<thead>
<tr>
<th>Activities</th>
<th>Est Hours</th>
<th>Est Cost</th>
<th>Est Completion Date</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Research general information on cycling, UQ Cycle Club and other clubs situated in South East Queensland.</td>
<td>1</td>
<td>$75.00</td>
<td>11th June 2006</td>
<td>Paper, pen</td>
</tr>
<tr>
<td>b. Discover who the client is and details that are relevant to this project.</td>
<td>0.5</td>
<td>$37.50</td>
<td>11th June 2006</td>
<td>Paper, pen</td>
</tr>
<tr>
<td>2. Interview respective client using prearranged questions and document proceedings by Tuesday 11th July 2006.</td>
<td></td>
<td></td>
<td>11th July 2006</td>
<td></td>
</tr>
<tr>
<td>a. Propose a suitable time to meet with representative.</td>
<td>2</td>
<td>$150.00</td>
<td>11th July 2006</td>
<td>Telephone</td>
</tr>
<tr>
<td>b. Plan several questions to ask client in relation to the project e.g. themes, content, etc.</td>
<td>2.5</td>
<td>$187.50</td>
<td>11th July 2006</td>
<td>Paper, pen</td>
</tr>
<tr>
<td>c. Interview Client.</td>
<td>1</td>
<td>$75.00</td>
<td>11th July 2006</td>
<td>Paper, pen</td>
</tr>
<tr>
<td>d. Document notes on discussion and outcomes for future reference.</td>
<td>3</td>
<td>$225.00</td>
<td>11th July 2006</td>
<td>Paper, pen</td>
</tr>
<tr>
<td>28. Address all issues involving training of UQ Cycle Staff and other direct end users by Monday 11th September 2006.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Develop training specifications for end users.</td>
<td>0.5</td>
<td>$37.50</td>
<td>11th Sept 2006</td>
<td>MS Word, Computer</td>
</tr>
<tr>
<td>b. Identify training delivery methodology(computer based training, classroom, etc.).</td>
<td></td>
<td>$0.00</td>
<td>11th Sept 2006</td>
<td>etc</td>
</tr>
<tr>
<td>c. Develop training materials.</td>
<td>1</td>
<td>$75.00</td>
<td>11th Sept 2006</td>
<td>etc</td>
</tr>
<tr>
<td>d. Conduct training usability study.</td>
<td>0.5</td>
<td>$37.50</td>
<td>11th Sept 2006</td>
<td>etc</td>
</tr>
<tr>
<td>e. Finalize training materials.</td>
<td>1.5</td>
<td>$112.50</td>
<td>11th Sept 2006</td>
<td>etc</td>
</tr>
<tr>
<td>a. Evaluate effectiveness and success of project against project goal and objectives.</td>
<td>1</td>
<td>$75.00</td>
<td>15th Sept 2006</td>
<td>etc</td>
</tr>
<tr>
<td>30. Present final copy of the project accompanied with a user manual to the client by Friday 15th September 2006.</td>
<td></td>
<td></td>
<td>15th Sept 2006</td>
<td></td>
</tr>
<tr>
<td>a. Acceptance of final product by the client.</td>
<td>0.5</td>
<td>$37.50</td>
<td>15th Sept 2006</td>
<td>etc</td>
</tr>
<tr>
<td>b. Client signs off on project</td>
<td>0.5</td>
<td>$37.50</td>
<td>15th Sept 2006</td>
<td>etc</td>
</tr>
<tr>
<td>c. Provide client with a user manual on how to operate/modify the presentation.</td>
<td>2</td>
<td>$150.00</td>
<td>15th Sept 2006</td>
<td>etc</td>
</tr>
</tbody>
</table>
7.1 Agreement

A Senior member of UQ Cycle Club has read this proposal and hereby agrees to the planned project and adheres to the above budget.

______________________________   ___________________________
Signature                           Date

Round One Production hereby agrees to the development of this project and adheres to the above budget.

