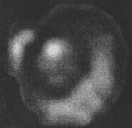# Interactive Multimedia Unit 3

Animation

Audio Production

Digital Photography

Video Editing

Graphic Design

Web/CD ROM Design

Name:

STUDENT PROJECT

Interactive Multimedi
Presentation

DESCRIPTION OF COMPLETED PROJECT

Your company has been hired to create an interactive multimedia presentation which will sol
a particular need or problem. This could involve giving information or instruction on a particu
lar client, event, task or topic. It should fulfill a task that a video is unable to.

Presentations must use either PowerPoint, Corel Presentation, Flash, or Dream we
software and must be at least 5 pages in length. All presentations must include the followir
elements at some point during the presentation

digital video footage,
digital still photos,
sound (music or voice),

an animation from Flash or Light wave
graphics created in Photoshop,
your company logo,
and at least one internet hyperlink to another site.

Method

1) Decide which project your company will undertake.
2) Begin brainstorming and jotting down ideas on how to tackle your topic.
3) Begin creating a preproduction proposal, including treatment, budget, etc., with
   accompanying storyboard, using your sample proposal as a reference.
   Think about the steps of creating an interactive presentation and carefully consider the
   most effective route to take as far as software and equipment is concerned.
   Proposals must be typed and must have a title page.
3) Once your proposal has been approved you can begin production. **Do not waste tim**
   in the preproduction stage!
4) The final product must be delivered on a CD. A sleeve is   required for the CD and
   . it could definitely help the aesthetic presentation of your product.
5) Prepare a final design report, presentation and demonstration of your product.

Note: Groups are not to use templates or clipart in the creation of their presentatior
You will not be given much time to complete this project, so work quickly
and KEEP IT SIMPLE!!

PRODUCT DELIVERY DATE: _____

What is Multimedia?

Multimedia is any combination of text, sound, graphics or video. When you enable users to control the pace and direction of information with a computer, the program becomes interactive multimedia.

Why use Multimedia?

At its best, multimedia presents subjects to students in a more memorable, arresting way than books or a single medium can. Multimedia addresses different learning strategies. Researchers have shown that students learn bett and retain more when audio-visual aids are added to a lecture. And when they "learn by doing," they retain up to 70% more than they do by simply listening to a lecture.

What can you do with Multimedia?

Using digitized images and sound, computer - controlled laser disk players, CD ROMs, a presentation system and a variety of software, a faculty or staff member could:

- Create a slide show with a soundtrack on the computer, then transform it into a video version that is easily presented at a conference or in the classroom.

- Design simulations to let students practice processes that are messy, expensive, or dangerous, i.e., an interactive model that enables students to "dissect" a frog.

- Digitize and import movies into various applications to create interactive presentation kiosks.

Pre-Production

ps to creating a dynamic and complete multimedia assignment:

Research and gather all information.

Gather all images, movie files, sound files that you will be using. Make sure they are in the pr format for ~~~~ to read. the multimedia software

Develop a multimedia storyboard that lays out all of your slides, so you are sure you don't for anything.

No matter which storyboard format you choose, the following information must be included:
1. A sketch or drawing of the screen, page, or frame.
2. Color, placement, and size of graphics, if important.
3. Actual text, if any, for each screen, page, or frame.*
4. Color, size, and type of font, if there is text.
5. Narration, if any.*
6. Animation, if any.
7. Video, if any.
8. Audio, if any.
9. Audience interaction, if any. (buttons that they will have to move through presentation or be fully automated)

*Narration or text for individual storyboards may be written on a separate sheet of paper, but reference the corresponding storyboard number.

This is one example of a Multimedia Storyboard.

You may create a sheet that has 2-3 slides per page.

Another useful method is to use cue cards to layout how the show will be arranged, so you can easily change the order of slides.

Multimedia Storyboard

How do I add variety to my slides?

u can choose different:
Fonts and font sizes
Colours
Backgrounds
Borders
BUT, be careful, continue reading on the back to following important tips.

Elements of Screen Design

Many times people get carried away with all of the "bells and whistles" that can be used in a presentation-graphics program such as ~~FLASH~~ . There are so many features that it is the first inclination of most of us to cram every feature we can perform into a single presentation. In most cases, it is unnecessary to use every feature for every presentation! As a matter of fact, it is critical to be selective in your choices for instructional delivery. Every time a new slide is projected on the screen, a new point is emerging in your lecture or discussion. If the slide is so busy with clip art, video clips, charts, and graphics topped off with an outrageous color scheme the message will be lost.

