

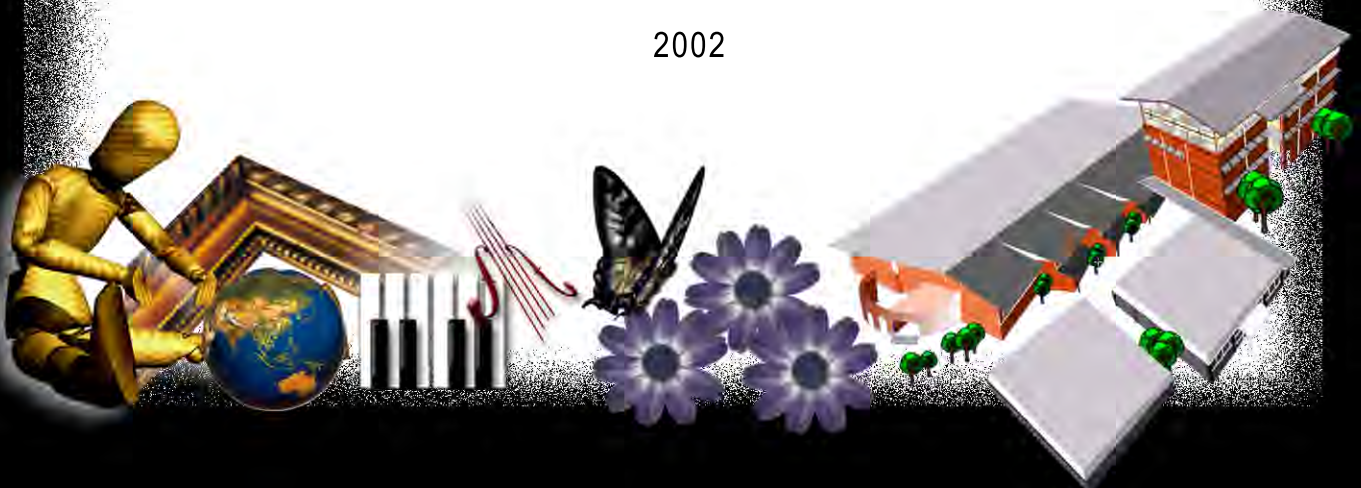


**PROMOTION OF THE FACULTY OF ARTS  
UNIVERSITY OF SOUTHERN QUEENSLAND  
THROUGH AN INTERACTIVE CD-ROM**

*Inspire your senses!*

A master project submitted by Alan Tai  
for the award of  
**Master of Professional Communication**

2002



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*Abstract*

This paper is a retrospection of the management and production process for a multimedia project using a CD-ROM to promote the Faculty of Arts, University of Southern Queensland. Since the existing marketing channels of the Faculty are insufficient to demonstrate the services and education scope of the departments, a CD-ROM, which facilitates presentation of the variety of information including animations, video, audio, text, photos and graphics, was produced. Managing a multimedia project is different from traditional media because it involves different skills and knowledge in management and technology. Clients may have pessimistic or optimistic expectations of the medium and the developer may face confusion in intellectual property issues, difficulty in handling the ever-changing technology and challenges in managing human resources equipped with different skills and expertise. All of these affected the success of this multimedia project. In order to tackle them, a project management methodology has been adopted to ensure that the product meets the defined quality, planned expenditure, the deadline and finally adds value to the Faculty. In order to evaluate the success of the project, an evaluation plan has been developed. A formative evaluation approach was adopted in the development process of the project in order to collect open-ended comments for modification and improvement during the production process. A summative approach was planned to be carried out after the project is launched. A questionnaire designed with close-ended questions was included in the CD-ROM application to collect well-structured data for easy analysis. The result can be used as guidelines to improve the future management and development of other multimedia projects. Although the project has been produced with much effort, no technology is perfect. There are still some limitations. However, with the rapid growth of technology, the current limitations of the project are predicted to be overcome with the advancement of both the technology and the management knowledge in the multimedia industry.



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## **CHAPTER 1: INTRODUCTION**

Computer technology has been developing rapidly since the early 1980s. The technology in interaction between computers and users now has evolved into multimedia-based with extensive visual and audio presentation from a just text-based operating system. This breakthrough is attributed to the development of graphic user interfaces (GUI) for personal computers. By the 1990s, multimedia as a commercial product for the home market has emerged in computing and publishing industries (Wise, 2000). One of the main factors to facilitate multimedia publishing is the invention of CD-ROM, an information delivery medium for use on desktop computers.

The development of CD-ROMs can be traced back to the 1980s. In 1982, Philips and Sony introduced digital musical compact discs and players. They called it "CD-DA" or Compact Disc-Digital Audio. A year later, they announced a modified version of CD-DA and named it CD-ROM, or Compact Disc-Read-Only Memory. A CD-ROM was designed to record information that could be accessed via a personal computer (Helgerson, 1992). Since a CD-ROM can store up to about 640 megabytes data and the technology to operate this media grows rapidly, it becomes an important tool in marketing and publishing (Forrest, 1996). Now CD-ROM publishing is not limited to data and text. Sophisticated multimedia elements such as video, sound and animation can be included and this sharpens the tool as a significant medium in marketing and publishing industries.

The tasks in managing a multimedia project are more than in print or other media. It involves not only basic management knowledge but also technical knowledge in this ever-changing era. In fact, management skills and technical skills in a CD-ROM production are co-related. Good management skills help master the technology, while good technical knowledge facilitates determination of what can or cannot be done and how it can be done faster. It can affect decision making in a multimedia project.

With the versatile characteristics of multimedia presentation in CD-ROM publishing, it is especially suitable for promoting products or services which involve movements and demonstrations. The Faculty of Arts, University of Southern Queensland offers a variety of courses, including humanities and



international studies, mass communication, music, theatre and visual arts, which represent unique images and styles. The University has its own corporate image, however this image serves the University as a whole, it cannot totally reflect the unique characteristics and educational disciplines provided by the Faculty. The image required in the Faculty is varied. It comprises dynamic movements and practical skills, and in the meantime, reflects high academic achievements. In spite of this, a variety of media is needed to effectively and appropriately present the image. Some of the courses may need visual demonstration in order to clearly promote their natures and achievements, while the others may rely on text and still images to describe the course details.

In handling such a variety of media in promotion, the Faculty is now employing different delivery media such as video and audio tapes, print, TV commercials and web-sites. The audiences need to shift from one media to another in acquiring the information and this causes barriers and inconvenience to them. As a result, the existing promotional channels are not effective and user-friendly enough. To tackle the existing obstacles in handling the promotional materials in different media, a CD-ROM title, which can handle various multimedia elements and present in a one-stop delivery medium, has been produced.

The CD-ROM title has been completed to promote the Faculty of Arts, University of Southern Queensland in June, 2002. It was produced with sophisticated multimedia elements to present different images and information of the departments in different media while retaining a corporate image for the Faculty. This paper attempts to review and discuss the project management methodology, skills and tactics in both management and technical aspects. In addition, the limitations and future development of the project have also been examined.

## CHAPTER 2: BACKGROUND OF THE PROJECT

### *2.1 Background of the University of Southern Queensland and the Faculty of Arts*

The University of Southern Queensland is located in Toowoomba, about 120 kilometers west of Brisbane in Australia. It was established in 1967 as the Darling Down Institute of Higher Education and was granted the university status in 1990. According to the University website, there are about 20,000 students enrolled in the University and 400 permanent academic staff. About two-thirds of its students study externally. Table 1 shows the distribution of the student enrolments.

*Table 1: Student Enrolment of USQ in 2000*

<b>Student Enrolments</b>	<b>No. of Students</b>
<i>Attendance Mode</i>	
Day	5044
External	14,090
<i>International Enrolment</i>	
Onshore	569
Offshore	3076
Australian	15489
<i>Indigenous Enrolment</i>	
Indigenous	205
Non-Indigenous	18,929

Source: [www.usq.edu.au](http://www.usq.edu.au)

There are five faculties in the University, namely Arts, Business, Education, Engineering & Surveying, and Science, each providing different areas of study. In 1999, there was \$1,793,000 deficit in the University (Appendix 1). The situation has continued over the past five years. It reflects that there is urgency for generating more income. As the main income sources of the University, except for the grants from the government, come from HECS fees and charges, attracting

more students to study in the University is a direct way to increase the income. The detailed financial situation of the University is listed in Appendix 1.

The Faculty of Arts of the University of Southern Queensland provides dynamic, professional and academic courses to students. In 2000, there were 1,949 students studying in the Faculty. The five departments of the Faculty offer different areas of study in the disciplines of arts, including humanities and international studies, mass communication, music, theatre, and visual arts. Each department has its unique characteristics.

## ***2.2 The Existing Marketing Situation in the Faculty of Arts***

The Faculty of Arts has employed different channels to promote its services including TV commercials, printed materials, exhibitions, trade shows and a web site. However, due to the unique characteristics and services of its different departments, it is difficult to create a corporate image to represent the Faculty and to establish appropriate media to represent each department appropriately. The existing marketing strategies seem inconsistent among different departments. For example, the department of mass communication may rely heavily on audio and visual resources to present the spirit of its courses, while the department of humanity and international studies may require more still images and text to describe its areas of studies. As a result, a medium which can flexibly handle these presentation ways is required as a supplementary tool to the existing channels. The Faculty's existing web site is carrying out this task. However, due to the limitations of Internet bandwidth, sophisticated video and audio elements cannot be fully utilized. The user with lowband-width Internet connection may need to wait for half an hour to download just a piece of music from the net. Although broadband Internet has been introduced, it does not cover all the Internet users, especially in rural areas. In addition, the requirements for specific browser plug-ins further cause confusion and barriers for users to access the video and audio elements on the Faculty's website.

### **2.3 The Application of a CD-ROM as a Promotional Medium**

While there are limitations in the accessibility and quality of the promotional materials on the web, developing a CD-ROM title to promote the Faculty is a solution. A CD-ROM allows video, sound, animations graphics and text to be combined and used for promotion in a stand-alone environment on the users' desktop computer. Users do not need to shift browsing environments for plug-ins or other sources of information during their navigation. As a result, different multimedia elements can apply to different departments depending on their unique characteristics and style, while an overall image of the Faculty can be developed and maintained.

## **CHAPTER 3: CHALLENGES IN THE PROJECT MANAGEMENT**

The types of skills needed for managing electronic delivery projects are somewhat different from those needed for the management of other delivery media. Except for the management skills which are necessary in the business world including leadership, interpersonal communication, time management, budgeting, project scheduling, report writing, evaluation planning and presentation skills, etc., the familiarity with the characteristics of the computer and communication technologies in this digital era is very important. The management of this project had been facing many challenges. These include unrealistically pessimistic or optimistic expectations of the client, users and the developers; intellectual property challenges in the electronic media; appropriateness of the content against the medium; and the limitation in two-way communication of the medium.

### ***3.1 Unrealistically Pessimistic or Optimistic Expectation***

People who are only vaguely aware of CD-ROM often have difficulties understanding what it can and cannot do. This can be attributed to the rapid growth and ever-changing nature of the technology. We are living in an era of discontinuity (Limerick et al, 1998). People are 'facing discontinuous change when its past does not prepare it for the future.' (p.57) As a result, people's expectations of CD-ROM publishing are often wildly unrealistic or unduly pessimistic. To deal with such expectations, a project manager must be realistic. Every technology has its limitations, compromising with technology and users is very important in project management. As Lyons (2001) pointed out:

“... keep in mind what your tools can and cannot do. Do not promise the user something that your tools will not allow you to do. Keep in mind how much the project is costing and what time constraints you are facing” (p.20)

After this project was proposed and an initial storyboard was presented, there was a misunderstanding that this interactive multimedia project was identical to a 'PowerPoint' presentation for lecturing which is commonly used in Universities. Generally speaking, a lecturing presentation with 'PowerPoint' can be classified as

a piece of multimedia work as it fulfills the definition of multimedia. That is “the seamless integration of text, sound, images of all kinds and control software within a single digital information environment.” (Feldman, cited in England & Finney, 2002, p.5) However it is commonly recognized that a ‘PowerPoint’ presentation is a simple and one-time presentation rather than a multimedia title. As Price (1998) defines:

“At the ‘lower’ end presentation software, like Microsoft PowerPoint, it provides simpler ways to put multimedia into presentations ... but cannot do all that a fully-robust authoring package can do.” (Price, 1998)

Microsoft PowerPoint is aimed at providing an easy-to-use application for the user to create simple but presentable materials. A multimedia authoring tool, however, provides an open environment for users to extend built-in functions to tailor-made features with the use of programming languages in producing a multimedia product. Price (1998) further defined authoring software as:

“... programs used to create full, multimedia productions, such as simulations and tutorials. Although most of these programs have some point-and-click features to simplify development, most require some knowledge of programming language concepts.” (Price 1998)

To cope with unrealistically pessimistic or optimistic expectations, a clear opportunity analysis had been included in a project proposal stating the objectives, target audience, the Faculty’s benefits, target audience’s benefits, treatment, and production schedule of the project. The opportunity analysis and proposal of this project are described in the next chapter.

### **3.2 Intellectual Property Issues**

Multimedia products consist of different media elements, such as text, graphics, computer programming, sound, video, animation and graphics, etc., which may involve different authors’ or creators’ works. The existing copyright law does not

facilitate the copyright clearance for multimedia products. To use pre-existing works in a multimedia product, producers may have to spend much time and money to receive a great number of authorizations. Digital media also create confusion in trying to identify the creator or owner of a work. Digitized samples can be modified to form other works, process them in various ways, and include them in derived works. It is difficult to determine the original source of such a short sample. Even if the source can be identified as someone else's copyrighted work, it is not always clear whether the person doing the sampling should pay the owner a royalty or whether such borrowing of short segments constitutes fair use. In addition, the fair use application in the digital environment is unclear because of easy-to-obtain and easy-to-access in the online world. Up to now, there is no satisfactory definition with regard to what private use is (Barrow, 1995). Traditional definitions will not be much help as the digital environment makes the distinctions between private use and public use unclear.

The copyright clearance of this project is fortunately quite straightforward. The text and photographs were basically extracted from the existing web site of the Faculty or provided by the individual departments. The main job of the clearance was to discover who in the University is authorized to grant use rights and make certain that approval has been granted before the CD-ROM was published. In addition, all the graphics, animation and programming were tailor-made for this project. The creator has granted the right of use to the project. Where background music and some graphics have been downloaded from the Internet, fair use statements have been carefully examined to make sure the use of them does not constitute an infringement of copyright.

### ***3.3 Appropriateness of Content Against the Medium***

CD-ROM publishing is different from web publishing as once a CD-ROM title has been completed and published, there is no opportunity to change anything or fix errors. The advantage that information is easily updated on web delivery is not applicable in this medium. In order to compensate for this disadvantage, a careful selection of content for a CD-ROM title is important. In this project, providing general information of the Faculty is one of the main objectives. There are some advantages for not involving in-depth information. First, in-depth information is

easy to change or be modified. Including only general information can guarantee that information will not be so easily out-dated and this is more precise to a variety of users who want to grab an initial impression and idea of the Faculty. Second, focuses on the other presentation elements, such as video, audio, animation and music, can be retained. These elements are more suitable to present the images and services provided by the Faculty which are hard to be fulfilled by other presentation media such as print and web.

### **3.4 Internet/CD Hybrid**

Internet/CD hybrid (England & Finney, 2002) is a term describing the approach of combining use of online and offline features in digital publishing. Since this CD-ROM title is aimed at providing general information, users with additional interests in the Faculty may feel the information insufficient. In addition, CD-ROM publishing is a one-way information delivery. The Faculty may need to provide other channels such as printed questionnaires and face-to-face or telephone interviews to collect feedback from the users. This discourages the users to respond with their comments on this CD-ROM title. To compensate these disadvantages, additional features which require Internet connections were provided in the CD-ROM presentation. For users who want to acquire in-depth information of the Faculty, such as course details, enrolment procedures and individual contact points, they can always connect to the Faculty's web site easily through the link provided. In addition, once users connect to the Internet, they can contact the Faculty through the emailing system provided. This emailing system has been embedded as one of the functions in the CD-ROM. The users can contact the Faculty or give their comments anytime during the interactive presentation by only a mouse-click. This motivates the users to ask for more information or give comments on the quality of the CD-ROM.



## **CHAPTER 4: OPPORTUNITY ANALYSIS**

In order to gain clients' support, a thorough opportunity assessment must be conducted. The opportunity analysis for this project was a perpetual process. It focused on the customer, target audience, technology and market. As the project progressed, the prospects, needs and technology required were more clear. The initial assessment had been found incomplete and insufficient. As a result, the opportunity analysis had been reviewed from time to time for revision.

The opportunity assessment has honestly spelled out the risks, uncertainties and potential of the project, as well as its benefits to the Faculty and its target audience. All of this information has been reflected in the project proposal (Appendix 2). Bragging of the technology does not necessarily attract the Faculty's support. As Weber (1995) warned: "Don't embrace technology for technology's sake" (p.11). People are willing to use a digital delivery product not only because of the new media but because they get real value from the product. Similarly, the Faculty's support for electronic delivery projects is not because of the technology but because the projects brings value or profit to it.

### **4.1 Customer Profile**

In the commercial world, the profitability of a company depends on the return of its investment. In the public sector, the success of an organization depends on the value it generates to the public on its assets. Making an investment decision on a CD-ROM publishing involves a judgment of return on investment. As Lewis (1999) states:

"Business, in essence, is about just two things – creating value and making a profit. If you make a profit, but don't create value, you are a thief. If you create value but don't make a profit, you are a charity. The challenge of business is to do both." (p. 6)

When conducting the opportunity assessment of this project, special care was taken to divine the Faculty's position toward innovation generally and CD-ROM technology in particular. Some interviews and casual talks with the Faculty staff in

different levels have been conducted. In addition, research on the existing marketing media employed by the Faculty was undertaken. The necessary information for project scoping has also been collected during the interviews. There were some points which have been taken into consideration to judge why a new medium for information delivery is necessary for the Faculty.

### *1. Competitive*

There is already quite a variety of media which the Faculty has currently acquired as its marketing tools. Although, strictly speaking, using CD-ROM as an information delivery tool is not a new medium, people may not necessarily have good knowledge on it. It is necessary to include an easy-to-understand, precise and clear explanation of what the new medium can do and what the differences between the existing ones and the proposed one are. It is also important to bear in mind that the new electronic delivery does not intend to substitute all the existing marketing channels. Instead, it is a supplementary tool which can compensate the weaknesses of the existing channels.

### *2. Incremental*

How can the new medium add value to the productivity of the Faculty? Can it make specified tasks quicker, easier or cheaper? What benefits can be returned from the investment? These questions are critical in obtaining the approval of the project from the Faculty. They have been included in the users' benefit of the project proposal. (Appendix 2) The benefits and achievements of the Faculty with this project are summarized below:

- i. motivating potential students to study in the Faculty so as to increase its income
- ii. attracting business opportunities and co-operation of the Faculty with its business partners
- iii. enhancing the image and improving the status of the Faculty in the University, Australia and the World
- iv. delivering timely and effective information
- v. collecting feedback from people anywhere in the world
- vi. saving delivery cost and mass production cost of promotional materials

### *3. Innovation*

The advancement of technology brings a variety of cutting-edge ways of information delivery. This changes the traditional ways of marketing and public relations. As a result, it is important to demonstrate how the Faculty can manipulate the technology in their promotional strategy and obtain values which they have never achieved before.

The CD-ROM title can change the existing marketing strategy of the Faculty. The CD-ROM can be used as a distributing marketing material or in a stand-alone kiosk set up in marketing venues such as trade shows or exhibitions as an information point. Distributing the CD-ROM can arouse the interest of customers to explore the information provided by the Faculty since this CD-ROM title employs different media to present the Faculty's information. Setting up kiosks to run this CD-ROM application in promotional venues can increase the attention of the participants since they can deliver multimedia presentation such as video, audio and animation during a trade-show or exhibition. These elements attract customers to the booth of the Faculty because of curiosity. In addition, an information kiosk can differentiate the Faculty from its competitors since multimedia presentation can stimulate audiences' senses which still images and text displayed in competitors' booth cannot achieve.