______________________________   ___________________________
Signature                           Date

Part of typical Gantt Chart:
Design Phase example:

**Design Phase**

**By AH 12K**

**Proposed Multimedia Objects**

- **Images**
  - A few images of Ice-Skating for the image gallery in the media section
  - Images for the design in general such as the Skating silhouette (see designs in client approval section)

- **Videos**
  - Videos of figure skating for the video gallery in the media section

- **Animations**
  - Introduction Animation
    - See the animation sequence at the bottom of the design phase
  - Navigational transitions
    - A transition when the user navigates between different sections of the interactive multimedia presentation

- **Music and Sounds**
  - Background Music
    - Light, soft music that can be listened to without being distracting
  - Mouse rollover sounds
    - A “pop” sound when the user rolls over buttons
  - Music control buttons
    - Gives the user the ability to turn music on and off

- **Hyperlinks**
  - Link to the foundation’s website
    - [http://www.morganinnes.com](http://www.morganinnes.com)
  - Link to live it keep it
    - [http://www.liveitkeepit.com](http://www.liveitkeepit.com)

**Client Approval & Minutes**

The following designs were presented to the client for approval; the client was asked to choose their favourite design and provide feedback and suggestions on how they would improve the design.

![Figure 1 - Design 1](image-url)
Figure 2 - Design 2

Minutes of Meeting of the Morgan Innes Foundation, 9 August 2009

Topic: Design of Multimedia Presentation    Location: Camp Hill, Queensland

Time and Date: Sunday August 9 from 11:50AM to 12:15PM    Attendees: Aaron Hayes and Robert Innes

Minutes:

• **Open of minutes 11:50 AM Sunday August 9**

• **Which design do you prefer and why?**
  - The first design*
  - Because of its simplicity and elegance, I believe it is more suited for this type of foundation

• **Are their any elements from the second design that you would like to see in the final design?**
  - The idea of the skating silhouette when the mouse is rolled over the buttons
  - I think the text is easier to read in the second design compared to the first, perhaps changing the text to be more like the second design would help improve it

• **Is there anything else you would like to change/or add to the design?**
  - I think the text in the buttons should be left side aligned with the figure skating silhouette rollover appearing to the right
  - The buttons should also reach further out to where the blue finishes, or the blue should finish earlier to the left
  - I would make the body text bigger so it is easier to read
  - Possible add a small image to each/or most sections
  - Move the exit button to the bottom left and make it smaller
  - Add a credits section to the menu
  - Add music controls

• **Close of minutes 12:15 PM Sunday August 9**
*Note: For the multimedia storyboards, this design was change based on client feedback

**Multimedia Storyboards**

<table>
<thead>
<tr>
<th>Project: Morgan Innes Foundation Interactive Multimedia Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>date: 10/08/09</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>screen: <em>1</em> of <em>7</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>links from screens: None</td>
</tr>
<tr>
<td>links to screens: Home</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>screen description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction animation, for more detail see the animation sequence.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>function/interactivity:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>The Morgan Innes Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td>For more detail view the animation sequence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>background: White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colour schemes: Black and White</td>
</tr>
<tr>
<td>text attributes: Font: Bell MT, colour Black turning white</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>audio: Soft background music</th>
</tr>
</thead>
<tbody>
<tr>
<td>video: NA</td>
</tr>
<tr>
<td>stills: Animation Ice Skater</td>
</tr>
</tbody>
</table>
Project: Morgan Innes Foundation Interactive Multimedia Presentation

date: 10/08/09
<table>
<thead>
<tr>
<th>screen: <em>3</em> of <strong>7</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>links from screens: Home, Media, Live it Keep it, The Quiz, Credits</td>
</tr>
<tr>
<td>links to screens: Home, Media, Live it Keep it, The Quiz, Credits</td>
</tr>
</tbody>
</table>

**screen description:**
The purpose of this screen is to inform users about the foundation’s missions and goals. This includes how they plan to help young skaters and provide opportunities to underprivileged children.