Tips and Tricks

Although motivation is one key element for using *multimedia software,* there are instructional issues that must be considered. It is best to keep in mind that the focus of your presentation is to deliver a message. Too many bells and whistles will cloud the message. Sometimes the message is lost completely in the midst of "gee-whiz" multimedia, movies, and the like. The following are some tips for designing effective screens that will portray the message in a motivating way. You may want to download the following tips for later reference.

Tip 1: Always use the KISS principle. (Keep It Simple and Straightforward).

Tip 2: Be consistent. Don't change color on every screen because you can! There may be times when you are changing focus within a discussion. If so, that may be a good time to change the template color. Remember, you want students to focus on the instruction, not the funny graphic.

Tip 3: Use balance. You may choose a formal and symmetric or an informal and asymmetric balance. Either way, be consistent (tip 2!)
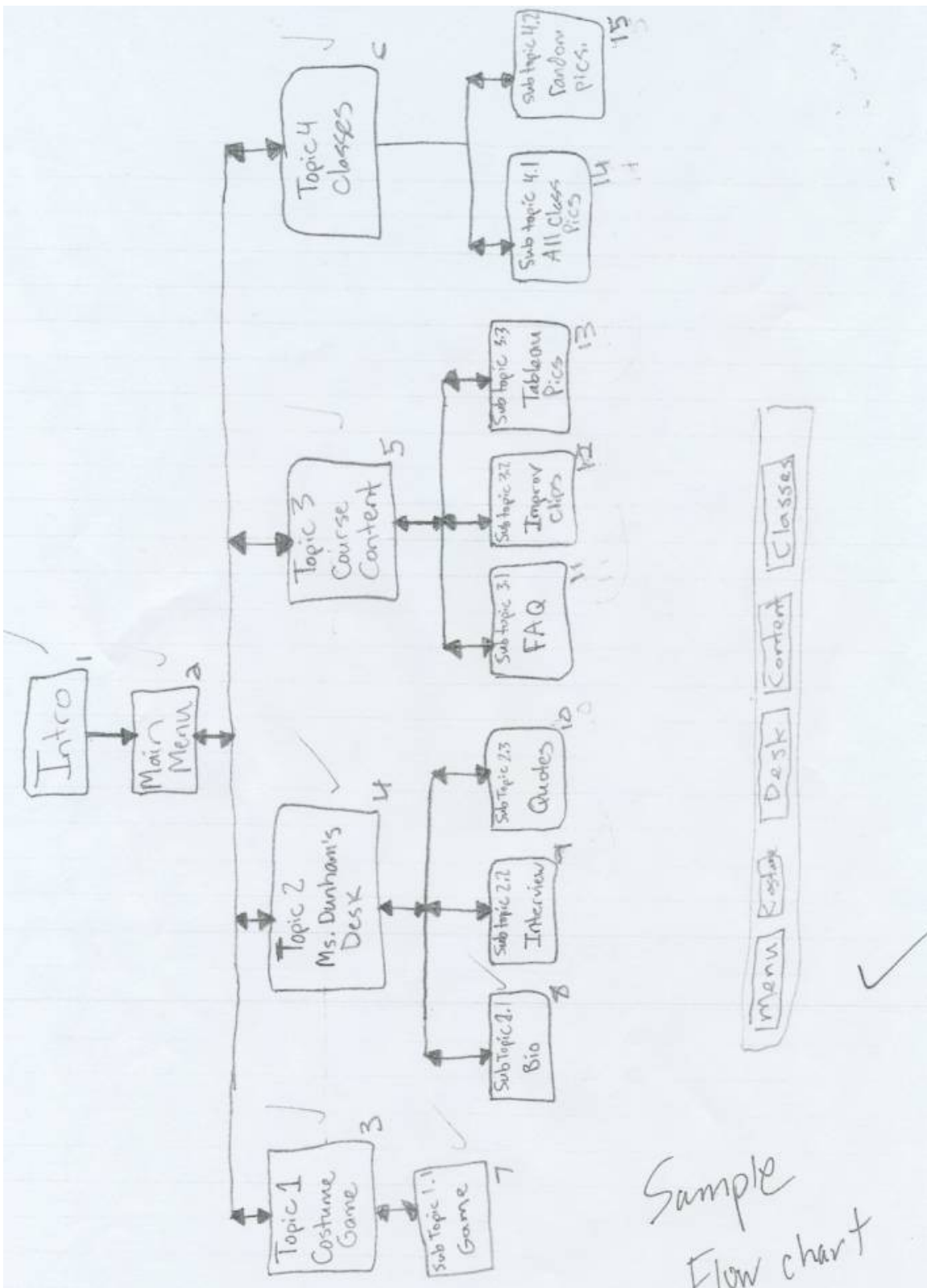
Tip 4: Promote harmony. To do this, use similar graphic and font styles. For example, if discussing serious issues using real graphics, don't use a comical font.