### **4.2 Users' Profiles**

This CD-ROM title acts as an alternative tool to consolidate information which has already existed in the Faculty whether it is published or not. This existing information may be in different formats such as video and audio tapes and print, which cause confusion, difficulties and inconvenience to be accessed. It is important that the information contained in the CD-ROM title is valuable and up-to-date to users and also what was hard to be obtained by the users before must now be easily accessed in a one-stop convenient and accessible way. To achieve this, knowing the characteristics of the users is necessary. The target users of this project are the same as the marketing target audience of the Faculty since the CD-ROM title of this project is a supplementary tool to its existing marketing and promotional channels. There is already a quite clear target audience analysis existing. However, the analysis of target audiences in digital delivery is more than in traditional marketing channel. The target audience's accessibility of computer

technology for operating the product should be taken into account. Avoiding “bleeding-edge technology” (Lyons, 2001, p.20) can guarantee the finished product being able to be accessed by users with only moderate computer equipment. Otherwise the CD-ROM will be only a “rainbow magic” (Helgerson, 1992, p.7) to the users.

In order to make sure that users with only moderate computer equipment can also gain access to this CD-ROM, newly introduced technologies which require sophisticated hardware to run have been avoided. Although these technologies may further enhance the quality of the CD-ROM title in its appearance, interactivity and usability, if users cannot access the CD-ROM, the objectives of producing the CD-ROM title will be violated. It was difficult to get a balance between applying the latest technology and retaining wide accessibility of users. The only approach to get this balance was testing. Every new technology attempted to be used during the production process has been tested in different levels of computers before it was adopted. This is a time consuming process but is the only reliable way.

#### **4.3 Marketing**

CD-ROM publishing as a marketing tool is a kind of direct marketing like mailing brochures and information kits to potential customers. However, this medium is more than just a print medium. The advantages of it are:

##### *1. Economical*

The Faculty information that can be stored on this CD-ROM equals to quite a number of the existing print brochures. It is more economical to mail or to handle only one disc rather than different categories of brochures. Also the cost of CD-ROM replication is very low. A mass production of 5,000 disc costs about Aus\$0.8 each. The low cost of mass production and mailing help the Faculty reduce its marketing cost. Table 3 lists the cost of CD-ROM replication.

Table 3: Cost of CD-ROM Replication

	<b>300 discs</b>	<b>500 discs</b>	<b>1,000 discs</b>	<b>2,000 discs</b>	<b>3,000 discs</b>	<b>5,000 discs</b>	<b>10k discs</b>	<b>20k discs</b>
Each	\$3.94	\$2.60	\$1.60	\$1.10	\$0.94	\$0.80	\$0.65	\$0.60
Total	\$1,180	\$1,300	\$1,600	\$2,200	\$2,800	\$4,000	\$6,500	\$12,000

Source: CD-ROM Services, [www.cdroms.com.au](http://www.cdroms.com.au)

## *2. Interaction*

According to Szuprowicz (1995), interactivity is a concept that “involves the enhancement of passive information systems by engaging the attention of the end-users.” (p.20) He indicated that actual involvement and personal experience have much greater impact on humans than passive observation and absorption of text, data, sound and video images. This CD-ROM title employed multimedia elements whereby the users can control their browsing pace according to their needs and preferences. The users may need to react on something related to the information they are going to access before they can jump to that section. For example, in the visual arts section of the CD-ROM title, there is a butterfly being trapped inside a cage. The users are required to guess and click on a key box to release the butterfly. The butterfly represents aesthetics and creativities which cannot be trapped. The users’ interaction to release the butterfly enhances their recognition to the information provided by the Department of Visual Arts.

Studies show that people retain 20 percent of the information they hear, 40 percent of what they see, and 60 to 70 percent of the information they interact with (Forrest et al., 1995). This study indicated that the more senses a user involves in acquiring information, the greater is the level of retention. Since the users of this CD-ROM title actively participate in and interact with the presentation, the memory of the information and the image of the departments and the Faculty can be retained. This advantage further distinguishes the CD-ROM title as a marketing medium from print which involves no interaction on the part of the reader.

## *3. Corporate Image Enhancement*

This high quality and interactive CD-ROM title promotes a high-tech image of the Faculty. It builds loyalty by satisfying the users’ needs by providing appropriate

and easy-to-find information through different media on the CD-ROM. The Faculty can benefit from this CD-ROM title to further strengthen its corporate image as a leader in providing high academic, practical and professional education in various disciplines of studies in the 21st century. In addition, the CD-ROM can act as a one-stop information source for the front line marketing personnel to answer general enquires from the public. Also the target publics can be directed to access the CD-ROM for further information.

#### *4. More Enjoyment in Acquiring Information*

This CD-ROM publishing has employed a variety of media including animations, video, audio, text, graphics and some small games to present the information of the Faculty and its individual departments. The users incorporate the activities of watching, listening, reading, and playing while they are browsing. This matches the spirit of the slogan of this CD-ROM – “Inspire your senses!”. For example, when demonstrating the opera of the Department of Music, a video clip is presented to provide the users with an opportunity to watch an opera performance. This video presentation helps further convey the abstract messages that the department wants to express. In addition, narration was accompanied with the visual effects during the presentation. This increases the feeling of human contacts and shortens the distance between the Faculty and the users. The users will not feel bored when they access the Faculty’s information since they need to interact with the presentation and they need to use their minds in different ways to acquire the information. These arouse their interests and further motivate them to explore the information provided by the Faculty.

#### *5. Extendibility of the Medium*

This CD-ROM title is combined with the usage of the Internet so that valuable feedback and comments from the publics can be collected for research and statistical use. A questionnaire and a feedback system have been included in the CD-ROM. Once the users connect to the Internet, they can contact the Faculty by mailing messages or they can fill up the questionnaire and send it to the Faculty electronically. This is an effective, efficient and inexpensive way to undertake customer satisfaction evaluation or other means of research by analyzing the collected data. This extending facilitates two-way communication between the

Faculty and its target publics and increases the quality of customer care since one-to-one communication between the Faculty staff and the users can be conducted. Appropriate answers with consideration of the users' specific needs and demands can be provided.

This CD-ROM title allows users to access the information of the Faculty and its departments on the web. The unchangeable content on the CD-ROM is intentionally to be general so that it is not easily outdated. The mixture of web contents and fixed contents in this CD-ROM compensate the limitation of information updating in CD-ROM publishing. This extension can guarantee that users can always access the latest information and the Faculty can still change its detailed information once the CD-ROM is published.

## **CHAPTER 5: PROJECT MANAGEMENT METHODOLOGY**

The management in this project can be divided into four stages: initial planning stage (pre-production stage), production stage, post-production stage and evaluation stage.

### ***5.1 Initial Planning Stage***

In the initial planning stage, a detailed proposal for this CD-ROM was developed based on the opportunity analysis. The purpose of this project proposal was to produce a document that ensures all participants in the project were clear about the goals, methodology, costs and other necessary requirements of the project. The importance of the project proposal was that it provided the Faculty with enough information from the document for project approval or modification according to their needs. The proposal of this project is presented in Appendix 2. It defined clearly the following areas: goals and objectives, target audience, client's and users' benefits, treatment, variation of the treatment, production schedule, budgeting and human resources.

#### *5.1.1 Production Schedule*

The production schedule of this project basically followed the model "Work Breakdown Structure" (WBS) (Philips, 2002). The aims of this model are to manage and set up a production schedule more effectively. This multimedia project was broken up into different phases. (Appendix 6) Each phase represented a portion of the project that had to be completed before the next phase could begin or was reliant on the other phases to be completed in parallel rather than sequentially. Deadline of completion has been set to each phase to ensure that the phase ended on schedule so that the next phase could proceed. In considering the arrangement of the phases and what task had to be started or completed first, a sequence for the entire production process had been planned. In the initial stage of the project, all efforts were put in developing a project proposal for getting approval from the Faculty. Although the actual production had not started in this stage, some production activities had to be involved to prepare the proposal. For example, the storyboard preparation needed the contribution of graphic designers, illustrators and scriptwriters. Also advice from expertise in



different areas, such as programming, graphic design and animation, was necessary to determine what could or could not be done.

There were some milestones in concluding the phases of this project. They were also set as the time for formal progress reporting to the Faculty. Since the duration of the entire project was over half a year, a well-planned reporting schedule was very important. Reporting the milestones of the project provided opportunities for the Faculty to monitor the project progress and to give comments during the production stage. This had ensured that the direction of the project was not on the wrong track. The determination of the milestones' positions on the production timeline was based on whether the tasks were important and whether the finished tasks could be concluded for presentation. The milestones for this project were proposal presentation, proposal approval, final treatment approval, low-fidelity prototype presentation, high-fidelity prototype presentation, kick-off progress presentation, product completion, final product presentation and project acceptance sign-off. (Appendix 6)

#### *5.1.2 Presentation Tactics in the Treatment of the Project*

##### 1. Navigation Flowcharts

The navigation flowchart (Appendix 3) enabled the Faculty to get an overall picture of the architecture of this multimedia product and the path the users can browse through. It was aimed at presenting a static representation of the functionality of the system. In order to minimize confusion in navigation, a core area has been established in the navigation flow of this CD-ROM. This core area is the main menu which lists all the departments of the Faculty. It is a portal for entering the individual pages of the departments. Wherever the users are during the presentation, if they want to browse the information in another department, they need to get through this portal. The same approach was applied to each department. When the users go into a specific department from the portal, a main page of that department which lists the hyperlinks to its areas of studies will be displayed. This approach can make sure that the users do not easily get lost and they can always know where they are.

While there is a portal which the users need to visit frequently before going to another page, there are some functions which can be accessed at any point of the presentation. These functions assist the users in controlling the program and contacting the Faculty for further information. They include 'help', 'email the Faculty', 'link to the Faculty's web page', 'exit the program' and 'music on or off'. These functions are like first-aid medicine, whenever the users need them, they will be there.

## 2. Prototyping

Prototyping allows multimedia producers to think in the position of users so that they can manage users' expectations better. It is different from a storyboard as it focuses on presenting the navigation system of a project through graphical presentation or hands on experience. A prototype had been developed at the beginning of the production stage with the Faculty's input on navigability and usability. Modification and improvement were made until the project requirements were fulfilled and satisfied.

The prototypes development of this CD-ROM project began with low-fidelity and proceeded to high-fidelity. The low-fidelity prototype was developed by sketching the concept and metaphor of the navigation system on paper. It gave an initial concept to the Faculty of how the arrangement of the navigation was. Feedback for modification was then collected. Since this was an initial stage for developing the navigation system, brainstorming and trial and error were performed in idea development during discussion with the Faculty. The low-fidelity prototype allowed quick response to the Faculty's ideas. It was inexpensive and easy to build. However, it did not provide with the Faculty an actual environment to test if the proposed navigation system worked well. As a result, a high-fidelity prototype was developed after an initial approval of the low-fidelity prototypes. The high-fidelity prototype was developed by simple computer programming and graphic presentations. It provided the Faculty with hands on experience to test the overall performance of the navigation and GUI arrangement.

## 3. Storyboarding

Storyboard development is one of the key elements in the initial planning stage of this project to gain acceptance of the Faculty. As the old cliché says 'a picture is

worth a thousand words'. Although the proposal has descriptive text stating the arrangement and treatment of the project, a presentation with the help of visual elements to further explain difficult abstract concepts is more clear and understandable to the Faculty. The storyboard for this project was created to be more detailed as the treatment of the project involved a lot of animation, graphics and video (Appendix 4). Such detailed storyboard was expensive and time consuming to be developed because it involved graphic designers and illustrators to visualize the concepts and ideas of the CD-ROM. Nevertheless, with the detailed storyboard, the Faculty had got a concrete vision of what the navigation was and what the final product would look like.

The storyboard was used as one of the guidelines and references in the later production stage after it had been approved by the Faculty. All later modifications and changes proposed by the Faculty have been referred to the proposal and storyboard to consider if such modifications caused any violation to the agreement. Also the storyboard helped create a visualized standard for final acceptance of the project by the Faculty.

### *5.1.3 Human Resources Management*

A multimedia project involves many different skills and expertise. However, with the help of technology, tasks which needed professional techniques in the past now can be easier to be achieved by advanced technologies although the expertise of individual areas still can not be overlooked.

The situation in the multimedia industry tends to involve fewer people handling a variety of tasks. (Shepherd, 2002) A multimedia developer now has to be equipped with multi-skills including management and technical knowledge in order to survive and tackle the challenges in this digital era. This phenomenon is quite common in the multimedia industry today, especially in a small-scale production house. In this project, the tasks of project management, graphic design, animating, programming, video editing and capturing, audio editing and capturing, were all centralized on one person, while the other tasks such as scriptwriting, voice-over and video production were either obtained from the existing resources of the Faculty or produced by contractors. The advantages of this approach were

quicker response, lower costs and ease of control and communication. All of these factors were very important for the success of this project. Involving fewer developers in this project had not prolonged the duration of the project or decreased the quality of the final product. It is because not all the tasks in the production process overlapped and some tasks such as programming and graphic user interface design are closely related. The success or not of this project with centralization of tasks has relied on how good the project management was and how broad and intelligent were the skills the project manager had to handle a variety of tasks.

## **5.2 Technical Issues in the Production Stage**

### *5.2.1 Authoring Software*

This CD-ROM was authored by Macromedia Director 8.5. Director is a theatre metaphor program used to create CD-ROM titles and Shockwave content on the web. It is the core application used in this project to combine all the graphics, animations, video, audio, text and photos to form the piece of the CD-ROM title. This program allows developers to create a runtime distribution application called 'projector' which has included the software necessary to play a CD-ROM title. That means the users can access this CD-ROM without being required to pre-install any applications. All difficult and confused technologies were hidden from the users. They just have to insert the CD-ROM into the CD-ROM drive and the application will be automatically run. This easy access to the CD-ROM is especially important to the Faculty's target audiences such as high school students and parents who are from a variety of backgrounds. They might not have sophisticated computing knowledge to handle complicated presentation applications.

### *5.2.2 Graphic User Interface Development (GUI)*

Graphic User Interface (GUI) is the spirit of this CD-ROM title. Without a good GUI, even with good contents and multimedia elements in the title, the users have no way to explore them. In designing the GUI, most efforts have been put on showing

the users where they are, what the result of their action is, what can be done next and how to do something. As Helgerson (1992) pointed out:

“ If screen displays are intuitive, easy to learn, easy to use, and versatile, users will love your disc – if, that is, it has the information they need. If the displays are less than they should be or could be in these respects, users may avoid or even chuck out your disc, especially if they can find what they need elsewhere with less effort and irritation.” (p. 87)

A special-interest group, CD-CINC (CD-ROM Consistent Interface Committee), issued its final report, “CD-ROM Consistent Interface Guidelines” in August 1991. The CD-CINC guidelines specify thirteen functions (Table 4). They were written conceptually so even though it has been available for more than ten years, they are still good indicators in GUI design. This project employed the CD-CINC guidelines as a reference in developing the GUI.

Table 4: CD-ROM Consistent Interface Guidelines

Help	Shows explanatory information of menus leading to more help. Help information can be context-sensitive or lists of choices. Choices may include tutorials.
Browse Index	Shows terms in indexes, which can range from filed specific to full-text and controls them.
Search	Looks for information that satisfies a search statement.
Display	Shows information on the screen.
Print	Directs output to a hard-copy device.
Download	Directs output to electronic media.
Restart	Goes back to the beginning, but no out of the application.
Change	Changes the disc within the same database; changes the database on the same disc; changes to another database on another disc without reloading search software.
Quit	Ends the application.
Execute	Alerts the application to begin processing.

Break	Interrupts an activity in progress.
Escape	Backs up one step at a time.
Navigation	Movement within a database or search set.

Source: *CD-ROM Facilitating Electronic Publishing* by Helgerson W.

The above thirteen functions are only general guidelines. Some functions have been modified or eliminated to suit the information presentation and navigation system of this CD-ROM title. For example, the search and print functions have been eliminated because the information provided in this CD-ROM is general. A print function may not be applicable and the GUI is enough to guide the users to locate the information they need. A search function may only increase the difficulties in using this CD-ROM.

In the GUI design of this project, much effort has been expended to ensure that users would not get lost and confused using the CD-ROM. Since navigation custom has been established among users in navigating multimedia products because of the popularity in web browsing, the navigation tools in this CD-ROM title were designed to emulate those interfaces which the users may regularly use, such as web sites. They were presented consistently as easy-to-remember icons with function names displayed throughout the whole presentation. The users can always go back to where they were or to the main menu. This approach encourages the users to experiment and explore as they are not afraid of getting lost. In addition, users can also always exit the program, ask for help or connect to the Faculty's web site for further information. Refer to the storyboard in Appendix 2 for the GUI arrangement of the project.

### 5.2.3 Programming

In order to extend the function of 'Director' so as to develop a more sophisticated product, a scripting language called 'Lingo' has been employed. Lingo can give developers precise control over every aspect of 'Director' so that their creativity can be widened and will not be limited by the software. In this CD-ROM, Lingo has been widely scripted in navigation, video and audio playback, special effects, animations, counting system for slide shows, questionnaire and mailing systems, etc. It improved the interactivity and functionality of the CD-ROM. For example,

there are duration and playing time counting displayed during video and audio playbacks. These navigation assistances were created by Lingo scripts. They can give the users a concept of the length of the video and audio so that they can decide whether they will stay until the finish of the video and audio presentation. In fact, the video and audio clips were intentionally limited to less than 7 minutes. If the users have a concept that the presentation is not too long before they play it, it is more likely that they will stay until the presentation finishes.

#### *5.2.4 Graphic Design and Illustration*

The graphic design on this CD-ROM was largely based on tailor-made illustrations to express the ideas and images of the different departments of the Faculty. Most effort and care has been expended on the visual effects on screen. The advantage of using tailor-made graphics on this CD-ROM project is that they have the ability “to be representational in a symbolic sense” (England & Finney, 2002, p, 168). They can be created in a unique style and feel which fits the images of the Faculty and its departments. Also they can facilitate interactivity. As England and Finney (2002) pointed out:

“The strength of graphics is to provide a visual stimulus that can trigger reaction in the user. It can be the prime source of the reaction, or can offer support for other media components so that their impact is improved.” (p. 167)

However, employing this tailor-made approach needed a lot of time, effort and expertise and these have increased extensively the production time and cost in this project.

There is a corporate image created for the Faculty and individual images for the different departments. The image for the Faculty was expressed through demonstrating a variety of illustrations representing the disciplines of studies it provides. The styles and colour tones of the illustrations were designed with a fresh and academic feeling. They are consistent in style in order to create a corporate image for the Faculty. In addition, since the colour theme of the Phoenix building, the main building of the Faculty, is in dark red which is demonstrated by

the bricks and interior design of the building, it was used as the colour tone for the Faculty in this CD-ROM. For the individual departments, unique symbolic representations have been created to present them. The main menu listing all departments is the front door of the CD-ROM and it is the most frequently visited page since it is a portal going to the details of the different departments. Extra care in GUI design has been specially put to this page so that the image and quality of the CD-ROM has been strengthened. The images used to represent the departments are: a puppet for theatre studies; music notes and musical instruments for music; a butterfly for visual arts; digital symbols for mass communication; and an hourglass for humanities and international studies. The concept development for the graphic designs of this CD-ROM is included in the project proposal and the storyboard. (Appendix 2 and 4)

#### *5.2.5 Animation Development*

In this CD-ROM title, 2D and 3D animations had been widely used for eye-catching demonstrations and interactivity purposes. Although employing animations in this CD-ROM project was more expensive than tailor-made graphics and illustrations, they could further attract users and help express ideas and images. For example, when expressing the image of theatre studies, it was better to demonstrate a sense of acting movement. Any text or still image may not be enough to express the spirit of acting. In spite of this, an animated puppet was created to demonstrate the feeling of acting.