### The Morgan Innes Foundation

#### Our Mission


- **background:** Blue Menu Bar Background, Grey Body Background
- **Colour schemes:** Blue, Green, White, Red, Black
- **text attributes:** Main Heading: Bell MT, 50, White (#FFFFFF), Section Heading: Andalus, Size 32, Bold, Underlined, Black (#000000). Buttons: Copper Standard Black, Size 20, White (#FFFFFF). Body Text: Times New Roman, Size 16, Black (#000000)
- **audio:** Soft background music
- **video:** NA
- **stills:** Ice Skating Silhouette (title and buttons), Image in Text

**Project:** Morgan Innes Foundation Interactive Multimedia Presentation

**date:** 10/08/09
Visions of Splendour: 5 Phase Project management & the journey up the mountain

Paul F Herring ACEC2010

Sample Assignment
Do not copy

screen: _4_ of _7_

links from screens: Home, Mission, Live it Keep it, The Quiz, Credits

links to screens: Home, Mission, Live it Keep it, The Quiz, Credits

functionality/interactivity:

- Shows all the photos in the gallery
- Images enlarges when the user moves their mouse over them

background: Blue Menu Bar Background, Grey Body Background

Colour schemes: Blue, Green, White, Red, Black

text attributes: Main Heading: Bell MT, 50, White (#FFFFFF), Section Heading: Andalus, Size 32, Bold, Underlined, Black (#000000). Buttons: Copper Standard Black, Size 20, White (#FFFFFF).

audio: Soft background music

video: Ice Skating Videos

still: Ice Skating Silhouette (title and buttons), Ice Skating Images for gallery
| Project: Morgan Innes Foundation Interactive Multimedia Presentation |
| date: 10/08/09 |

| screen: _5_ of __7__ |
| links from screens: Home, Media, Mission, The Quiz, Credits |

| screen description: |
| This screen is designed to educate users about the website "Live it Keep it" and its uses and relation with the Morgan Innes Foundation. |

| functionality/interactivity: |

| background: Blue Menu Bar Background, Grey Body Background |
| Colour schemes: Blue, Green, White, Red, Black |

| text attributes: |
| Main Heading: Bell MT, 50, White (FFFFFF), Section Heading: Andalus, Size 32, Bold, Underlined, Black (#000000). Buttons: Copper Standard Black, Size 20, White (FFFFFF). Body Text: Times New Roman, Size 16, Black (#000000) |

| audio: Soft background music |

| video: NA |

| stills: Ice Skating Silhouette (title and buttons), Image in Text |
Sample Assignment

Project: Morgan Innes Foundation Interactive Multimedia Presentation

date: 10/08/09

screen: _6_ of _7_

links from screens: Home, Media, Mission, Live it Keep it, Credits

links to screens: Home, Media, Mission, Live it Keep it, Credits

screen description:
This screen is the quiz section of the multimedia presentation. Its purpose is to let the users have a bit of fun and test them about how much they have read/know about the Morgan Innes Foundation.

functionality/interactivity:

The option the user has chosen turns red

Takes the user to the next question

background: Blue Menu Bar Background, Grey Body Background

Colour schemes: Blue, Green, White, Red, Black


audio: Soft background music

video: NA

stills: Ice Skating Silhouette (title and buttons), Image in Text

Project: Morgan Innes Foundation Interactive Multimedia Presentation

date: 10/08/09
This is the credits screen, this screen acknowledges anybody involved in the creation of the interactive multimedia design.

**functionality/interactivity:**

**background:** Blue Menu Bar Background, Grey Body Background

**Colour schemes:** Blue, Green, White, Red, Black

**text attributes:** Main Heading: Bell MT, 50, White (#FFFFFF), Section Heading: Andalus, Size 32, Bold, Underlined, Black (#000000). Buttons: Copper Standard Black, Size 20, White (#FFFFFF). Body Text: Times New Roman, Size 16, Black (#000000)

**audio:** Soft background music

**video:** NA

**stills:** Ice Skating Silhouette (title and buttons), Image in Text
*The diamonds in the middle indicate that all those sections link to and from each other.
Close Phase:
User Manual, testing & Evaluation
Table of Contents

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  Opening the File ............................................................................................................................................................... 4
Using the Presentation ....................................................................................................................................... 5
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  Music ................................................................................................................................................................................ 6
Exiting the Presentation ................................................................................................................................................... 6
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Playing the Video .............................................................................................................................................................. 7
Using the Quiz .................................................................................................................................................................. 8

System Requirements
The following are minimum requirements that must be met in order for the presentation to run:

- 600 by 800 Colour Monitor
- 64-Bit Processor
- CD Drive
- A mouse or other pointing devices
- A keyboard or other input devices
- Speakers

Getting Started
Opening the File

1: Insert included disk, titled “Morgan Innes Foundation Multimedia Presentation” into your CD/DVD drive.