Tip 5: Incorporate only one thought per slide. All text, graphics, videos, charts, etc. should reflect the 'theme' of the screen. If more than one thought is depicted, create a new slide for the other thought. If objects on a single screen are not complementary, cognitive dissonance may occur and the thought will not be delivered to the audience.

Tip 6: Include no more than two fonts on the same slide. If emphasis is required, use bold, shadow, and italic to further distinguish concepts.

Tip 7: Include no more than four bullet points of text on a single slide. With each bullet point, use the 'build' feature to insert one bullet point at a time. Additionally, you may want to use the 'dim body text' feature so that only the highlighted bullet point is predominant during your discussion.

Tip 8: Choose graphics carefully for presentation. When chosen properly, they can add significantly , when improperly chosen, they can distract from the learning or result in unrelated.

Intro

Main Menu — a

Topic 1 Costume Game — 3

Sub Topic 1.1 Game — 7

Topic 2 Ms. Dunham's Desk — 4

Sub Topic 2.1 Bio — 8

Sub Topic 2.2 Interview — 9

Sub Topic 2.3 Quotes — 10

Topic 3 Course Content — 5

Sub Topic 3.1 FAQ — 11

Sub Topic 3.2 Improv class — 12

Sub Topic 3.3 Tableau Pics — 13

Topic 4 Classes — c

Sub Topic 4.1 All Class Pics — 14

Sub Topic 4.2 Random Pics — 15

Menu | Roster | Desk | Content | Classes

Sample Flow chart

Treatment

Purpose

The purpose of this website is to promote the drama department at St. Clair Secondary School which doesn't get a lot of exposure. We want to show the audience the different aspects of the drama department and what it has to offer. We hope that we will show people that drama isn't for "losers" and that it is a worthwhile class to take and extra curricular activity to get involved with. We also want to show the endless possibilities of drama and how much fun there is to be had.

Program Topic

This website is going at least 10 pages in length. On the website we hope to give a quick glimpse into the drama department of St. Clair Secondary School. The different pages will outline what the drama classes have to offer, class pictures, an interactive game, and a whole set of pages devoted solely to the department head Ms. Dunham. It will start at an intro screen and progress to a wide shot of the drama room that will feature links to all the major links of the site.

Audience

The audience we plan on targeting is the students of St. Clair Secondary School that don't know much about the drama classes or club at their own school. We mostly plan to target the grade nines at the school because they are just now being allowed to enter the drama program at the grade 10 level.

Audience Effect

After going through the website, we hope that the user will take a better knowledge of drama away from the site than which they came with. We also hope their interest is slightly peaked and that they want to learn more or even take one of the courses.

Technical Format Specifications

The website has to be no less than 10 pages long. We plan on using Mini DV Panasonic tape and a Digital Panasonic Video Recorder for the interviews and live action shots. We plan on using some kind of Digital Camera for the still shots of the drama room and students. There will be music in some sections of the website and also some voice-overs in other parts. This website will be viewed by all the communications class and we hope it is put onto the school site so many more people can view it also. There will be a mix of pictures, sounds, music, voice-overs, and actual video (all in colour). In short, this site will have everything. It will be shot entirely in the drama room at St. Clair Secondary School.