#### *5.2.6 Video and Audio Production*

There are three video clips and a number of audio clips employed in this CD-ROM. They were restricted to less than 3 minutes for video and 7 minutes for audio due to the limitation of the storage capacity of a CD-ROM. All the sounds using in this project were compressed to Shockwave Audio. Shockwave Audio is a technology from Macromedia that compacts the size of the sound for downloading faster from disc or over the Internet. In order to minimize the size of the sound files but maintain an acceptable quality, testing in different compression rates had been conducted. A 16 kbps mono sound quality has been adopted for all sound compression.



The digital video in this CD-ROM was digitized with 320 x 240 pixels resolution, 15 frames per second (fps), 8 bits mono sound and Cinepak Codec by Radius compression. For an audio and video specialist, the settings seemed unacceptable since 8 bits of sound and 15 fps quality gives a rather noisy result. However, balancing the technology and storage capacity of a CD-ROM and high quality of video and audio materials must be made in the project management. A 3-minute video clip with the above quality is about 75 Megabytes. If it is digitized with 25 fps, the same playing speed as our TV system with higher quality in sound and resolution, it will occupy many hundred megabytes of space on the CD-ROM. This is unrealistic since a CD-ROM can only store around 650 megabytes of data. In fact, a lower rate compression and resolution do not necessarily mean that the quality will be poor. As England and Finney (2002) indicated:

“ ... noise is not perceived in the same way. The effect of noise is even reduced by the way the eye and brain are inherently turning the series of stills into a moving image so a movie will seem to have less noise than an individual frame will.” (p.146)

The users will receive the visual and audio signals as a whole during a video presentation on the CD-ROM. This compensates the relatively lower quality of a video clip.

#### *5.2.7 Voice Over Casting and Recording*

Voice-over talents were invited to record the voice-over for this CD-ROM. The tone and style required were set differently from department to department to represent their unique disciplines and images. The voice over task was put in the later part of the production process so that the talents could view the product first for an idea of what the requirements were. This was easier for them to control their voices, tones and timing to fit the particular recording sessions of the CD-ROM.

### *5.2.8 Photo Shooting and Scanning*

In this project, a digital camera has been used to shoot the required photos. Using a digital camera in photo production can reduce time and cost as there is no photo-processing task involved and the resolution needed is much less than a print product. The photos taken from a digital camera can be directly edited in computers or used for multimedia authoring.

## **5.3 Post Production**

### *5.3.1 Simulation and Testing*

With the invention of CD writers, the simulation process becomes easier and more accurate, unlike the old simulation method that requires a magnetic disk or tape to behave as if it were an optical disc running on a CD-ROM drive before mastering and replication. The simulation now uses exactly the same medium and environment as users. This facilitates the testing of this CD-ROM product to be performed in a holistic users' point of view.

The testing approach of this project was divided into internal and external. Both of the methods had been performed from time to time within the duration of the project. The internal testing used the existing production environment to test the product. The main purposes of this testing were to make sure the information contained in the project was correct and displayed without errors and the navigation system functioned well. There were two strategies being used in this project. The first one was retrieving and displaying the information on the CD-ROM one by one for checking each screen display against the documentation of the project. The second was testing all the functions and navigation systems on the CD-ROM as detailed as possible. Some seldom-used navigation functions had been tested more carefully as errors on these functions were always neglected.

As this CD-ROM product contains hundreds of megabytes of data, errors and omissions were sometimes overlooked. Elements that seemed perfect when evaluated in the production platforms failed miserably in a different environment.

As a result, there were two areas examined during the external testing, one was user testing and the other was platform testing. In user testing, naïve outsiders who are typical prospective users were invited to browse through the CD-ROM. An outsider who has no prior exposure to the product can always spot the shortcomings at a glance, while members who are involved in the CD-ROM production will always neglect some obvious errors. Except for searching errors, valuable information for evaluation has also been obtained by observing the users' browsing behaviors and by asking for their feedback after use. In platform testing, the simulated CD-ROM was tested in different platforms, from low-end to high-end to make sure the minimum platform requirements stated in the proposal have been fulfilled.

### *5.3.2 Promotional use of simulated CD-ROM*

Except for using for testing purposes, the simulated CD-ROM has also been used as an excellent tool for presentation before its actual launching. This simulated CD-ROM has been shown to some of the department heads, staff and students of the Faculty to make them aware of its existence, let them to have a preview and show them how the CD-ROM might benefit them as a prelude to a massive marketing campaign.

### *5.3.3 Data Encryption and Copyright Statement*

This CD-ROM title involved the work of different people who have been granted the rights of use to this project. In order to protect the intellectual property of this product, all data have been encrypted before copying to the CD-ROM to produce the final product. The encrypted data ensured that no any program, even the development applications, can access the source code or retrieve the multimedia elements from the product.

In addition, a detailed copyright statement was included on the CD-ROM which specified all the copyright information. This information provides people who want to use the materials on the CD-ROM a clear channel to get permission.

## **CHAPTER 6: LIMITATIONS OF THE PROJECT**

### ***6.1 Limitation on Platforms***

Although the CD-ROM was produced to be capable of being run on most PCs, there are basic computer requirements. The minimum requirements have been listed in the project proposal (Appendix 2). In addition, since the stand-alone application in the CD-ROM is platform specific, it cannot be run on a Macintosh machine due to the different operating system and computer technology. In spite of this, the Macintosh option can be built up with minimum efforts for future development.

### ***6.2 Limitation of the Delivery Medium***

With the rapid development of computer technology, the expectation of sophisticated and high quality multimedia presentation is also growing as well. It is a common rule in the digital industry that the higher the quality of a digital element, the bigger file size it will be. A CD-ROM with 640 megabytes storage capacity tends to be insufficient to handle the needs for current quality requirements. The entire application of this CD-ROM title has occupied around 550 megabytes of the CD-ROM. Trade-off has already been made carefully between quality and storage capacity during the production process. This means that if there are any additional elements to be included, further compromise of quality has to be made.

### ***6.3 Quality of Video and Audio***

As stated above, the limitation of the storage capacity of a CD-ROM causes compromise of quality. As digitized video and audio clips occupy large amounts of space, compression and resolution reduction must be made. Although the quality of the video and audio in the final product is still acceptable to most users, if it is compared with the existing high quality video and audio playing devices such as DVD or audio CD, there is a big gap. Users who expect high quality audio and visual experience from this CD-ROM may feel dissatisfied.

#### **6.4 User Environment Shifting**

In order to reduce confusion and inconvenience, this CD-ROM attempts to retain users in a single environment for all functions provided except when users choose to visit the web site of the Faculty. That is, users do not need to shift between different applications during their browsing. This objective has been fulfilled in stand-alone computers without network connections. However for network computers, users will need to shift to Internet browsers to perform the tasks such as emailing feedback and filling in the questionnaire since the network system will block the connection between the CD-ROM application and the Internet.

## CHAPTER 7: HOW TO EVALUATE THE SUCCESS OF THE PROJECT

Evaluation is essential for a multimedia project. It permits developers to assess the effectiveness of their efforts, demonstrate that effectiveness to management, and plan for future efforts. It can not only assess and place value upon the outcomes of projects, but also help to shape them during the production process and improve the chances of producing worthwhile outcomes. An evaluation strategy has been planned in the early stage of this project. It has been divided into on-going and summative. The on-going evaluation process has been employed during the development process, while the summative approach is still in progress at the time of writing since the product has not yet been officially launched.

### **7.1 What to Evaluate**

Having concrete objectives to be achieved is very important in an evaluation programme. The aims of this project evaluation were to evaluate the product against agreed benefits and objectives, which have been listed clearly in the proposal (Appendix 2), and the level of the usability and navigability of the product. For some abstract evaluation criteria, measurable definitions have been further developed. The measurable criteria for evaluating this project were:

#### *Evaluation of the overall marketing success*

1. percentage of enrolment of overseas and local students in the Faculty
2. number of new contacts between the Faculty and its potential business partners
3. number of new business transactions with the Faculty's business partners
4. number of enquiries received
5. hit-count of the Faculty's web site
6. revenue of the Faculty
7. rating of customer satisfaction

#### *Evaluating the success of the CD-ROM as a product*

1. Appropriateness of the information provided

2. Level of navigability
3. Level of usability
4. Delivery rate in different delivery channels
5. Level of interactivity
6. Quality of graphics
7. Quality of animations
8. Quality of video
9. Quality of music
10. Quality of overall performance

### **7.2 When to Evaluate**

The evaluation strategy adopted in this project combined both formative and summative evaluation approaches. Formative evaluation can be defined as the evaluation during the stages of formulation and development, while summative evaluation is conducted as a reflection of its effectiveness after the product has been completed.

In this project, on-going evaluation has been conducted from time to time. Milestones for evaluation and reporting have been set after certain critical tasks have been fulfilled. It helped problem solving for on-going improvement of the project. Since the reporting of the production process involved the participation of the Faculty, comments have been collected for modifications. Also the risk of losing focus in the quality and requirements of the project during the long production process were reduced. After the launching of the project, a summative evaluation will be conducted. The detailed formative and summative evaluation tactics and instruments, which have been used in this project, are further discussed below.

### **7.3 Evaluation Instruments**

The evaluation instruments used in this project are expert reviews, surveys, questionnaires and observations.

#### *1. Expert Reviews*

A multimedia product involves different areas of expertise. In this project, expert reviews had been undertaken in the areas of management, subject matter and

media and technology during the development process. Having comments from different experts in different areas during the production process have improved the quality of this product. For example, the theatre experts in the Faculty have shared their comments on the look and feel of the theatre section on the CD-ROM based on their professional judgment as theatre practitioners. Some jargons used in the theatre were introduced by them to be included in the theatre section to enhance the professionalism of the presentation. Although it was not always possible to follow all the comments from the expertise as getting balance between different elements was necessary, the comments were worth being taken into consideration.

## *2. Surveys*

At the time of writing this report, the CD-ROM has not yet been launched. However, once it has been published and delivered to the target audiences, surveys can be conducted. For evaluating overall marketing success, useful data such as number of enquiries, number of enrolments and website hit-count, can be collected from the Faculty's existing data collection channels. Evaluation of success can then be conducted by comparing the data before and after the CD-ROM launch.

## *3. Questionnaire*

A questionnaire has been designed and included on the CD-ROM to collect feedback from the users. (Appendix 9) In order to encourage response, the questionnaire can be submitted electronically. This facilitates the collection of a large amount of feedback in a more economical way. As the users can fill in the questions straight after they browse through the CD-ROM, the data collected will be more reliable. The questions asked in the questionnaire are close-ended and in a fixed-point scale. The question design in the questionnaire had been sequenced according to the importance of effect.

The questions asked in the questionnaire (Appendix 9) benefit future improvement of the project. For example, by obtaining the information about the venues of getting the CD-ROM, the Faculty can figure out which delivery channel is the most



effective. This facilitates the Faculty's marketing strategic planning in the future. In addition, by analyzing how the users grade the usability, interactivity, presentation quality, information appropriateness, etc. important guidelines can be as references for further improvement of the treatment in the future.

#### *4. Observations*

During the production process of this CD-ROM project, observation has been undertaken to obtain practical information such as behaviours, attitudes, facial expression and practices during users' browsing through the CD-ROM. This information helped identify if the information in the CD-ROM was interesting, too difficult to access, too long, or lacked motivation.

Observation has been carried out after the development of the prototype and the completion of the finished product. A variety of users with the same backgrounds as the target audiences were invited to conduct trial uses. Observation against a checklist was then made during their browsing through. The observation criteria include the learning time required to master the navigation, the error rate in users' attempts to complete a task, the overall satisfaction of the users and the level of confidence of the users in controlling the CD-ROM. In addition, short interviews with the users were conducted to collect further comments after they finished the trial use. The information collected in the prototype trial use was analyzed and the results have benefited further improvement of the project. For example, the icon to enter the main menu of the CD-ROM was graphically represented as a house at the prototype stage of the project. However, it was noticed that the users tended to avoid clicking on this icon during the trial use. After analyzing this behavior, it was realized that the house representation has a meaning of "home". The trial users thought that clicking on this button would bring them back to the beginning of the presentation, that is the introduction page of the University rather than going to the main menu. This house symbol has been changed to an arrow symbol later in order to represent more clearly that there is a list of selection going to the department sections.

## CHAPTER 8: FUTURE DEVELOPMENT AND IMPROVEMENT

### ***8.1 Experience Learnt from this Project Management for Future Improvement***

#### *8.1.1 Time management*

The voice-over task was in the later part of the production process. As a result, the time needed to select an appropriate voice was overlooked in the early stage of the production. This caused a delay in the voice-over production. With this experience, in managing other multimedia projects in the future, any event, task, or other process factor which is critical in project development and could cause serious production disruptions must be identified in advance, even though they are carried out in the later production stage. By identifying such critical production elements earlier, a production process can then be designed to monitor and control them. The Microsoft Project, a project management software, can handle the time management of these critical tasks. Not only the actual production activities but also the pre-production of them should be considered as one of the tasks on the production timeline generated from this software to remind of the time needed for preparation.

#### *8.1.2 Critical production tasks performed internally*

According to the experience of this project, tasks related to critical technology or design parameters, such as GUI design and programming, are better controlled internally. Since these tasks are the backbone of a multimedia project, any mistakes in these tasks would cause a big impact on the whole project. Chain reactions against other tasks may happen for only a minor change of these critical tasks. As a result, undertaking the critical tasks internally can ensure reliability and responsiveness in modification and communication during the production process.

#### *8.1.3 Time and cost effectiveness*

The biggest portion of the production cost and time used in this project is the tailor-made graphics, illustrations and animations development. However, not all multimedia projects can support the cost of extensive use of tailor-made materials. Trade-off has to be considered in handling projects with limited time and budget in

the future. Ready-made materials in the market such as clip-arts and music-clips can be purchased. Except for using them directly, they can also be used as a base for modification to fit the requirements. This saves time and money during the production process.

#### *8.1.4 Multimedia production for the education industry*

This multimedia project involved the educators in different disciplines of the University. Although their knowledge in multimedia is at different levels, they have their own expectations and requirements of the final product to represent their own disciplines and professions. The experience in liaison with them helps manage the relationship with similar clients in other educational multimedia projects in the future. In addition, with the experience of producing this interactive CD-ROM for the Faculty of Arts, the understanding of the structure and communication practice of the University was increased. This facilitates managing similar projects for the other faculties in the future.

### **8.2 Cross-platform Development**

The CD-ROM title can only be run on a PC platform at the moment. However, Macintosh platform is becoming more and more popular for home use market now, especially after iMac has been put in the market. Apple has reported that 813 thousand Macintosh units have been shipped during the second quarter of 2001. This figure represents that there is 8% increment from the same quarter in the previous year. There is an expectation that a multimedia product should be able to run on both PC and Macintosh platforms. For this reason, a Macintosh version can be built as a further development project. The Macintosh version can be developed at a low cost as the source codes of the application are the same, only the application generation process from these codes to the final project in the final production stage has to be developed in Macintosh platform in order to run on Macintosh machines. Nevertheless, the testing of the new version cannot be overlooked. The importance of the new version testing should be weighed the same as the testing while developing the PC version.

### **8.3 Improvement in Multimedia Elements**

With the rapid growth of multimedia authoring technologies, more advanced and sophisticated multimedia elements can be built. The interactivity of this CD-ROM can be further improved by employing state of the art technology such as 3D animation and virtual reality. For example, the users can walk through the USQ campus through interaction with the application as if they were really on the campus. Users will have new experience in interaction with these features.

### **8.4 DVD as a New Delivery Medium**

DVD is the latest manifestation of optical disk technology. It is read by a higher frequency laser than a CD-ROM so that it is possible for data to be packed more densely. This technology enhanced the storage capacity of a DVD. A DVD can store data on both side of the disc and the capacity can be up to 17 gigabytes, about three times that of a CD-ROM. It is predicted that DVD drives will replace CD-ROM drives as a standard computer equipment in desktop computers (Inglis, 2002).

With the high capacity of DVD, higher quality animation, video and audio can be used. For example, the dimension of the video presentation can be built in full screen rather than just a portion of the screen at the moment and the sound can be presented in stereo rather than mono. As a result, the users' senses can be further stimulated and the enjoyment during the presentation can be increased.

### **8.5 Kiosk Presentation**

Basically this CD-ROM can be set up on campus, and in exhibitions and trade shows as information points. However some modifications on the navigation system may need to facilitate easy controlling by touch-screens since the practice of using a touch screen is different from using a mouse. For example, some mouse-over effects may need to be eliminated because touch-screen users may only be able to perform point-and-click activities rather than controlling the cursor to explore if there are functions on particular icons or text. With the differences of the users' browsing customs and the characteristics of different hardware

technologies, the GUI design of Kiosks presentation should be more concise and clear.

## **CHAPTER 9: CONCLUSION**

This multimedia project which employs CD-ROM as an information delivery medium has been completed to promote the Faculty of Arts, University of Southern Queensland. This CD-ROM facilitates the use of different multimedia elements to present the unique characteristics and styles of each department of the Faculty.

Multimedia knowledge and technology are ever-changing. Correlation of management skills and technological knowledge does not allow a multimedia project to be handled in a single defined way. As a result, the management of this project has faced many challenges such as the pessimistic or optimistic expectations of the client, intellectual property issues and the limitations of the technology and human resources. Nevertheless, these challenges have been solved by the management approaches used during the project production process. These approaches have been applied in the pre-production, production and post-production stages including proposal development, presentation tactics, treatment of the product, technology employment, human resources arrangement and testing procedures.

Evaluation is a very important process to assess the success of a multimedia project. The approaches used for evaluating this project against its goals and objectives are both summative and formative. A close-ended questionnaire is proposed to be employed for summative evaluation after the launch of the project as more reliable data can be obtained from this evaluation instrument. This facilitates easy analysis. However, open-ended approaches were applied to the formative approach as in-depth comments could be obtained from experts and trial users for instant improvement during the production process.

As no technology is perfect, the CD-ROM product of this project has its limitations such as the platform and delivery medium constraints, quality of video and audio and usability. However, in the foreseeable future, these limitations will be tackled with the advancement of technology and its contribution to the management skills.

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## **Glossary**

<b>Audio</b>	sound, either synthesized or digitized, for playback with a computer. File formats: .WAV - Windows, .AU - Unix, playable on both Macs and Windows machines with the right players.
<b>Authoring software</b>	programs used to create full multimedia, such as simulations and tutorials. Although most of these programs have some point-and-click features to simplify development, most require some knowledge of programming language concepts. Popular authoring software packages include Asymetrix ToolBook, Microsoft Visual Basic, Macromedia Director and Authorware.
<b>Bandwidth</b>	the width of the band over which frequencies are transmitted. A band is a portion of the electromagnetic spectrum, defined by the lowest and highest frequencies in it. The bandwidth is the difference between the highest and lowest frequencies. The greater the bandwidth, the greater the carrying capacity.
<b>Browser</b>	a program that lets you view Web documents.
<b>Capture, video</b>	record or digitize pictures for use with a computer. The pictures may be still-images or movies.
<b>CD-DA</b>	a music CD
<b>CD-ROM</b>	Compact Disc Read-Only Memory. CD-ROM drives read information 2X, 4X, 6X, 8X and 10X times as fast as original music CD players.
<b>CODEC</b>	program/device that compress or decompress digital video. Cinepak are one of the examples of CODEC.