2. The auto-run function should open the file automatically, if it does run successfully then skip to the “Using the Presentation Section” of the User Manual. If it does not run follow the steps below to open the file.

3. Open “My Computer” via the start menu on your desktop

4. Right-click on your CD/DVD drive that you inserted the disk into and select the “explore” option on the drop-down menu, this is highlighted in figure one below.
Using the Presentation

Navigation

To navigate to different sections of the presentation use the navigational menu, on the left of the presentation. Each button navigates to a different section when the button is clicked by using the mouse, this is indicated by the text on the button. The navigational menu is shown by figure 2.

Figure 3 - CD/DVD drive explore button

5. Double-click the file titled “Assignment-AaronHayes.exe”; this should then open the presentation.
To turn the music on and off, the music control button, in the bottom left of the screen, can be clicked. If the music is off, clicking the button again will turn the music back on. Note: This also turns the rollover sound effects on and off. The music control button is shown by figure 3 and 4, below.

**Music**

![Music on](image)

Figure 5 - Music Control (on)

![Music off](image)

Figure 6 - Music Control (off)

**Exiting the Presentation**

To exit the presentation, simply press the exit button in the bottom right of the screen.

![Exit](image)

Figure 7 - Exit button

**Hyperlinks**

In some sections of the quiz there are hyperlinks to outside websites. If you click these links your web-browser will open and navigate to the desired link. These links are shown in blue, underlined text, see figure 6, below.

![Hyperlinks](image)

Figure 8 - Hyperlinks
Playing the Video

1. When you navigate to the “Media” section the presentation may take awhile to load the section. This is because it is buffering the video.

2. When the “Media” section does load, this screen will appear:

3. To play the video, simply press the ▶ button, the video will start

4. To pause the video, the ▶ button will become a || button (the pause button), simply press this button to pause the video.

5. To rewind the video, press the ▼ button.

Using the Quiz

1. Navigate to the “Quiz” section of the presentation

2. The presentation will ask for your name, type your name into the text box, as displayed by the image below. Note: It will not allow you to continue without entering your name.
3. The first question will appear, to select your answer, click the text. Your answer will appear in the blue box below the answers, shown below.

4. To submit your answer, press the submit button.

5. Once you have submitted your answer, an alert box will appear. This alert box will tell you if your answer was correct or incorrect. If your answer is incorrect it will provide the correct answer for you.

6. Once you have completed all five questions, your score will be displayed, see below. You will have the option of trying the quiz again.
## Client Evaluation

### Client: Robert Innes    Developer: AH    Project: The Morgan Innes Foundation Multimedia Presentation

<table>
<thead>
<tr>
<th><strong>Design</strong></th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presentation meets all the design elements provided by the client</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Navigation is simple and easy to use</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information is easily found</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of graphics/images</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colour scheme, e.g. text compliments background</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Client Comments

<table>
<thead>
<tr>
<th><strong>Content</strong></th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each page is easily identifiable</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content appropriate for each section</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content is relevant and useful</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Client Comments

<table>
<thead>
<tr>
<th><strong>Technical Components</strong></th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>All links work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Load time is minimal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Images are clear and not distorted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound and/or video work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Client Comments

<table>
<thead>
<tr>
<th>Client Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Visions of Splendour: 5 Phase Project management & the journey up the mountain

Paul F Herring ACEC2010
Product Evaluation

Context

As the project manager, I was responsible for gathering background information, defining risks and assumptions, planning schedules, designing the interface, creating the product and writing the user manual. Information was difficult to find on the information, meeting with the client helped with this. Defining risks and assumptions are difficult within any project, because of the amount of unknown variables, however these were defined and I believed they covered at least the major risks. Due to this project's limited timeframe, planning schedules was difficult, especially with all the detailed required for the product. I believe that either one of the two alternative interface designs created would have made a great design for the final product; however with the time and budget constraints, only one of them could be implemented. The product was created quite successfully, the client approved when they were shown the final product. The User-manual also helped the client understand how to use some of the more advanced features.