Media Lab Facility			
Video Camcorder Package	$100/day	3	$300
60 min. Mini DV Tape	$20 each	N/A	$20
Casablanca Avio Editing Suite	$100/day	5	$500
Audio Recording	$50/day	3	$150
Computers	$50/day	20	$1000
Recordable CD	$5 each	N/A	$25
Man Power			
2 Production Illustrators (Kenny Murphy, Kevin Pentz)	$200 flat rate each	N/A	$400
1 Report Writer (Kevin Pentz)	$150 flat rate	N/A	$150
1 Lightwave Artist (Jared Fedora)	$300 flat rate	N/A	$300
1 Camera Man (Jared Fedora)	$300 flat rate	N/A	$300
3 Editors (Kenny Murphy, Jared Fedora, Kevin Pentz)	$200 flat rate each	N/A	$600
3 Flash Animators (Kenny Murphy, Jared Fedora, Kevin Pentz)	$200 flat rate each	N/A	$600
			Total Budget
			$4345

Man Power

Kenny Murphy - Chief Production Illustrator/Editor/Flash Animator
Kevin Pentz - Report Writer/Production Illustrator/Editor/Flash Animator
Jared Fedora - Lightwave Artist/Camera Man/Flash Animator

Facilities

The production of this website will take place in the Drama room of St. Clair Secondary School. The post-production will take place in the communications tech. classroom on the computers and in the Casablanca Avio Editing Suite.

Content Advisors

The content advisors for the website are Mr. J. Clarke, the communications tech. teacher and Ms. Dunham, the head of the drama department of St. Clair.

Office of Primary Interest

The people who have the final say in the website are the members of Small World Multimedia. They are Kenny Murphy, Kevin Pentz, and Jared Fedora.

Miscellaneous

The following pages contain the storyboarding of our 15 page website. They are done a little differently than previous storyboards because of the different layouts of the project. Also along with the storyboards are a short description of the video that we have in the website pages such as interviews and live action shots. The peer evaluations are last in
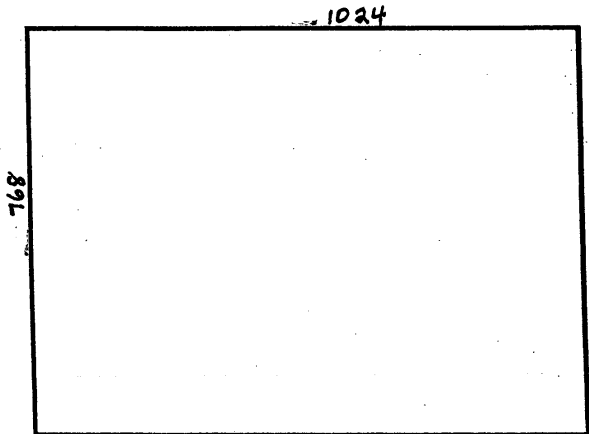
Multimedia Storyboard

....

project:

date:

....

screen: ___ of ___   screen description:

links from screens:

links to screens:

....

functionality/interactivity:

10 24

768

background: audio:

color schemes: video:

text attributes: stills:
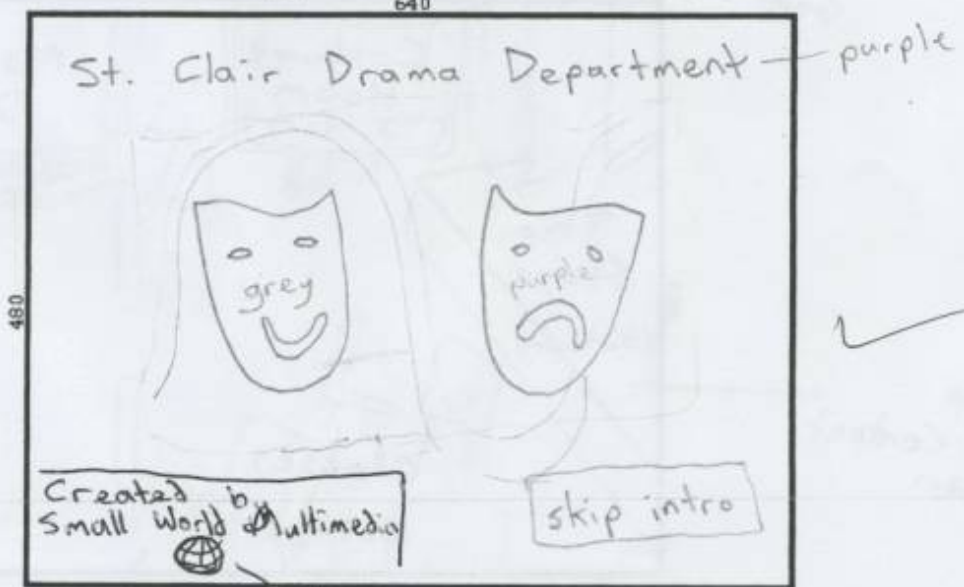
Multimedia Storyboard

project:

date:

screen: 1 of 14   screen description: Intro

links from screens:

links to screens: 2

functionality/interactivity: "skip intro" button that takes you to the main menu

640

St. Clair Drama Department — purple

grey   purple

Created by Small World Multimedia
logo

skip intro

480

background: solid black   audio: sound effects

color schemes: grey/purple drama masks   video: mask animation (masks mov to center of screen)