<b>Compression (video)</b>	process which reduces the number of bytes required to store or transmit digital video. Typical schemes involve comparing frames and coding-out, or eliminating, inter-frame and intra-frame redundancies. The compression may be done by software, hardware or a combination of the two. On playback, the data is decompressed.
<b>Cross-platform</b>	files usable and executable with different operating systems.
<b>Copyright</b>	exclusive ownership of a created work.
<b>Digital/digitalization/ digitized</b>	process of converting pictures, video or audio signals into 1's and 0's. This digital format can be processed by a computer.
<b>DVD</b>	A DVD-ROM holds 8 to 40 times more data than a CD-ROM. Sony/Phillips and Toshiba/Time, the two major developers, predict DVD will replace videocassettes, laserdiscs, CD-ROMs and audio CDs.
<b>Download</b>	process of transferring a file from system to another.
<b>Frame</b>	a single picture in a computerized movie.
<b>Frame per second (fps)</b>	number of images per second displayed in a stream of video.
<b>Graphical User Interface (GUI)</b>	a computer interface based on pictures rather than text. Windows, Macintosh, Netscape and Mosaic are examples of GUI products.
<b>Internet</b>	A worldwide interconnection of computer networks, originally set up between the American military, its suppliers and research base to make a network that, by virtue of its multiple interconnections would be safe from destruction. Up to the 1990s the Internet was largely the preserve of the academic and research communities, but the invention of HTTP, HTML and the World Wide Web has made the Internet the latest mass communications medium.

<b><i>Internet/CD hybrid</i></b>	CD-ROM's with embedded Internet links. Although the Web can provide current information, i.e. timely updates and corrections, it lacks the bandwidth to deliver large multimedia files quickly. The "Internet-enabled" CD-ROM, or "hybrid," is being touted as a software solution that will use the strengths of both technologies. The parts of a program that can slow down access time if downloaded from the Internet (multimedia, index searches) are kept on the CD-ROM for faster loading. The Internet side of the equation is used for providing, and for adding new features without the need to send out a new CD-ROM disc.
<b><i>Kiosk</i></b>	an electronic "newstand" or booth. Electronic kiosks are often used for mall directories, where users can touch a screen to find the location of a particular shop.
<b><i>Presentation software</i></b>	packages, such as Microsoft Powerpoint, which allow users to create "electronic overhead transparencies".
<b><i>Resolution</i></b>	the clarity of the displayed/printed image. The more pixels/dots per square inch (dpi), the finer the detail (higher resolution).
<b><i>Touch screen</i></b>	monitor input where you can use your finger to draw on a screen or select an on-screen object. Touch screen technology is often used in ATM machines or in malls, for example, in electronic information kiosks/directories.

## ***APPENDICES***

**Appendix 1: Financial Situation of USQ**

<b>FINANCE</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>
	\$ '000	\$ '000	\$ '000	\$ '000	\$ '000	\$ '000
<b>REVENUE</b>						
Commonwealth Government Grants	42 119	50 484	51 386	49 336	47 191	45 107
HECS	13 115	14 291	15 694	19 905	24 603	26 931
Queensland Government Grants	305	445	341	251	388	744
Other Grants	1 608	587	1 823	1 440	1 065	447
Investment Income	1 616	2 806	2 787	1 959	1 462	1 089
Fees & Charges	12 215	13 421	16 543	21 500	22 150	18 252
Sales	4 225	4 527	5 019	4 914	4 463	4 872
Other Revenue	540	886	1 869	1 440	1 040	986
<b>Total Operating Revenues Before Abnormal Items</b>	<b>75 743</b>	<b>87 447</b>	<b>96 462</b>	<b>100 745</b>	<b>102 362</b>	<b>98 428</b>
<b>EXPENSES</b>						
Academic Activities	31 711	33 568	37 329	39 622	41 524	42 738
Research	1 794	2 372	2 897	3 866	4 907	4 597
Other Academic Support Services	8 837	9 382	10 242	12 398	13 257	14 866
Libraries	3 270	4 086	5 134	4 881	5 075	5 329
Student Services	3 074	3 089	3 171	3 445	3 151	2 880
Public Services	1 162	1 590	1 354	1 598	1 430	1 682
Administration & Other General Institutional Services	17 373	21 147	22 597	23 823	25 347	22 465
Buildings & Grounds	3 437	3 252	4 801	4 317	4 675	5 664
<b>Total Operating Expenses Before Abnormal Items</b>	<b>70 658</b>	<b>78 486</b>	<b>87 525</b>	<b>93 950</b>	<b>99 366</b>	<b>100 221</b>
<b>Operating Result Before Abnormal Items</b>	<b>(7,130)</b>	<b>(4,460)</b>	<b>(7,606)</b>	<b>(14,705)</b>	<b>2 996</b>	<b>(1,793)</b>
Abnormal Items	0	(10,345)	0	(3,946)	(4,127)	
<b>Operating Result</b>	<b>(7,130)</b>	<b>(14,805)</b>	<b>(7,606)</b>	<b>(18,651)</b>	<b>(1,131)</b>	<b>(1,793)</b>

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Source: [www.usq.edu.au](http://www.usq.edu.au)

## **Appendix 2: Project Proposal**

*(This proposal is slightly different from the final product since modifications have been made during the production process.)*

### **Promotion of the Faculty of Arts, University of Southern Queensland, Through an Interactive CD-ROM**

#### **PROJECT PROPOSAL**

*Prepared for Mr. David Boreham, Supervisor, Master of Professional  
Communication*

*Prepared by Alan Tai*

*Date: Jan 18, 2002*

#### **1. Introduction**

This proposal is for the production of a multimedia promotional material for the Faculty of Arts, University of Southern Queensland. The Faculty of Arts provides high quality undergraduate and postgraduate tertiary education in the areas of humanities and international studies, mass communication and visual and performing arts. Since the nature of the courses offered by the Faculty involves a variety of media such as visual, audio and text, print promotional materials are unable to fully express and demonstrate the characteristics of it. It is an advantage to adopt an effective promotional tool which can handle all these elements as a whole. The Faculty's existing official web site is now carrying out this task but due to the limitation of the network bandwidth and variability of visitors' browsing platforms, sophisticated multimedia elements and effects cannot be fully utilized. With the consideration of these factors, a piece of multimedia work applied with the state of the art digital technology and delivered through CD-ROM is introduced as a supplementary promotional tool to the existing web site and print materials.

This project will incorporate a graphic user interface (GUI) with static images, text, video, audio and animations. It will be produced for use on Windows operating systems and will be delivered on compact discs as a stand-alone application.



Except for distribution to the target audience by mail or self pick-up, the product can also be installed in computer kiosks as a point of information to be used on campus or major exhibition functions. The aims of the product are to provide general information and create impressions of the Faculty of Arts through interactions with the visual and audio materials provided so as to establish a leading image in the community and educational field. It also acts as a portal for in-depth information, which is achieved by providing hyperlinks to the faculty's official web-site. This combination of a compact disc and an accompanying World Wide Web connection will ensure that the target audience always has access to information related to the faculty.

## **2 Aims of the Project**

The nature of the project is informational, entertaining and promotional. The aims are to deliver useful information through text, still and video images, audio and animations, as well as a 'fun' atmosphere about the Faculty of Art, University of Southern Queensland. A slogan '*Inspire your senses*' has been defined. The slogan implies that the senses of human, i.e. sight, hearing and touch, can be motivated and stimulated by the courses provided by the Faculty. The concepts of the project will be developed based on the spirit of the slogan.

## **3. Target Audience**

The target audience of the product is:

- ◆ Potential Students
- ◆ Existing Internal and External Students
- ◆ High School Students
- ◆ Parents
- ◆ Educational Bodies
- ◆ USQ's Business Partners

## **4. Client's Benefits and Achievements**

The followings are the benefits and achievements to the Faculty with this project:

1. motivating potential students to study in the Faculty so as to increase its income
2. attracting business opportunities and co-operation of the Faculty with its business partners
3. enhancing the image and improving the status of the Faculty in the University, Australia and the World
4. delivering timely and effective information
5. collecting feedback from people anywhere in the world

#### **4. Visitors' Benefits and Achievements**

The followings are the benefits and achievements to the users with this project:

1. obtaining basic overview about the Faculty
2. obtaining useful information about the Faculty
3. feeling enjoyment in the process of browsing
4. access the CD-ROM as a portal for further information about the Faculty and the University on the Internet

#### **5. Treatment**

The CD-ROM will be auto-run once users insert the disc in their CD-ROM drive. The contents of it are divided into three levels. The top level is about the Faculty of Arts and the University of Southern Queensland. The second level is divided into different departments of the Faculty. The details of each department are demonstrated in level 3. Appendix 3 shows the architecture of the CD-ROM.

##### 5.1 Opening

There will be a 30-second animation as a welcome opening. An introduction to the University of Southern Queensland and an introduction to the Faculty of Arts combined with animations, graphics, audio, video and text will then be displayed once users click on the "enter" button on the welcome page. Users can choose to browse any sections of the program through a menu bar located at the bottom of

the screen. The menu bar will pop up once users click on the “main menu” icon. The storyboard in Appendix 4 demonstrates the treatment of the program.

### 5.2 Main Contents

This project will be conducted in English. The main menu will be divided into five categories to integrate the information according to the departments of the Faculty. The five categories are, Humanities & International Studies, Mass Communication, Music, Theatre and Visual Arts. Each category is further divided into sub-categories (Appendix 3). Appendix 5 lists all the details and features of the categories and sub-categories.

### 5.3 Concepts & Ideas

The appearance, colour, graphics and sound of this multimedia product will be developed to match the spirit of the slogan - 'Inspire your senses!' Users will experience different media elements including audio, video, animations, graphics and text to stimulate their senses. The image and information will be presented differently for each department of the Faculty to reflect its unique characteristics and style. The following table shows the concept development of each category. The storyboard in appendix 4 demonstrates the look and feel of the concepts and ideas.

Opening and Main Menu	<ul style="list-style-type: none"><li>- creating an image of a diversified education provider in Arts by presenting different graphical symbols of the areas of studies while maintaining a strong and professional image of the Faculty. The graphical symbols will be used as thematic images later in each department's presentation.</li><li>- colour scheme is in dark red which match the interior conceptual colour of the Pheonix Building – the main building of the Faculty of Arts.</li></ul>
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<p>Department of Mass Communication</p>	<ul style="list-style-type: none"> <li>- imitating cinema-like screens by altering screen dimensions to long and wide.</li> <li>- presenting the high-tech feeling of communication by a black background with a touch of red in the middle</li> <li>- making use of alphabets from “A” to “Z” and “0” and “1” as patterns on the top and bottom representing both academic and technical areas of studies are focused.</li> </ul>		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="722 712 933 965"> <p>Communication &amp; Media Studies</p> </td> <td data-bbox="933 712 1272 965"> <ul style="list-style-type: none"> <li>- presenting human communication by graphics such as, the earth, footprints, a satellite and handprints</li> </ul> </td> </tr> </table>	<p>Communication &amp; Media Studies</p>	<ul style="list-style-type: none"> <li>- presenting human communication by graphics such as, the earth, footprints, a satellite and handprints</li> </ul>
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<p>Department of Theatre</p>	<ul style="list-style-type: none"> <li>- A puppet representing actor or theatre practitioners. The opening implies that performance arts need the support from and communicate with audiences.</li> <li>- Black background colour with a touch of spot light express the feel of stage</li> </ul>		

Department of Visual Arts	<ul style="list-style-type: none"><li>- A small game for users to guess the button for activating the introduction page.</li><li>- Colour scheme is set to be bright to imitate the feel of an exhibition venue.</li><li>- Information is presented as pieces of artworks on papers.</li></ul>
Department of Music	<ul style="list-style-type: none"><li>- Dissolved colour background with black and orange and music notes plus a traditional handwriting font to create a feel of elegance.</li></ul>
Department of International Studies	<ul style="list-style-type: none"><li>- A book with a world map on it as a basic graphical element to represent the studies of international issues</li><li>- Other elements represent the area of studies, including: a skull, a taoist symbol and a buddha for anthropology; an asian map for asian studies; A feather pen and a book for English literature; an hourglass for history; footprints on the world map for international relations; and wordings in German, Mandarin and Indonesian meaning "Welcome" for languages.</li></ul>

#### 5.4 User Environment

Since this multimedia product comprises of sophisticated multimedia elements, such as video, animations, audio and graphics, there are minimum platform requirements for users to run the product. In spite of this, the minimum platform requirements have been set to be moderate so that most computer users can access the product. The final product of this multimedia project will be a stand-alone player, there is no any plugin requirement on users platforms. However, it is recommended that users have web browsers and modems to access to the web pages of the Faculty for further information and an email program for feedback although this will not affect the performance of the product.

The specifications of users' environment are listed in following table. The specifications are the minimal requirements. Performance can be higher in more advanced platforms.

Platform:	PC Pentium II 300 MHz
	Windows 95 or higher
	32MB RAM or higher
	Sound Card
	4X CD-ROM Drive
Screen Resolution:	800 x 600 pixels with 256 colours display
Browser: (optional)	1. Internet Explorer 4.0 or higher
	2. Netscape 4.0 or higher
Modem: (optional)	28.8 Kbps or higher
Speakers	any type

### 5.5 Multimedia Elements of the CD-ROM

Elements	Format	Qty	Tasks	Development Application	Remarks
Navigation Pages	dxr	44	text, photos, graphics, video, sound, and animations authoring and integration	Director 8.5	
Feedback & Questionnaire Page	dxr	2	programming	Director 8.5	
Movie Clips (Appendix 4)	avi	8	conversion & editing	Premiere 6.0	- Movies in VHS to be supplied by the client - Compression rate: 320 x 420 pixels, 15 fps, 8 kbps mono sound, 16 bit colour

<b>Elements</b>	<b>Format</b>	<b>Qty</b>	<b>Tasks</b>	<b>Development Application</b>	<b>Remarks</b>
Music Clips	swa	6	conversion & editing	Director 8.5	- to be downloaded from free sources on the Internet - used for background music
Voice-over	swa	9	recording & editing	Premiere 6.0	
Opening Animation (30 sec)	swf	1	design & programming	Flash 5.0	Opening for the CD-ROM
Animation (approx 10 sec each)	swf	8	design & programming	Flash 5.0, Director 8.5	Opening for each department
Animated Gif	gif	5	design	Flash 5.0, Fireworks 2.0	
3D Animation	avi	1	design & creation	Lightwave 3D 6.0	
Illustration	jpg/png	25	drawing	Photoshop, Painter	
3D Illustration	jpg/png	5	drawing	Lightwave 3D 6.0	
Graphics	gif / jpg	80	creation and compression	Fireworks 2.0, PhotoShop 6.0, CorelDraw 9	icon development
Text	txt	30 pages	conversion	Microsoft Word	Text will be provided by the client in Microsoft Word (doc) format

5.6 Development Platforms and Applications

Item	Specification	Tasks
Platform	PC Pentium III (500 MHz with 512Mb RAM and 10G Harddisk)	<ul style="list-style-type: none"> <li>- Director Lingo Programming</li> <li>- Flash Action Scripting</li> <li>- Graphic Creation and Development</li> <li>- 3D Animation Rendering</li> <li>- Photo Editing</li> <li>- Video Editing</li> <li>- Sound Editing</li> </ul>
	Macintosh G3 (450MHz with 512 RAM and 20G Harddisk)	<ul style="list-style-type: none"> <li>- Video Capturing</li> <li>- Sound Capturing</li> </ul>
Scanner	Linoscans 1400	Photo Scanning
Application	Macromedia Director 8.5	Multimedia Authoring
	Macromedia Flash 5.0	Vector animation production
	Macromedia Fireworks 2.0	Photo editing, file compression and conversion, animated gif creation
	Adobe PhotoShop 6.0	Photo editing and file compression
	CorelDraw 9	Graphic creation
	Adobe Premiere 5.0	Video & Audio Capturing & Editing
	LightWave 3D 6.5	3D Animation Modelling and Redering
	Microsoft Word 2000	Project Administration
	Microsoft PowerPoint 2000	Project Presentation



<b>Item</b>	<b>Specification</b>	<b>Tasks</b>
	Microsoft Project 2000	Project Administration
Digital Camera	Sony Cyber-Shot	Capturing Photo Images
Printer	Epson Stylus Photo EX	Project Presentation
CD-Writer	Matshita CD-RW	Master CD-ROM production
Magneto Optical Disk	Philips 640MB	File Storage & Back-up

#### **6. Variation of the Treatment**

1. The project can be further developed in different languages based on the same structure and style. The developing cost may be lower since the framework has been developed.
2. A Mac version can be developed based on the source codes of the program. Since only minor modification and conversion are necessary, the cost is low.
3. DVD-ROM can be employed to replace the CD-ROM as the delivery medium. Since the storage capacity of DVD-ROM can be up to 17 gigabytes, more multimedia media elements can be produced.
4. Detailed information, such as the handbook of all the courses, can be added to the CD-ROM in Acrobat reader (pdf) format. User can activate the Acrobat reader program during the presentation to view the information

### **7. Production Schedule**

The production will be commenced on January 24, 2001 upon the approval of the proposal. It is expected that the entire project will be completed by June 28, 2002. The product will be officially presented through a seminar on May 31, 2002. The milestones of the project are summarized below. For details of the schedule, please refer to Appendix 6.

<b>Date (mm/dd/yy)</b>	<b>Task</b>
12/10/2001	Opportunity Analysis and Project Scoping commencement
1/24/2002	Project proposal to be approved
2/15/2002	Low-fidelity prototype presentation
3/13/2002	High-fidelity prototype presentation
14/3/2002	Final treatment to be approved
4/13/2002	Progress presentation
5/10/2002	Progress presentation
5/10/2002	Product testing commencement
5/31/2002	Product completed after testing
6/3/2002	Final product completion and presentation
6/6/2002	Client testing commencement
6/28/2002	Project acceptance sign-off

### **8. Human Resources Requirements**

This multimedia project production involves different skills in both management and technical. The following is a list of the professionals and their tasks required in this project.

Professionals	Tasks	Source
Project Manager	- controls the cost, quality, time and team throughout the entire project - communicates with the Faculty	Internal
Graphic Designer	responsible for creating screen layouts and all graphic elements	Internal
Animator	creates 3D animations	Internal
Illustrator	creates computer illustrations	Internal
Software Engineer	- Director Lingo Programming - Flash Action Script Programming	Internal
Video Editor	responsible for converting and editing the video supplied by the Faculty	Internal
Audio Editor	responsible for converting and editing audio supplied by the Faculty	Internal
Digital Imaging Producer	scans, retouches and compresses photos	Internal
Script Editor	write and proof-read text contents	External
Voice-over Actor	performs voice-over tasks	External

### 9. Cost

The cost of the project is estimated at **AUS\$81,642** (Appendix 7) including all elements of production and design, files editing and conversions.

### 10. Payment Structure

1. **20%** deposit will be due at the signing off the agreement & contract
2. **30%** will be due at signing off of the acceptance of the high-fidelity prototype.