The problem the Morgan Innes Foundation is facing, as seen by myself and the client, is the lack of public awareness of the foundation. This is crucial for the foundation to be able to receive donations and achieve their mission. Although the foundation receives support from Ice-Skating Australia, it is vital an alternative source of money is found; the foundation has attempted to solve this problem by setting up a profitable website called LiveitKeepit. However this website is fairly new and usage is not very high, meaning the amount of income is rather low. If the profile of the foundation could be lifted it would go a long way to securing funding.

After input from the client, a design was selected for the Morgan Innes Foundation Presentation; in my opinion, this design was probably more suitable than the alternative, however either could have suited the product. The design was suitable for a foundation and an older target audience, yet it was still interesting enough to attract younger views as well. The use of the skating silhouette as the logo adds to the feel of the presentation and emphasises the sport of figure skating.

Inputs

During the creation of the presentation, numerous issues arose. These were predominantly software based, however issues regarding meeting with the client and illness arose. A couple of times when a meeting with the client was required, either the client or I was unavailable; for example, before I designed the interface I wanted to contact him to get his input about the sort of colours, and features they wanted, however he was in Sydney that weekend. It was unfortunate, but we worked around this to create a suitable design. Another non-software related issue, was my unexpected illness, this lasted about a week during the design phase of the project. Although it was a setback, the design phase was almost complete before I fell ill and only had a little bit to do after I got better.

There were a few software issues during the creation of the project; these were overcome without affecting the quality too much. The major issue was the compatibility between Macromedia Director 8 and Adobe Flash CS4.
Originally, it was planned that the video would be an embedded flash file, with self-made controls, using Action Script. However, the older version of Macromedia Director cannot support never flash versions. On top of this, the use of video requires flash 8 or later, this could not be supported by Director. This problem was overcome by using Director’s built-in video playing functions; this however decreased the design appeal of the video playback. Other software issues encountered were minor and could be fixed by either restarting the software or the computer.

**Processes**

**Overview of completed project compared to original objectives:**

<table>
<thead>
<tr>
<th>Original Objectives</th>
<th>Completion Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Research the Foundation using their website and relevant news archives by Wednesday the 15th of July, 2009.</td>
<td>This objective was completed a day late due to uncertainty about the topic of the presentation</td>
</tr>
<tr>
<td><strong>2.</strong> Meet with the client regarding the foundation and basic information about the Project by the 15th of July, 2009.</td>
<td>This interview was held after the intended date due to availability of myself and the client</td>
</tr>
<tr>
<td><strong>3.</strong> Write Background information about the Foundation by the 15th of July, 2009.</td>
<td>This objective was completed a day late due to uncertainty about the topic of the presentation</td>
</tr>
<tr>
<td><strong>4.</strong> Define the problem about the foundation and state the solution to the problem by Thursday the 16th of July, 2009.</td>
<td>This was completed on time</td>
</tr>
<tr>
<td><strong>5.</strong> State the project goal by the 16th of July, 2009.</td>
<td>This was completed on time</td>
</tr>
<tr>
<td><strong>6.</strong> Identity project objectives, assumptions and risks that may occur during the duration of this project by Saturday the 18th of July, 2009.</td>
<td>This was completed a day before the due date</td>
</tr>
<tr>
<td><strong>7.</strong> Conduct a more in-depth interview with the client about what they wish to include in the interactive CD/DVD by Sunday the 19th of July, 2009.</td>
<td>This interview was held on the intended date</td>
</tr>
<tr>
<td><strong>8.</strong> Create a Gantt chart with project activities, objects, predecessors, resources and estimated duration by Wednesday the 22nd of July, 2009.</td>
<td>This was completed well within the time constraints</td>
</tr>
<tr>
<td><strong>9.</strong> Create project proposal budget and write a proposal letter for the client by Friday July 24, 2009.</td>
<td>This was completed within the time limits</td>
</tr>
<tr>
<td><strong>10.</strong> Design two alternative designs to present to the client by Friday the 24th of July, 2009.</td>
<td>These were completed a few days late, due to my unexpected illness</td>
</tr>
<tr>
<td><strong>11.</strong> Meet with the client to discuss the design of the multimedia presentation by Saturday July 25, 2009.</td>
<td>This was conducted as soon as the designs were ready, a few days later than planned</td>
</tr>
<tr>
<td><strong>12.</strong> Rework the client’s favorite design based on their feedback and suggestions by Tuesday the 4th of August, 2009.</td>
<td>The design was altered after the meeting, a few days later than intended</td>
</tr>
<tr>
<td><strong>13.</strong> Create a multimedia storyboard based on the final reworked design by August 8, 2009.</td>
<td>This was completed on time</td>
</tr>
</tbody>
</table>
This was completed on time