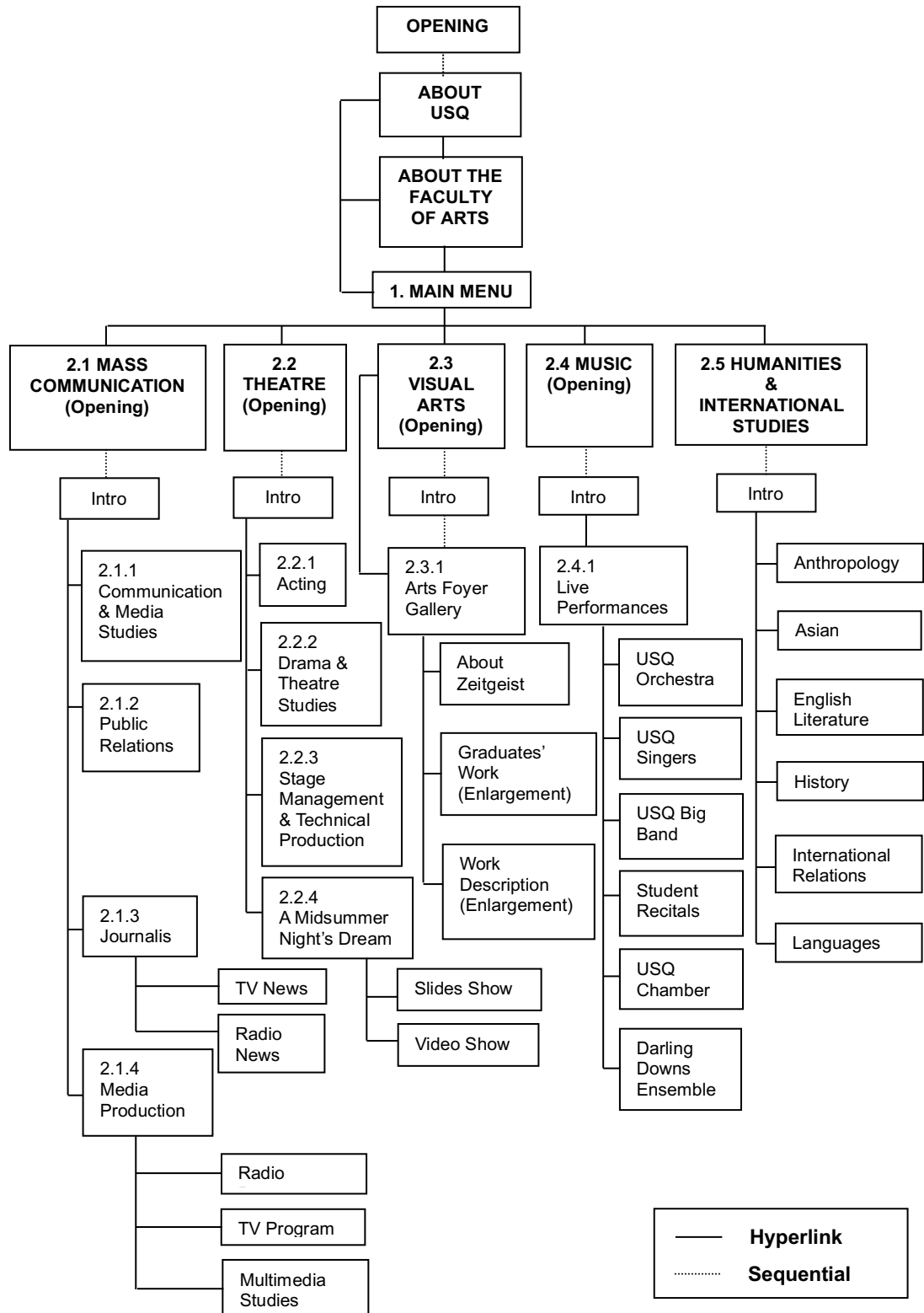
3. The remaining **50%** will be due in 30 days after signing off of the acceptance of the entire project.

### **11. Limitations, Terms and Conditions**

1. The cost and schedule are based on the specification and treatment listed in this proposal. Should there be any changes, the cost and the schedule of the production will be varied.
2. After all payments are settled, the client will have the copyright and ownership of the product except for the copyrighted elements granted for use from third parties. All source codes and working files of the programs, graphics, animations, audio and video will be provided to the client for their future maintenance.
3. The developer has the right to keep the product on record.
4. The developer has the right to display and distribute the product for promotional use.
5. The developer will not be responsible for the delays of the project caused by the client. These include delays in payment, delays in project commencement, changes of requirements during the production process, delays in providing necessary materials for production and delays in the approval of the main tasks due to administration delays of the client.
6. Any further changes after the acceptance of the product will be considered as a new project.
7. The client has the responsibility to test the product. The developer will not be responsible for any claims for error after the testing period and signing off the acceptance.
8. The storyboard created in this proposal is the copyright of the developer, no concepts and graphics can be copied until signing off of the agreement & contract.
9. The developer will not be responsible for the maintenance of the project.
10. The developer will not be responsible for promotion and marketing of the product.

11. No loss can be claimed by the client because of using this product. The client should ensure the product meets the requirements before signing off the acceptance.

Appendix 3: Architecture of the Interactive CD-ROM



## Appendix 4: Storyboard of the CD-ROM promoting Faculty of Art, University of Southern Queensland

\* The text on the images is for layout only, please refer to the Voice Over and Text for the text to be included in the final product

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### 1. MAIN MENU

---



#### OPENING

Animation: USQ logo animated opening (about 3-4 seconds)

Sound: Background music



#### OPENING 1

Animation: Graphic elements fade in

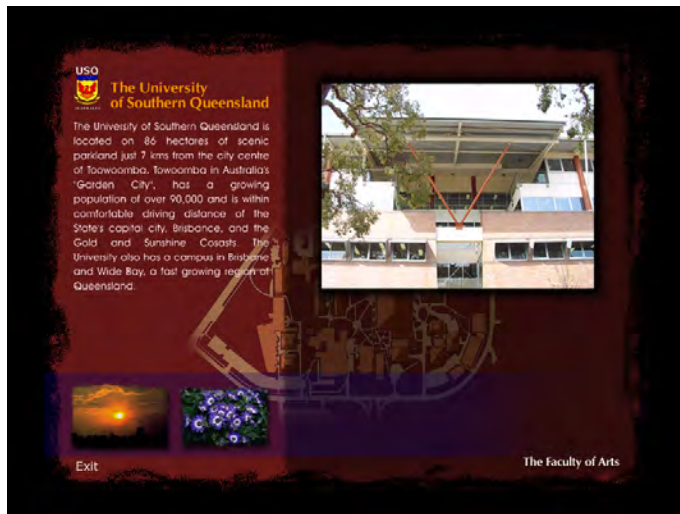
Slogan: Inspire your senses!

Sound: Background music (continued)

Voice over: The Faculty of Arts, University of Southern Queensland, Inspire your Senses!

Text: The Faculty of Arts, University of Southern Queensland





### ABOUT USQ

- Hyperlink: 1. "The Faculty of Arts" (right bottom) – links to "About the Faculty of Arts"  
 2. Exit
- Animation: 1. Background, photos and graphics fade in  
 2. Text fades in
- Video Clip: About USQ
- Sound: Background music
- Voice over: Introduction to the University (to be confirmed)
- Text: Same as voice over & text



### ABOUT THE FACULTY OF ARTS

- Hyperlink: 1. "Main Menu" – go to main menu  
 2. Exit  
 3. Each photo at the bottom clicks to enlarge
- Animation: 1. Graphics and photos fade in.  
 2. Photos at the bottom slide from left to right  
 3. Text fades in
- Video Clip: The Faculty of Arts
- Sound: Background music
- Voice Over: Introduction to the Faculty of Arts (to be confirmed)
- Text: Same as voice over & text



## MAIN MENU

- Hyperlink:
1. Theatre – Department of Theatre
  2. Music – Department of Music
  3. Mass Communication – Department of Mass Communication
  4. Visual Arts – Department of Visual Arts
  5. Humanities & International Studies – Department of Humanities & International Studies
  6. 'Introduction to the Faculty' – back to faculty introduction

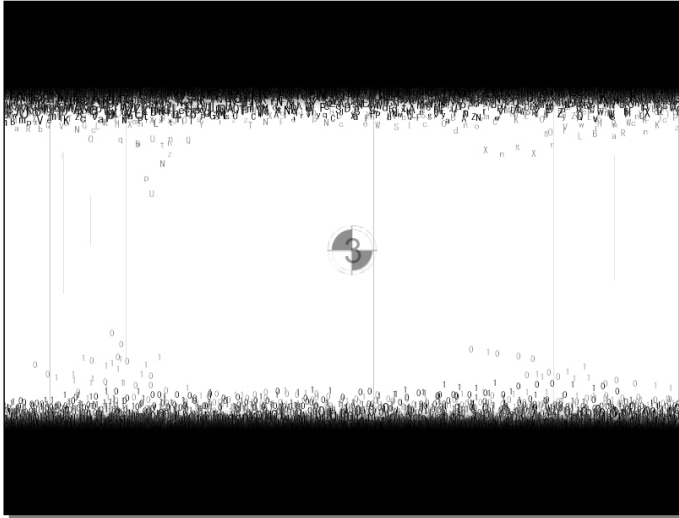
Animation: Graphics fade in one by one

Sound: Background Music

---

## 2.1 DEPARTMENT OF MASS COMMUNICATION

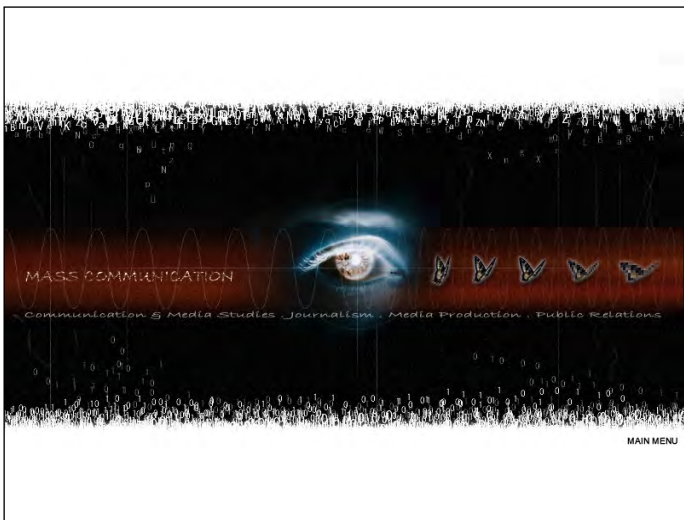
---



### OPENING 1

Animation: Count-down (5, 4, 3 ...) displays in the middle of screen

Sound: Background music



### OPENING 2

Hyperlink: Middle horizontal menu bar  
1. Communication and Media Studies  
2. Journalism  
3. Media Production  
4. Public Relations  
Bottom right  
1. Main Menu – pops up on click - “Faculty Menu”

Animation: 1. Background colour inverts from white to black  
2. Graphics fades in

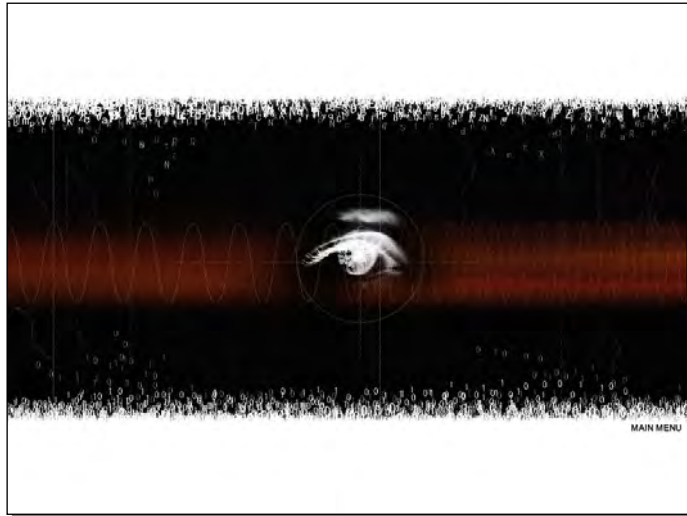
Sound: Background music

Voice over: Introduction to the areas of studies in the Department. (to be confirmed)

---

## 2.1.1 DEPARTMENT OF MASS COMMUNICATION - *Communication and Media Studies*

---



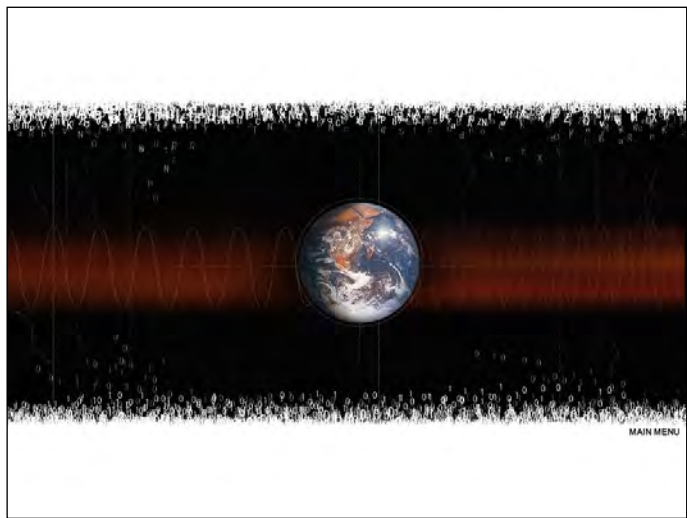
### OPENING 1

Hyperlink: Bottom right  
- Main Menu – pops up on click for selection - “Faculty Menu”, “Mass Communication Department Menu”

Animation: The colour of the eye in the middle dissolves and inverts to white

Sound: Background music

Voice over: Introduction to the Department (to be confirmed)



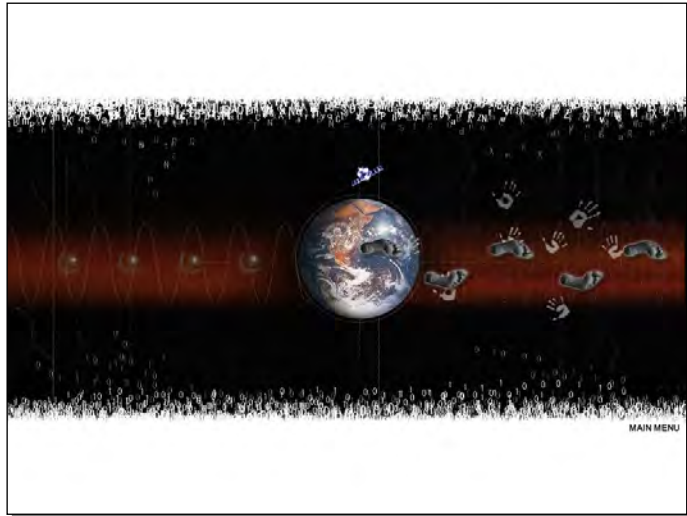
### OPENING 2

Hyperlink: Same as above

Animation: The eye fades out, the earth fades in

Sound: Background music (continued)

Voice over: Introduction to the Department (continued)



### OPENING 3

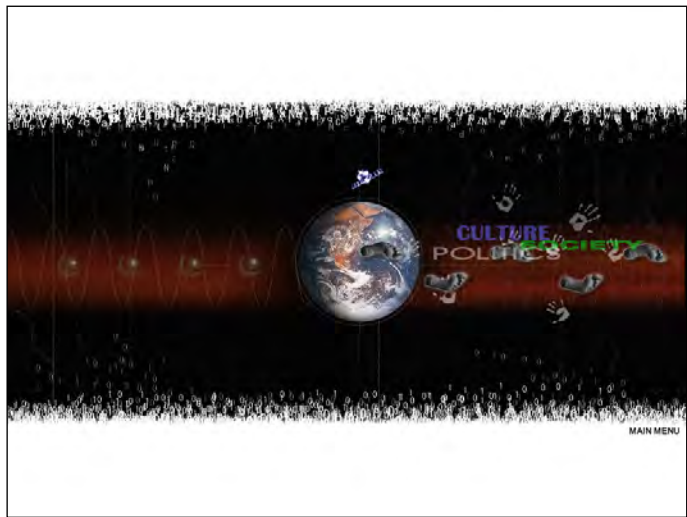
Hyperlink: Same as above

Animation: 

1. Glass balls (left middle), foot prints, hand prints (right middle) fade in
2. a statelite rotates around the earth

Sound: Background music (continued)

Voice over: Introduction to the Department (continued)



### OPENING 3

Hyperlink: Same as above

Animation: Wordings (culture, politics, society) fade in

Sound: Background music (continued)

Voice over: Introduction to the Department (continued)



#### OPENING 4

- Hyperlink:
1. “Enter the official web-site for more information” (right middle) – links to the web page of the Department
  2. Main Menu – pops up on click for selection - “Faculty Menu” , “Mass Communication Department Menu”

Animation: Text fades in

Sound: Background music (continued)

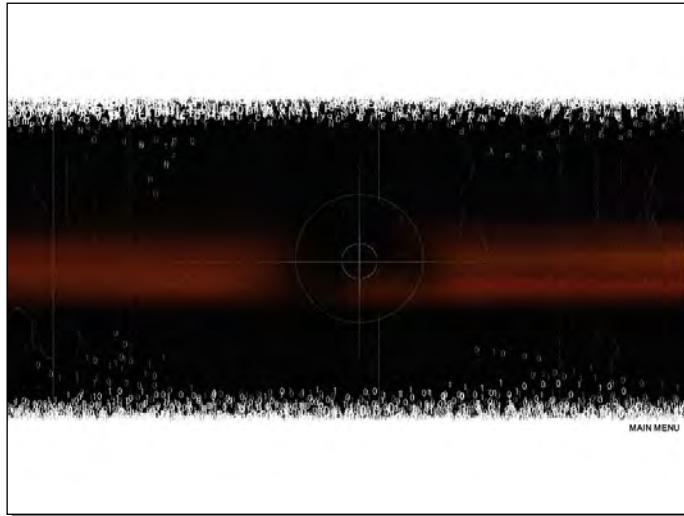
Text: Introduction to the Department (same as voice over & text)



---

## 2.1.2 DEPARTMENT OF MASS COMMUNICATION - *Journalism*

---

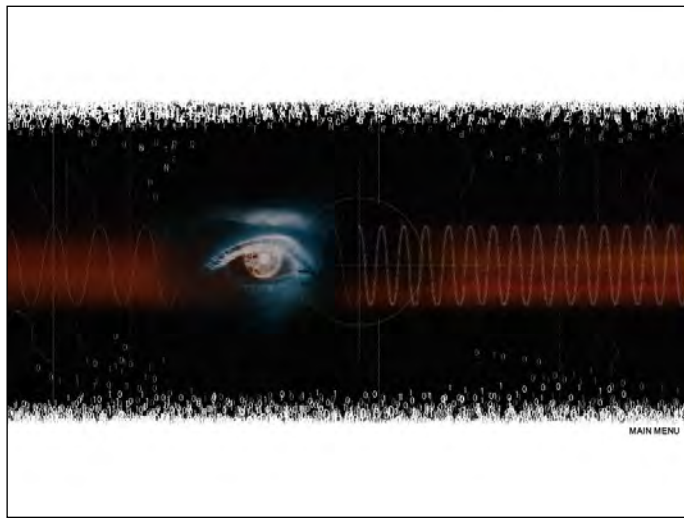


### OPENING 1

Hyperlink: Main Menu – pops up on click for selection - “Faculty Menu”, “Mass Communication Department Menu”

Animation: A ‘target’ symbol fades in the middle

Sound: Background music



### OPENING 2

Hyperlink: Same as above

Animation: 1. The ‘target’ symbol fades out  
2. Wave lines and a colour-inverted eye fade in

Sound: Background music (continued)

Voice over: Introduction to Journalism (to be confirmed)



### OPENING 3

Hyperlink: Same as above

Animation: 

1. Another eye fades in
2. Graphics on the right fades in

Sound: Background music (continued)

Voice over: Introduction to Journalism (continued)



### OPENING 4

Hyperlink: Left Column  

1. USQ radio news (listen)
2. USQ UTV news (watch)

Right Bottom:

- Main Menu – pops up on click for selection - “Faculty Menu”, “Mass Communication Department Menu”

Animation: 

1. Photos for radio news and TV news fade in on the left

Sound: Background music (continued)

Voice over: Introduction to Journalism (continued)

Text: Same as voice over & text



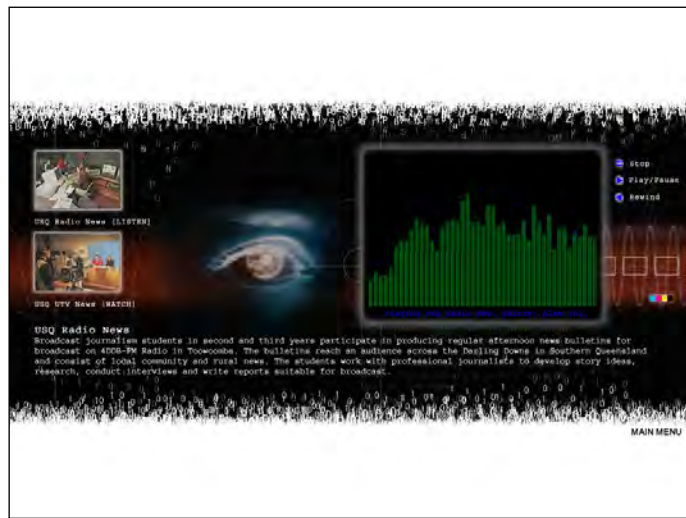


## TV NEWS

Hyperlink: Same as above

Video Clip: 1. USQ UTV news (shown on the right box)  
2. Function buttons (play/pause, stop, rewind) on the right

Text: USQ UTV News (to be confirmed)



## RADIO NEWS

Hyperlink: Same as above

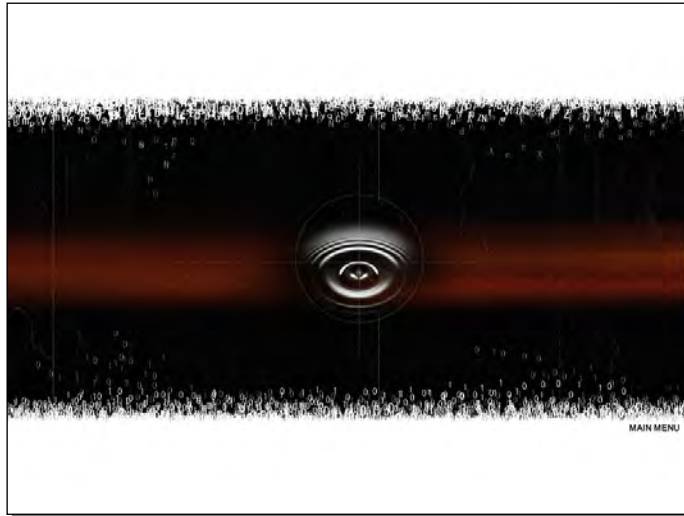
Audio Clip: 1. USQ Radio news  
2. Functions buttons (play/pause, stop, rewind) on the right

Text: USQ Radio News (to be confirmed)

---

### 2.1.3 DEPARTMENT OF MASS COMMUNICATION - *Public Relations*

---

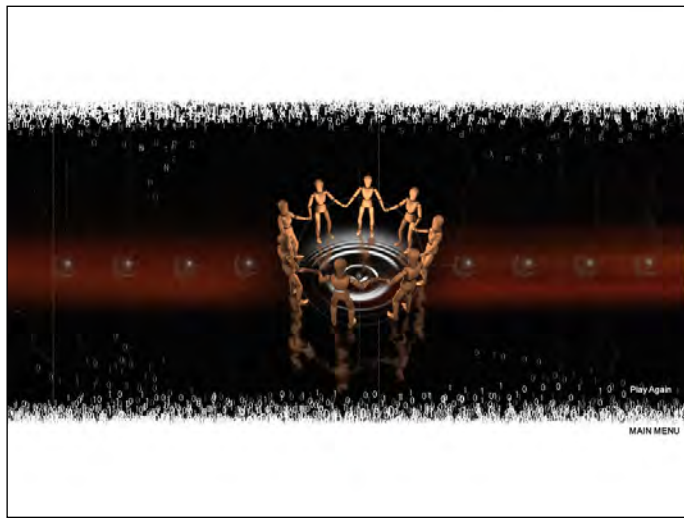


#### OPENING 1

Hyperlink: Main Menu – pops up on click for selection - “Faculty Menu”, “Mass Communication Department Menu”

Animation: A ripple fades in

Sound: Background music



#### OPENING 2

Hyperlink: Main Menu – pops up on click for selection, “Faculty Menu”, “Mass Communication Department Menu”

Animation: People hand-in-hand images and glass balls fade in

Sound: Background music (continued)

Voice over: Introduction to Public Relations (to be confirmed)



### OPENING 3

Hyperlink: Same as above

Animation: 

1. Text (left top and right bottom) fades in
2. photos (right top: slides from right to left, left bottom: slides from left to right)

Sound: Background Music (continued)

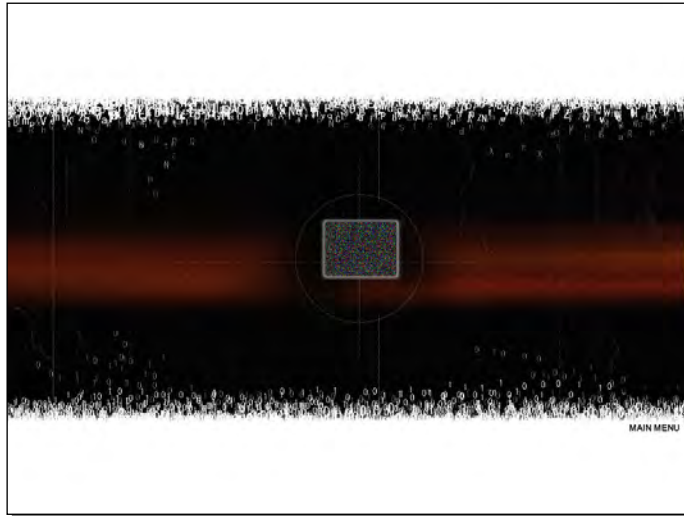
Voice over: Introduction to Public Relations (continued)

Text: Same as voice over & text

---

## 2.1.4 DEPARTMENT OF MASS COMMUNICATION - *Media Production*

---

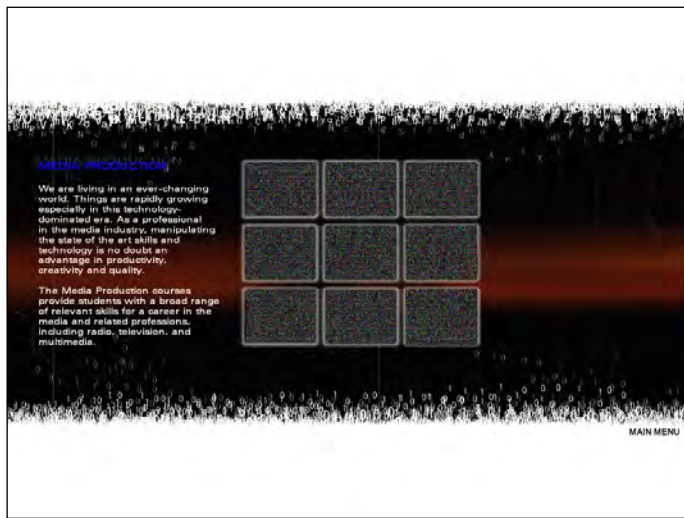


### OPENING 1

Hyperlink: Main Menu – pops up on click for selection - “Faculty Menu”, “Mass Communication Department Menu”

Animation: A TV screen fades in

Sound: Background Music



### OPENING 2

Hyperlink: Same as above

Animation: 1. The TV screen divided into 9 TV screens  
2. Text (left) fades in

Sound: Background music (continued)

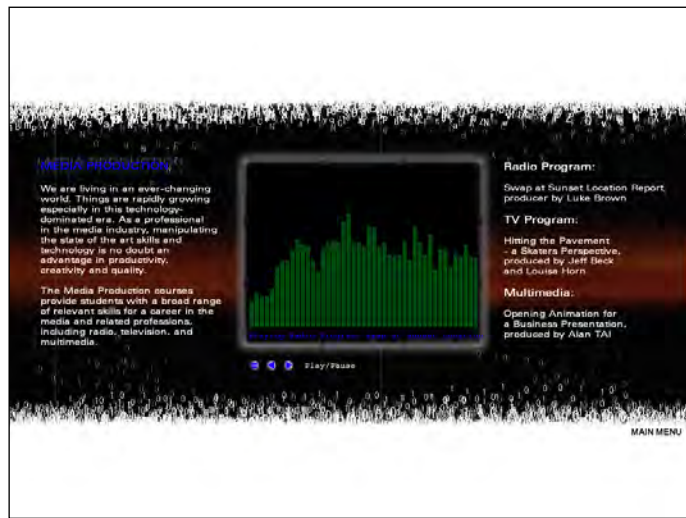
Voice over: Introduction to Media Production (to be confirmed)

Text: Same as voice over & text



### OPENING 3

- Hyperlink:
1. Main Menu – pops up on click for selection - “Faculty Menu”, “Mass Communication Department Menu”
  2. Radio Program (right top) – click to listen a radio program
  3. TV Program (right middle) – click to watch a TV program
  4. Multimedia (right bottom) – click to view a multimedia work
- Animation:
1. Video clips/ images broadcast on the TV screens
  2. Text (right column) fades in
- Sound: Background music (continued)
- Voice over: Introduction to Media Production (continued)
- Text: Radio, TV and Multimedia programs introduction



### RADIO PROGRAM

- Hyperlink: Same as above
- Audio Clip:
1. A students’ radio program (a wave chart displayed in the middle)
  2. Functions buttons (play/pause, stop, rewind) on the bottom



## TV PROGRAM

Hyperlink: Same as above

- Video Clip:
1. A student's video program
  2. Functions buttons (play/pause, stop, rewind) on the bottom



## MULTIMEDIA STUDIES

Hyperlink: Same as above

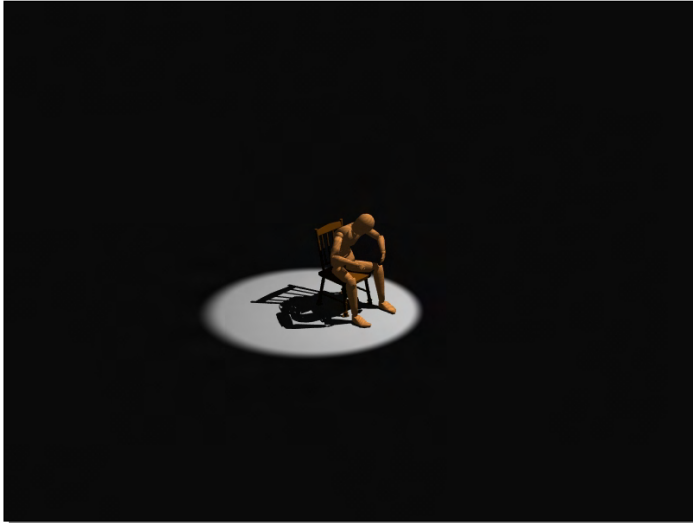
- Animation:
1. A student multimedia work
  2. Functions buttons (play/pause, stop, rewind) on the bottom



---

## 2.2 DEPARTMENT OF THEATRE

---



### OPENING 1

Animation: A dummy sitting on a chair fades in from the dark. There is no motion, no background and no music. All are silent.



### OPENING 2

Animation: The dummy begins to move and wave its hand

Sound:

1. Background music
2. Audiences' shouting and cheering



### OPENING 3

- Hyperlink:
- Main Menu – pops up on click, “Faculty Menu”
  - Right middle:
    1. Acting – links to the page of Acting
    2. Theatre studies – links to the page of Theatre Studies
    3. Stage management & technical production – links to the page of Stage Management
  - Right bottom:
 

A Midsummer Night’s Dream – links to the page of ‘A Midsummer Night’s Dream’
- Animation:
1. Background pictures fade in
  2. Graphic elements fade in one by one
  3. Photos keep changing
  4. Text fades in
- Sound: Background music (continued)
- Voice over: Introduction to the Theatre Department (to be confirmed)
- Text: Same as voice over & text



---

## 2.2.1 DEPARTMENT OF THEATRE - *Acting*

---



### ACTING

Hyperlink: Main Menu – pops up on click for selection - “Faculty Menu”, “Theatre”

Voice over: Introduction to Acting (to be confirmed)

Text: Same as voice over & text

Video clip:

1. Extracts of students' acting
2. Functions buttons (play/pause, stop, rewind) on the bottom

---

## 2.2.2 DEPARTMENT OF THEATRE – *Stage Management & Technical Production*

---



### STAGE MANAGEMENET & TECHNICAL PRODUCTION

Hyperlink: Same as above

Voice over: Introduction to Stage Management & Technical Production (to be confirmed)

Text: Same as voice over & text

Animation: Slide show of students' works (left middle box)

---

## 2.2.3 DEPARTMENT OF THEATRE – *Drama & Theatre Studies*

---



### DRAMA AND THEATRE STUDIES

Hyperlink: Same as above

Voice over: Introduction to Drama and Theatre Studies (to be confirmed)

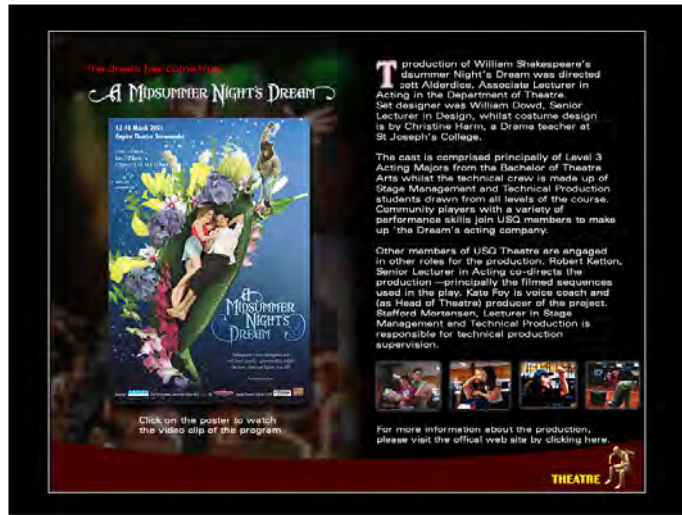
Text: Same as voice over & text

- Video clip:
1. Extracts of students' acting
  2. Functions buttons (play/pause, stop, rewind) on the bottom

---

## 2.2.4 DEPARTMENT OF THEATRE – *A Midsummer Night's Dream*

---



### A MIDSUMMER NIGHT'S DREAM - Slide Show

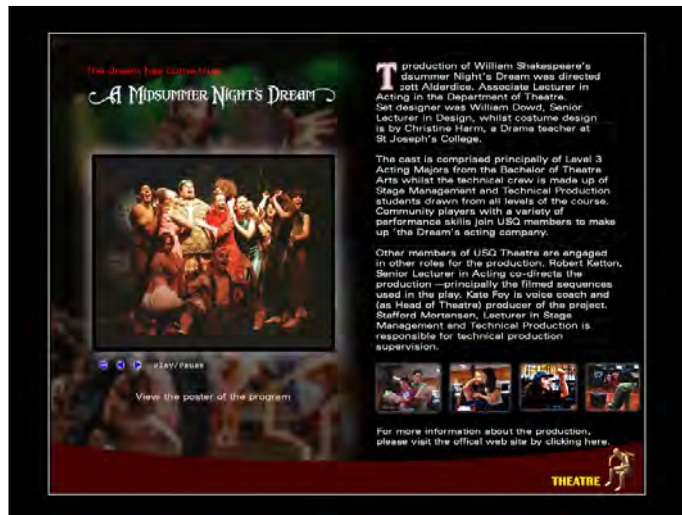
- Hyperlink:
1. Right bottom:
    - Theatre – links back to theatre menu
  2. Left under the large photo
    - Watch video – plays a video clip

Voice over: Introduction to "A Midsummer Night's Dream" (to be confirmed)

Text: Same as voice over & text

Animation: Slide show

Sound: Background music



### A MIDSUMMER NIGHT'S DREAM - Video Show

- Hyperlink:
1. Right bottom
    - Theatre – links back to theatre menu
  2. Slide show – plays slide show

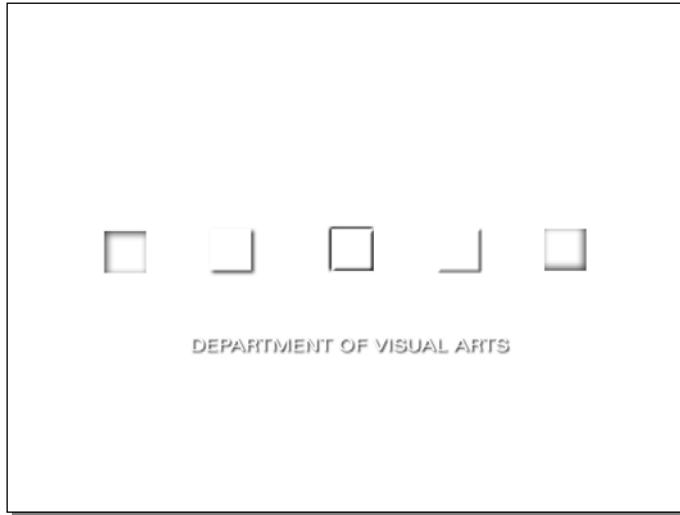
Text: Same as above

- Video clip:
1. An extract of the "A Midsummer Night's Dream"
  2. Functions buttons (play/pause, stop, rewind) on the bottom

---

## 2.3 DEPARTMENT OF VISUAL ARTS

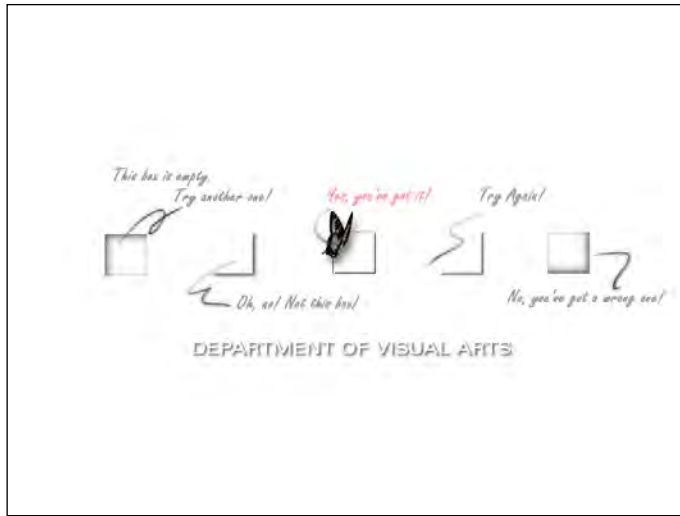
---



### OPENING 1

Animation: Graphic elements fade in from white background

Text: Department of Visual Arts



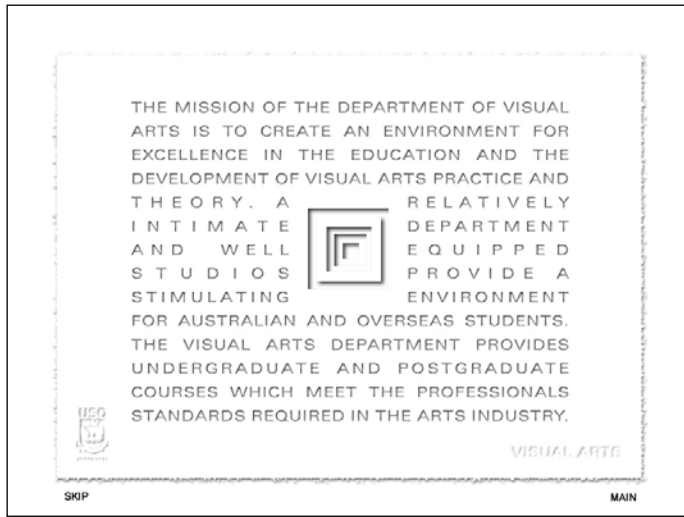
### OPENING 2

Effect: Graphic elements pop up when mouse over the squares:

1. This box is empty. Try another one!
2. Oh, no! Not this one.
3. Yes, you've got it!
4. Try Again!
5. No, you've got a wrong box!