15. Create and collect graphics, images, videos and animations to be implemented in the final product by Wednesday the 12th of August, 2009.
This was done throughout the creation of the product as I found more and more object that were required

16. Write information about the foundation, for particular sections of the interactive CD/DVD by Friday August 14, 2009.
This was done a few days later than intended because of the order in which the presentation was created, (the presentation was set-up before content was created/added)

17. Create a working version of the presentation, using Macromedia Director 8, by Friday the 21st of August, 2009.
This was completed a day later than indented, due to it being more time consuming than expected.

18. Conduct a complete Alpha test on every section and feature of the presentation to find bugs and possible improvements by Monday August 24, 2009.
This was completed on time even the product was completed behind schedule

19. Make any necessary improvements and changes found in the Alpha testing by Wednesday August 26th, 2009.
This was completed on time

20. Have other users conduct Beta testing by Monday the 31st of August, 2009.
This was completed behind schedule

21. Prepare the final version of the presentation for the client by Friday the 4th of September, 2009.
The product was presented to the client in the week following the expect date.

22. Prepare a detailed user manual, including instructions and screenshots, of the final product by September 10, 2009.
This was completed on time

23. Present the client with the final product and the user manual by Monday September 14, 2009
This was completed on time

Throughout the process of creating the product, some objectives were behind schedule, however never more than a couple of days. Other objectives were completed well within the time constraints. This is because some activities took longer than expected, there were a few unexpected issues, while some activities did not take as long as expected and were able to be completed quickly. I was able to stay on track for the most of the project, however there were a few times when the product was falling behind schedule. When this happened, I relied on encountering no issues to get the project back on schedule, luckily, this happened. Overall, this project has been rather enjoyable especially considering the use of Macromedia Director, Lingo scripting and the successfulness of the project.

Products

When this project was being designed, there was some concern that when implemented in Director it may diminish in quality, however this was not the case. The design suited the type of foundation, it wasn’t over the top but it wasn’t boring. The design achieves exactly what it needs to do, attract attention.

The functions implemented into the presentation were rather basics, however they were used with great avail. The quiz, was well setup, scripting wise, however it possibly could have been presented neater. The four possible answers
for each question were put in a randomised position; this means the user could not just memories the correct position but had to memories the correct answer.

Most importantly, the presentation was completely functional. Any errors found during the testing were fixed. This means that users can use the presentation instead of encountering errors and having the presentation crash. Every object functioned correctly, meaning that users cannot get confused with different objects.

Given the time constraints, the product is very successful, however given more time there could be improvements made, such as:

- Incorporating flash into the presentation (this was planned however due to software compatibility issues it was scrapped)
- A better “click” sound on rollover of buttons, the one used sounds more like a “pluck”
- A better quality introduction, the one used was very basic and could have been improved given more time
- Incorporating volume control rather than just mute/un-mute functions

**Beta Testing**

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
<th>Bugs/Issues encountered</th>
<th>Any other comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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**Minutes**

**Minutes of Meeting of the Morgan Innes Foundation Multimedia Presentation, 13 September 2009**

**Location:** Brookfield, Queensland

**Time and Date:** Sunday September 13, 2009, 1:45pm to 2:00pm **Attendees:** Aaron Hayes and Robert Innes

**Minutes:**

- **Open of minutes 1:45 PM Sunday September 13**
  - Client shown the presentation
  - The client was taken through each section of the presentation
  - The Client was presented with a copy of the user-manual
  - The Client provided feedback through the client evaluation form
  - The client signed off that they had received the product and were happy with it

- **Close of minutes 2:00 PM September 13**