Hyperlink: Yes, you've got it! – links to "Introduction"

Text: Department of Visual Arts



### OPENING 3

Hyperlink: Main Menu – pops up on click for selection - “Faculty Menu”  
Skip – skips to next page

Text: Introduction to the Department (to be confirmed)

---

### 2.3.1 DEPARTMENT OF VISUAL ARTS – Gallery

---



#### GALLERY

- Hyperlink:
1. Main Menu – pops up on click for selection “Faculty Menu”, “Visual Arts Menu”
  2. Photos in the middle – clicks for enlargement and full details
  3. Zeitgeist – link to “About Zeitgeist”
- Effect:
1. Right arrow – on mouse click, display more photos by sliding the existing ones to the left
  2. Left arrow – reverse effects to the right arrow
- Voice over: Introduction to the Arts Foyer Gallery and graduates’ work (to be confirmed)
- Text: Same as voice over & text
- Sound: Background music (continued)



#### Zeitgeist

- Hyperlink:
1. Right bottom: Work description– clicks for enlargement
  2. Back – back to Arts Foyer Gallery
- Sound: Background music (continued)
- Voice over: Introduction to Zeitgeist (to be confirmed)
- Text: Same as voice over & text

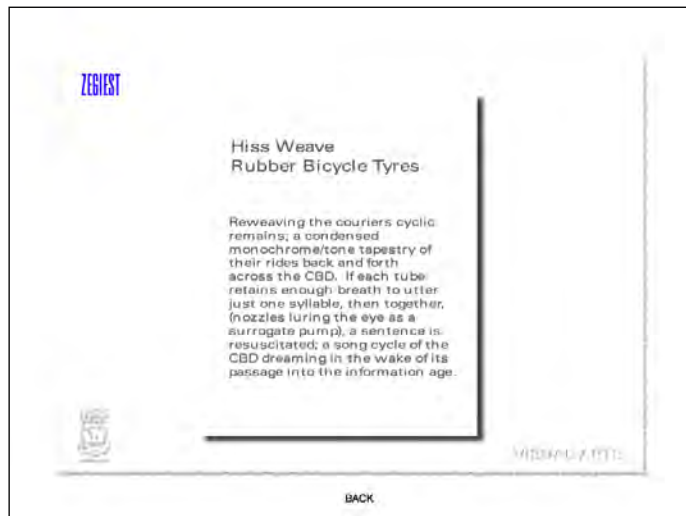


### GRADUATES' WORK (Enlargement)

Hyperlink: 1. Right bottom: Work description– clicks for enlargement  
2. Back – back to Arts Foyer Gallery

Effect: Middle bottom: A “target” symbol to activate a magnifier for partial enlargement

Sound: Background music (continued)



### WORK DESCRIPTION (Enlargement)

Hyperlink: Back – back to Arts Foyer Gallery

Sound: Background music (continued)

Text: Works introduction



---

## 2.4 DEPARTMENT OF MUSIC

---



### OPENING 1

Animation: Background and title fade in

Sound: Background music



### ABOUT THE MUSIC DEPARTMENT

Hyperlink:

1. Live Performance
2. Links to Official Web Site of the Department
3. Main Menu – pops up on click for selection - “Faculty Menu”, “Mass Communication Menu”

Animation: Background, graphics and text fade in

Video Clip: About the Music Department

Sound: Background music (continued)

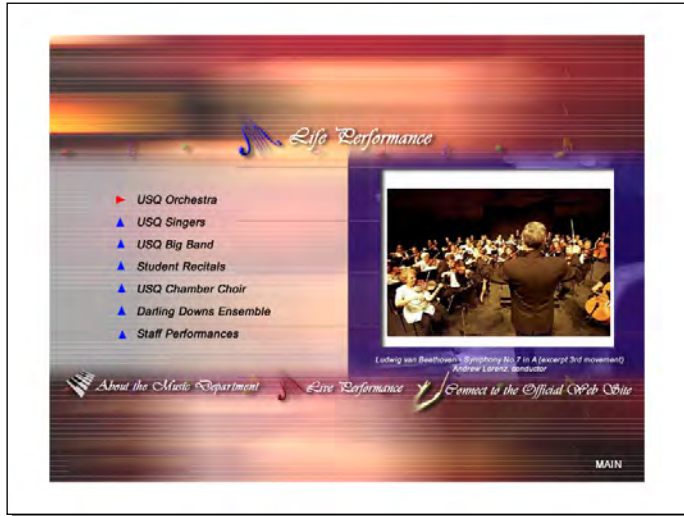
Voice over: Introduction to the Department (to be confirmed)

Text: same as voice over & text

---

## 2.4.1 DEPARTMENT OF MUSIC – *Live Performance*

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### LIVE PERFORMANCES

- Hyperlink:
1. About the Music Department
  2. Links to Official Web Site of the Department
  3. Main Menu – pops up on click for selection - “Faculty Menu”, “Mass Communication Menu”
- Effect:
1. USQ Orchestra: play a video clip of USQ Orchestra’s performance
  2. USQ Singers: play a video clip of USQ singers’ performance
  3. USQ Big Band: play a video clip of USQ Big Band’s performance
  4. Student Recitals: play a video clip of students’ recitals
  5. USQ Chamber Choir: play a video clip of USQ Chamber Choir’s performance
  6. Darling Downs Ensemble: play a video clip of Darling Downs Ensemble’s performance
  7. Staff Performance: play a video clip of staff’s performance
- Video Clip:
1. USQ Orchestra
  2. USQ Singers
  3. USQ Big Band
  4. Student Recitals
  5. USQ Chamber
  6. Darling Downs Ensemble
- \* description of the performances under the video display box

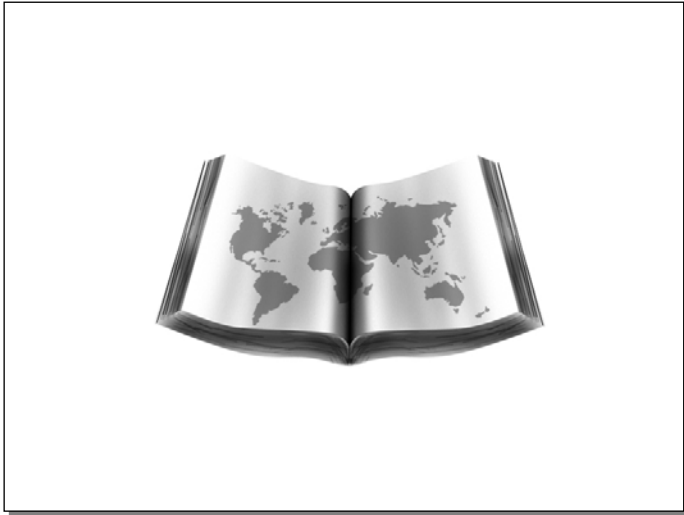
---

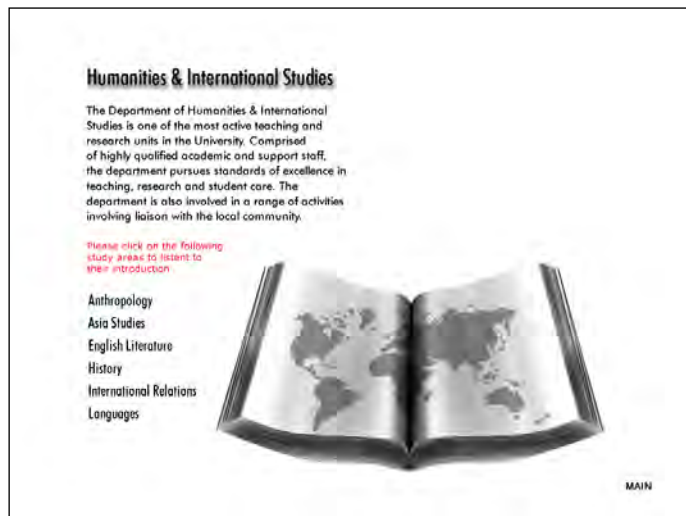
## 2.5 HUMANITIES & INTERNATIONAL STUDIES

---

### OPENING 1

Animation: A book and a map fade in





## OPENING 2

Hyperlink: On click, listen to the audio introduction

1. Anthropology
2. Asian Studies
3. English Literature
4. History
5. International Relations
6. Languages

Main – link back to Faculty Main Menu

Animation: 

1. The book moves to the right bottom
2. Text fades in

Voice Over: Introduction to the Humanities & International Studies Department (to be confirmed)

Text: Same as voice over & text

Sound: Background music



## OPENING 3

Hyperlink: Same as above

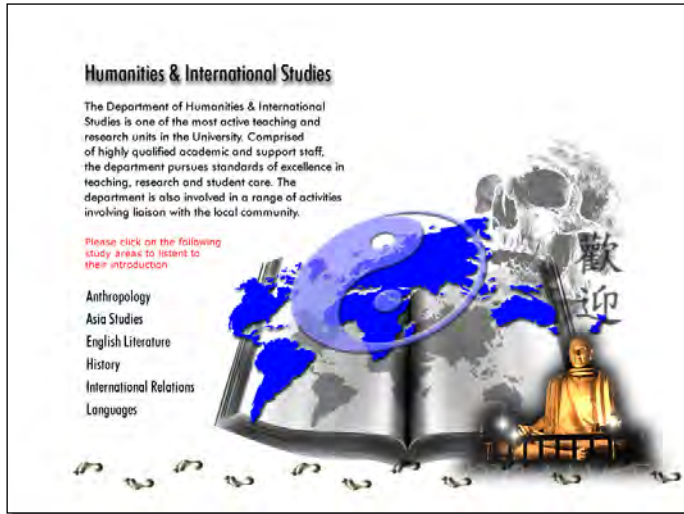
Animation: 

1. A world map flies out from the book
2. A skull fades in
3. footprints appear one by one from right to left

Voice Over: Same as above

Text: Same as voice over & text

Sound: Background music (continued)



#### OPENING 4

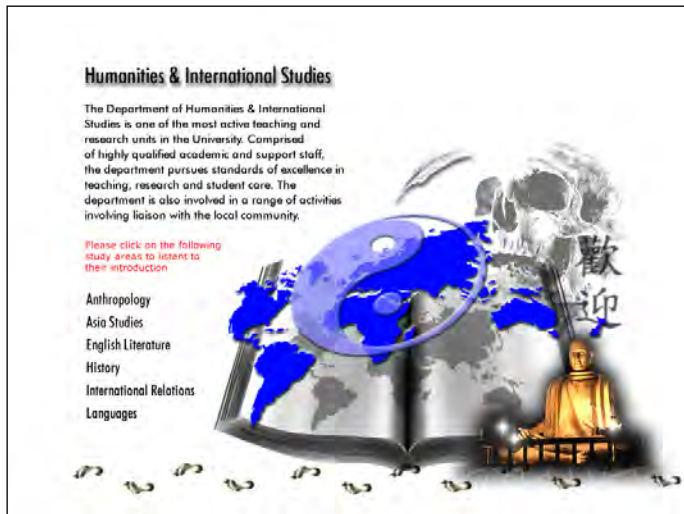
Hyperlink: Same as above

- Animation:
1. A buddha statue fades in
  2. A taoist symbol rotates and fades in

Voice Over: Same as above

Text: Same as above

Sound: Background music (continued)



#### OPENING 5

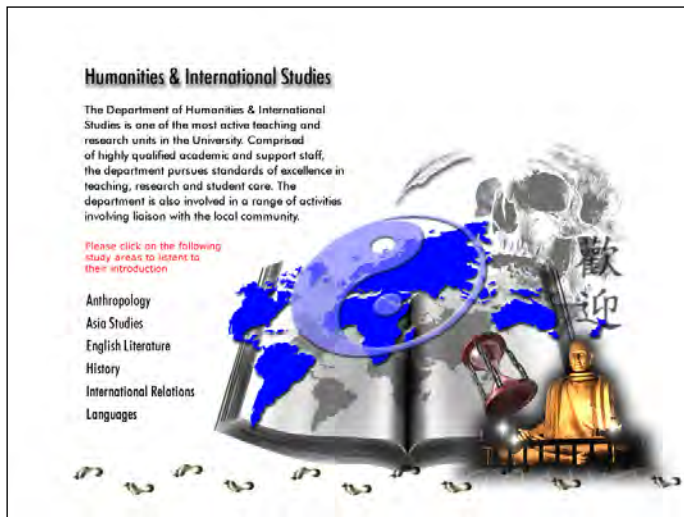
Hyperlink: Same as above

Animation: A feather pen fades in

Voice Over: Same as above

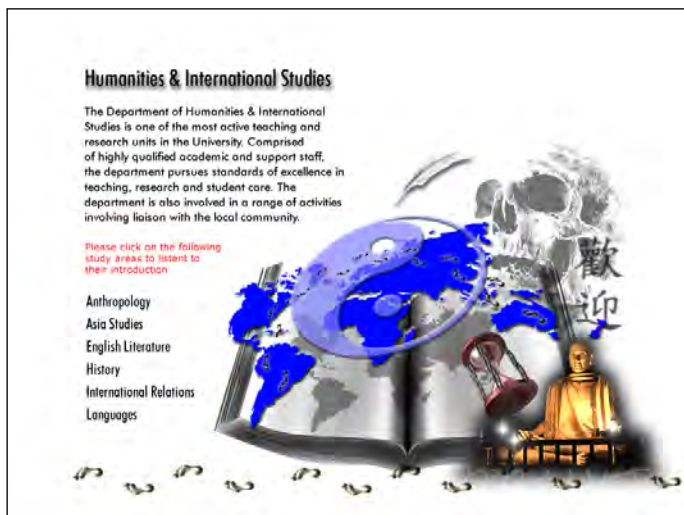
Text: Same as above

Sound: Background music (continued)



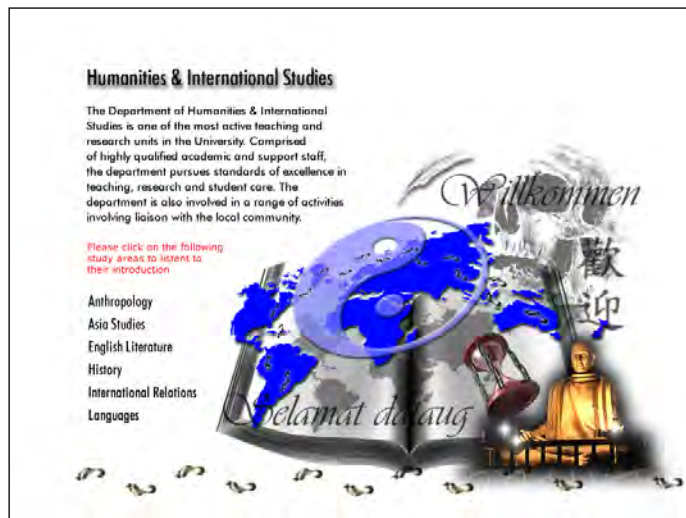
### OPENING 5

- Hyperlink: Same as above
- Animation: An hourglass rotates and fades in
- Voice Over: Same as above
- Text: Same as above
- Sound: Background music (continued)



### OPENING 6

- Hyperlink: Same as above
- Animation: Footprints display one by one on the world map
- Voice Over: Same as above
- Text: Same as above
- Sound: Background music (continued)



## OPENING 7

Hyperlink: Same as above

Animation: Words of Chinese, German and Indonesian meaning 'welcome' fade in and moving

Voice Over: Same as above

Text: Same as above

Sound: Background music (continued)

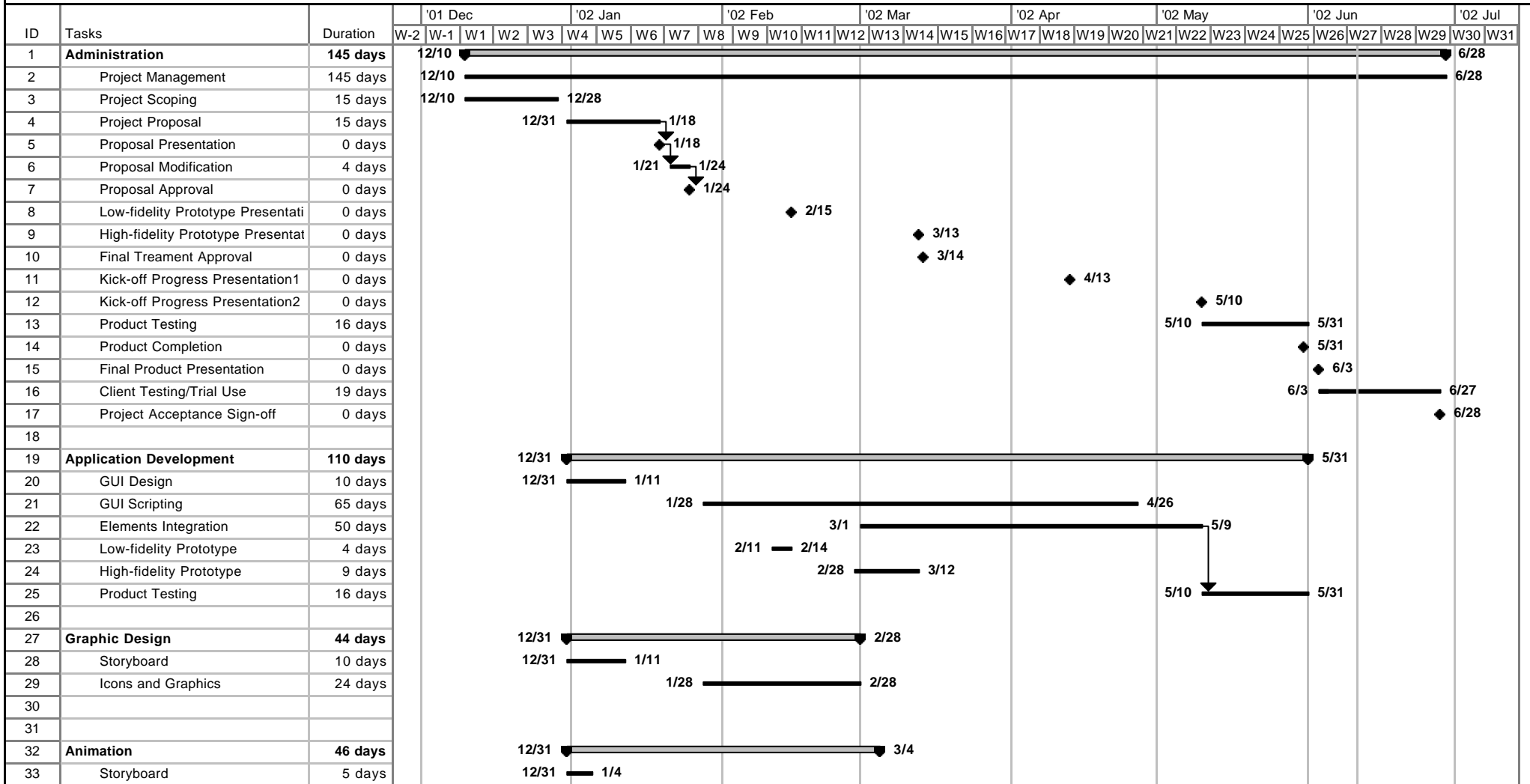
**Appendix 5: Details of the Contents on the CD-ROM**

<b>INTRODUCTION TO USQ</b>	Geographically location and campuses information of the University of Southern Queensland			
<b>INTROUDCTION TO THE FACULTY OF ARTS</b>	Areas of studies and departments in the Faculty of Arts.			
<b>MAIN MENU</b>	<b>MASS COMMUNICATION</b>	Introduction to the Department of Mass Communication and its areas of studies		
		<b>COMMNICAITON &amp; MEDIA STUDIES</b>	Brief introduction to this area of study	
		<b>PUBIC RELATIONS</b>	Brief introduction to this area of study	
		<b>JOURNALISM</b>	Brief introduction to this area of study with video and audio works of students	
		<b>MEDIA PRODUCTION</b>	Brief introduction to this area of study with video, audio and multimedia works of students	
	<b>THEATRE</b>	Introduction to the Department of Theatre and its areas of studies		
		<b>ACTING</b>	Brief introduction to this area of study with acting rehearsals of students in video	
		<b>DRAMA &amp; THEATRE STUDIES</b>	Brief introduction to this area of study with performances of students in video	
		<b>STAGE MANAGEMENT &amp; TECHNICAL PRODUCTION</b>	Brief introduction to this area of study with slides show of students' works	
		<b>A MIDSUMMER NIGHT'S DREAM</b>	Introduction to the production of "A Midsummer Night's Dream" with slides show and video extracts of the program	
	<b>VISUAL ARTS</b>	Introduction to the Department of Visual Arts and its areas of studies		
		<b>GALLERY</b>	Information on exhibition venues in the University and in the region for exhibiting students' works. Introduction to the 2000 graduates' work	
			<b>ABOUT ZEITGEIST</b>	The concept of the 'Zeitgeist' as the theme of the 2000 graduates' work
			<b>GRADUATE' WORK (ENLARGEMENT)</b>	Enlargements of graduates' work
			<b>WORK DESCRIPTION (ENLARGEMENT)</b>	Description to graduates' work
	<b>MUSIC</b>	Introduction to the Department of Music and its areas of studies		
		<b>LIVE</b>	<b>USQ ORCHESTRA</b>	Performance extracts of USQ orchestra in video



		<b>PERFORMANCE</b>	<b>USQ SINGERS</b>	Performance extracts of USQ singers in video	
			<b>USQ BIG BAND</b>	Performance extracts of USQ Big Band in video	
			<b>STUDENT RECITALS</b>	Performance extracts of students' recitals in audio	
			<b>USQ CHAMBER</b>	Performance extracts of USQ Chamber in video	
			<b>DARLING DOWNS ENSEMBLE</b>	Performance extracts of Darling Downs Ensemble in video	
	<b>HUMANITIES &amp; INTERNATIONAL STUDIES</b>	Introduction to the Department of Humanities & International Studies and its areas of studies			
		<b>ANTHROPOLOGY</b>		Brief introduction to this area of study	
		<b>ASIAN STUDIES</b>		Brief introduction to this area of study	
		<b>ENGLISH LITERATURE</b>		Brief introduction to this area of study	
		<b>HISTORY</b>		Brief introduction to this area of study	
		<b>INTERNATINAL RELATIONS</b>		Brief introduction to this area of study	
		<b>LANGUAGES</b>		Brief introduction to this area of study	

### Appendix 6: Project Production Gantt Chart





**Appendix 7: Cost Breakdown of the Project**

Resources	Internal (I) / External (E)	Rate / day	Days needed	Cost
<b>Management/Administration</b>				
Project Management	I	210	100	21,000
<b>Sub-total:</b>				<b>21,000</b>
<b>Application Development</b>				
Programming	I	180	80	14,400
<b>Sub-total:</b>				<b>14,400</b>
<b>Graphics Production</b>				
Graphics Production	I	135	22	2,970
Graphic Design	I	165	22	3,630
3D Graphic Production		150	30	4,500
3D Graphic Design	I	170	20	3,400
<b>Sub-total:</b>				<b>14,500</b>
<b>Illustration</b>				
Illustration	I	170	30	5,100
<b>Sub-total:</b>				<b>5,100</b>
<b>Animation</b>				
2D Animation	I	170	46	7,820
3D Modelling/Animation	I	180	30	5,400
<b>Sub-total:</b>				<b>13,220</b>
<b>Still Imaging</b>				
Photography Shooting	I	150	5	750
Photo Retouching	I	165	5	825
<b>Sub-total:</b>				<b>1,575</b>
<b>Video/Audio Production</b>				
Video/Audio Capturing	I	165	5	825
Video/Audio Editing	I	165	2	330
Voice-Over Artist	E	180	2	360
<b>Sub-total:</b>				<b>1,515</b>
<b>Script Proofreading</b>				
Editor	E	170	3	510
<b>Sub-total:</b>				<b>510</b>
<b>Hardware &amp; Software</b>				
Scripting	I	5	65	325
Video/Audio Capturing	E	800	5	4000
Graphics Design Production	I	5	40	200
Illustration Production	I	5	20	100
3D Graphics Production	I	7	20	140
2D/3D Animation	I	7	76	532

Resources	Internal (I) / External (E)	Rate / day	Days needed	Cost
Scanner	I	5	5	25
Digital Camera	I	50	5	250
			<b>Sub-total:</b>	<b>5,572</b>
			<b>Total:</b>	<b>77,392</b>

## **Appendix 8: Voice-over & Text for the CD-ROM**

### **1. Opening**

#### *Slogan (Voice-over & Text)*

The Faculty of Arts, University of Southern Queensland – Inspire your senses

#### *About USQ (Voice-over & Text)*

The University of Southern Queensland is located on 86 hectares of scenic parkland just 7 kms from the city of Toowoomba. Toowoomba, Australia's 'Garden City', has a growing population of over 90,000 and is within comfortable driving distance of the State's capital city, Brisbane, and the Gold and Sunshine coasts. The University also has a campus in Brisbane and Wide Bay, a fast growing region of Queensland.

In 1999, the Executive Committee of the International Council for Open and Distance Learning (ICDE), based in Oslo Norway, awarded the University of Southern Queensland as the best dual-mode university in the world for its global education initiatives and expertise in providing flexible learning opportunities to the world. For the year 2001, the University was joint winner of the Good Universities Guides 'University of the Year' for its leadership in developing the 'e-university'.

#### *About Faculty of Arts (Voice-over & Text)*

The Faculty of Arts provides high quality undergraduate and postgraduate tertiary education in such areas as humanities, mass communication, and the visual, and performing arts. Students can choose to study on-campus or off-campus and full-time or part-time. Many courses are now available by the Internet. There are five departments in the Faculty, namely Humanities and International Studies, Mass Communication, Music, Theatre and Visual Arts.

#### *Department Menu (Voice-over & Text)*

Mass Communication

Theatre

Visual Arts

Music

Humanities & International Studies

## **2.2 Department of Theatre**

### *(Voice-over & Text)*

The Department of Theatre is the longest established theatre training school in Queensland. It has been educating professionals for over 25 years. The courses offered by the Theatre are divided into Acting, Stage Management & Technical Production, and Theatre Studies. The Department organizes grand performances regularly for students to apply what they learn and acquire experience through participation.

### *Acting (Text Only)*

The acting courses in the Department of Theatre provide students with experimental-based training in the skills and sensibilities required to make careers as actors in the performance industries, such as film, theatre, and television.

Teaching staff draw upon years of professional experience to provide students with the accumulative experimental process of learning industry-recognized skills and sensibilities.

### *Drama & Theatre Studies (Text Only)*

The Drama and Theatre Studies of the Department of Theatre focuses on exploring and investigating the work of the great playwrights and the practice of theatre workers from ancient to contemporary times through workshops and studies. The Studies endeavors to cultivate professionals in drama and theatre industries, such as directors, writers, dramaturges, community arts officers, arts administrators, teachers and academics.

### *Stage Management & Technical Production (Text Only)*

The courses in Stage Management and Technical Production of the Department of Theatre provide both theoretical and practical training in all aspects of stage management to prepare students for employment in the entertainment industries

as practitioners specializing in Technical, Production and Stage Management job roles.

*The 2001 Grand Production – A Midsummer Night's Dream*

*Our dream has come true (Text Only)*

This production of William Shakespeare's "A Midsummer Night's Dream" was directed by Scott Alderdice, Associate Lecturer in Acting in the Department of Theatre. Set designer was William Dowd, Senior Lecturer in Design, whilst costume design is by Christine Harm, a Drama teacher at St Joseph's College.

The cast was comprised principally of Level 3 Acting Majors from the Bachelor of Theatre Arts whilst the technical crew was made up of Stage Management and Technical Production students drawn from all levels of the course. Community players with a variety of performance skills joined USQ members to make up "The Dream's acting company.

Other members of USQ Theatre were engaged in other roles for the production. Robert Ketton, Senior Lecturer in Acting co-directed the production - principally the filmed sequences used in the play. Kate Foy was voice coach and (as Head of Theatre) producer of the project. Stafford Mortensen, Lecturer in Stage Management and Technical Production was responsible for technical production supervision

## **2.4 Department of Music**

*(Voice-over & Text)*

The department of Music is a dynamic part of the Faculty of Arts. It offers a range of undergraduate and postgraduate programs in all orchestral instruments: piano, guitar, voice and pipe organ. Our students receive a great deal of personal attention with individual instrumental (or vocal) lessons continue as an important element throughout their studies.



## **2.1 Department of Mass Communication**

### *(Voice-over & Text)*

The Department of Mass Communication is dedicated to the pursuit of excellence in teaching and research across the discipline areas of Communication and Media Studies; Journalism in print and broadcast; Media Production in audio, video and multimedia; and Public Relations. The Department also houses the Centre of Communication Research and Development which focuses on national and international research and scholarship profiles. The programmes offered through the Department are well established and are highly regarded nationally and regionally for their strong vocational emphasis and equal emphasis on critical theory.

### *Journalism (Text Only)*

The Journalism of the Department of Mass Communication is renowned for its balance theory and practice. It endeavors to provide professional journalistic training including investigate skills, case preparation and presentation, and teamwork.

#### USQ Radio News (Text Only)

Broadcast Journalism students in second and third years participate in producing regular afternoon news bulletins for broadcast on 4DDB-FM Radio in Toowoomba. The bulletins reach an audience across the Darling Downs in Southern Queensland and consist of local community and rural news. The students work with professional journalists to develop story ideas, research, conduct interviews and write reports suitable for broadcast.

#### USQ UTV News (Text Only)

USQ UTV News is a weekly television newscast produced by final year broadcast journalism and media production students at USQ. The journalism students rotate through editorial roles each week - newsreader, reporter, sports reporter, sports producer, Assignment Editor, Producer or Executive Producer. Together, the editorial team decides the

week assignments, plans the program rundown and runs the newsroom on production day.

*Public Relations (Text Only)*

Public Relations has grown extensively in the past few years. At all levels, business and government now realize that there are many different publics that impact on the life of the organization, and expose the organization to high levels of public scrutiny. Today, there are many more job opportunities in Public Relations for people with appropriate tertiary qualifications. The Public Relation course offered by the Department of Mass Communication is accredited by the Public Relations Institute of Australia (PRIA). Students that graduate from this course are eligible to become members of the PRIA which has international recognition .

*Media Production (Text Only)*

In this technology-dominated era, as a professional in the media industry, manipulating state of the arts skills and technology is no doubt an advantage in productivity, creativity and quality enhancement. The Media Production courses offered by the Department of Mass Communication provide students with a broad range of relevant skills for a career in the media and related professions. Our studios and laboratories are equipped with the latest technology.

*Communication & Media Studies (Text Only)*

The courses offered in the Communication & Media Studies of the Department of Mass Communication combines study of human communication with the development of communication skills. Students will develop an understanding of the communication problems of contemporary society by examining social, cultural and political communication processes at the interpersonal, organizational and mass communication level.

**2.3 Visual Arts**

*(Voice-over & Text)*

The mission of the Department of Visual Arts is to create an environment for excellence in the education and the development of visual arts practice and

theory. The relatively intimate department and well-equipped studios provide a stimulating environment for Australian and overseas students. The areas of studies in the Department include Drawing, Painting, Printmaking, Ceramics, Sculpture and the only university Textiles course in Queensland. These courses meet the professional standards required in the arts industry.

The Faculty of Arts Foyer Gallery of the University provides an ideal venue for staff and students to exhibit their achievements. It attracts exhibitions not only from the University itself, but also from internationally acclaimed visiting artists.

Our graduates' work is exhibited every year in the biggest exhibition venue in the region – the Toowoomba Regional Art Gallery. In the year 2001, our graduates demonstrated their professional skills and creativities through the topic of "Channels".

## **2.5 Humanities & International Studies**

### *(Voice-over & Text)*

The Department of Humanities & International Studies is one of the most active teaching and research units in the University. Comprised of highly qualified academic and support staff, the department pursues standards of excellence in teaching, research and student care. The department is also involved in a range of activities involving liaison with the local community.

### *Anthropology (Text Only)*

Anthropology is a basic way of understanding how people live and work together. Anthropologists investigate the range of similarities and differences among people and how these affect the ways people live. In order to this sort of investigation, anthropologists look at things like customs, beliefs and lifestyles of people.

### *Asian Studies (Text Only)*

Asian Studies introduces the people, societies, cultures, achievements and problems of the Asian region, with particular emphasis on East and Southeast Asia. It combined with a broad survey of the main geographical, historical, religious, cultural and social influences that have shaped the Asian region over

time, and a specific focus on detailed studies of countries, issues and the process of cross-cultural communication.

*English Literature (Text Only)*

English Literature provides a refreshing and important means of understanding the world in which we live. It focuses on developing students' skills in critical argument, analysis, research, documentation, logical arguments and writing style through investigating theories of 'language', 'meaning' and 'identity' from the perspectives of post-colonialism, gender, nationalism, social history and cultural politics.

*History (Text Only)*

The Department of History is a place for students to develop themselves as historians. The historian is like a detective. An event has occurred, there are clues left behind and witnesses have given conflicting accounts. The historian evaluates the clues, assesses the reliability of the witnesses, outlines the most likely scenario and delivers a judgment. Historians have insights into what events have happened and why, which has often led to them being employed as Political Advisers where they have reached the highest levels of government.

*International Relations (Text Only)*

In recent times Australia's multicultural society has become increasingly interactive with the cultures, political systems, economies and security regimes in the dynamic Asian region. The Department of International Relations aims to strengthen students' understanding of Australian domestic and external affairs and how they are shaped, as the Australian interest becomes more defined by engagements with societies in Asia.

*Languages (Text Only)*

German, Mandarin and Indonesian are three of the important languages in the world and Australia. German is the language of the most economically dynamic country in Europe and one of the leaders in the world commerce. Mandarin Chinese is one of the official working languages of the United Nations and is

spoken by a very large population in the world. Mandarin has been selected by the Education Department of Australia as one of the foreign languages to be taught in educational institutions from primary through to tertiary level.

### **Email us (Text Only)**

To contact us, make sure you have connected to the Internet and send us with your name, email address and message, we will get back to you as soon as possible.

### **Help (Text Only)**

Welcome to the Faculty of Arts, University of Southern Queensland. This CD-ROM allows you to experience the multi-discipline areas of studies offered by the Faculty of Arts, University of Southern Queensland through a variety of multimedia elements including sound, video, text, animations, photos and graphics. All of the functions of this CD-ROM are easy to use by a touch of your mouse. This "Help" menu is going to answer some frequently asked question you may encounter. For further assistance, please email us.

#### *1. What is the best screen resolution to play this CD-ROM?*

For better performance, you must set your screen resolution to at least 800 pixels x 600 pixels.

#### *2. How do I know there are hyperlinks or functions on images or text?*

All images and text with hyperlinks or functions are presented with mouse over effects, such effects include highlighting, mouse cursor swapping from an arrow to a finger and/or animation.

#### *3. What is the purpose of the "Menu" button at the bottom?*

The core navigation system for this CD-ROM is presented as a tool bar. You can activate the tool bar by clicking on the "MENU" icon located at the bottom of screen pages.

To learn the function names of the icons on the tool bar, mouse over each icon to see the tool tip displayed in the middle. By clicking on the icons, you can activate their functions.

#### *4. How to control video and audio?*

All video and audio clips presented in this CD-ROM can be controlled by a series of buttons located at the bottom of the playing screen

1. Rewind and Stop - Stop and return to the beginning
2. Play - Play video or audio clip
3. Pause - Stop at the point of playing
4. Fast Forward (for video clip only) - Play in fast speed

*We would appreciate if you could fill in a questionnaire for this CD-ROM evaluation. With your valuable comments, we can keep improving our standard. If you have already filled in the questionnaire, just click on the "Yes" button above to leave the program.*

All the designs, graphics (except specified), animation, computer programming, project management are done by Alan TAI. All rights reserved.

The musical instrument graphics were downloaded from the web site: xxxxx. They are free to use.

The background music clips used in this CD-ROM are for non-business use only. All copyright remain to the owner.



**THE FACULTY OF ARTS  
UNIVERSITY OF SOUTHERN QUEENSLAND**

**Questionnaire for the CD-ROM Evaluation  
Please fill in all the fields**

1. Sex:	<input type="radio"/> Male <input type="radio"/> Female
2. Age	<input type="radio"/> Under 9 <input type="radio"/> 10-14 <input type="radio"/> 15-18 <input type="radio"/> 19-24 <input type="radio"/> 25-30 <input type="radio"/> 31-40 <input type="radio"/> 41-50 <input type="radio"/> over 51
3. Education Level:	<input type="radio"/> Under year 10 / Secondary school <input type="radio"/> Year 12 / Matriculation <input type="radio"/> Under Graduate <input type="radio"/> Postgraduate
4. Occupation:	<input type="radio"/> Management <input type="radio"/> Arts & Design <input type="radio"/> Publication <input type="radio"/> Administration <input type="radio"/> Engineering <input type="radio"/> Servicing <input type="radio"/> Education <input type="radio"/> IT <input type="radio"/> Mass Communication <input type="radio"/> Public Relations <input type="radio"/> Others: <input type="text"/>
5. Studying:	<input type="radio"/> Part Time Student <input type="radio"/> Full Time Student <input type="radio"/> Not a Student
6. Where did you get this CD-ROM?	
	<input type="radio"/> USQ Campus <input type="radio"/> Exhibition <input type="radio"/> USQ Staff <input type="radio"/> Friends <input type="radio"/> USQ Representatives <input type="radio"/> Others <input type="text"/>
7. What is/are your main purpose(s) of viewing this CD-ROM?	
	<input type="checkbox"/> Just for Exploration <input type="checkbox"/> For Information
8. Will you consider to study in the Faculty of Arts in USQ after viewing this CD-ROM?	
	<input type="radio"/> No <input type="radio"/> Yes <input type="radio"/> I'm an existing / graduated student in the Faculty
9. Appropriateness of the information	<input type="radio"/> Dissatisfied <input type="radio"/> Satisfied <input type="radio"/> Average <input type="radio"/> Good <input type="radio"/> Excellent
10. Level of interactivity	<input type="radio"/> Dissatisfied <input type="radio"/> Satisfied <input type="radio"/> Average <input type="radio"/> Good <input type="radio"/> Excellent
11. Presentation of materials	<input type="radio"/> Dissatisfied <input type="radio"/> Satisfied <input type="radio"/> Average <input type="radio"/> Good <input type="radio"/> Excellent
12. Quality of graphics	<input type="radio"/> Dissatisfied <input type="radio"/> Satisfied <input type="radio"/> Average <input type="radio"/> Good <input type="radio"/> Excellent
13. Quality of animations	<input type="radio"/> Dissatisfied <input type="radio"/> Satisfied <input type="radio"/> Average <input type="radio"/> Good <input type="radio"/> Excellent
14. Quality of video	<input type="radio"/> Dissatisfied <input type="radio"/> Satisfied <input type="radio"/> Average <input type="radio"/> Good <input type="radio"/> Excellent
15. Quality of music	<input type="radio"/> Dissatisfied <input type="radio"/> Satisfied <input type="radio"/> Average <input type="radio"/> Good <input type="radio"/> Excellent
16. Overall performance	<input type="radio"/> Dissatisfied <input type="radio"/> Satisfied <input type="radio"/> Average <input type="radio"/> Good <input type="radio"/> Excellent
<input type="button" value="Submit"/> <input type="button" value="Reset"/>	