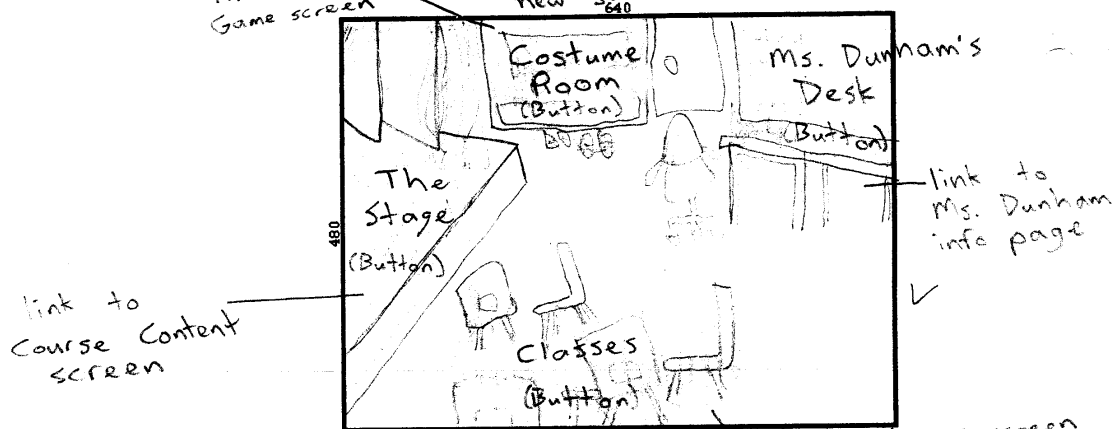text attributes: purple title   stills: none

Multimedia Storyboard

....

project:

date:

....

screen description: Main Menu

links from screens: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15

links to screens: 3, 4, 5, 6

....

functionality/interactivity: each section of the drama room is a button that takes you to a new screen

link to Costume Game screen

Costume Room (Button)

Ms. Dunham's Desk (Button)

link to Ms. Dunham info page

The Stage (Button)

link to Course Content screen

Classes (Button)

link to Classes screen

background: picture of drama room

audio:

color schemes: Natural Colours of Drama Room

video:

text attributes:

stills:

2 J.

Checklist For Interactive Multimedia Project

Company:_____   **Project Title:**_____

(Not all of the following items are absolutely required, but hopefully they will make you think about what you *could* do to create an outstanding project)

- Do pages in the multimedia presentation match the original storyboard?***
- Have you included digital video footage?
- Have you included digital still photos?
- Have you included sound?
- Is audio loud and clear?
- Is audio too annoying for the user?
- Has an animation from Flash been included somewhere?
- Where graphics from Photoshop used?
- Are all buttons and backgrounds, etc. custom made?
- Does the style of the interface (button, background etc.) reflect the content of the presentation?
- Is all text clear and readable and without spelling or grammar errors?
- Have you included at least one internet hyperlink?
- Do all buttons work properly?
- Have you worked outside of class time to complete the project?
- Have you taken sufficient time to debug for errors?
- Have you let someone outside your company try your program, without assistance, to test usability?
- Do all video clips and animations load and play quickly?
- Have you provided sufficient buttons so the user can always escape and get back to the home page?
- Have you provided sufficient messages for the user to indicate waiting time or instruct them what to do?
- Did you finish all the parts of the interactive presentation that you had planned to?
- Does the user actually learn anything new after viewing your presentation?
- Did you copy your project to CD?
- Are all files for the project within one folder?
- Does the project play easily on most computers?

CD Sleeve
- Is there a CD sleeve?
- Does the final colour sleeve fit perfectly into the case?
- Has lots of colour been used?
- Is the design creative looking?
- Has most of the space on the sleeve been utilized?
- Was Photoshop used?
- Was layering used?
- Has the .psd file location been written on the front of the sleeve rubric? ("Hand In" folder)
- Were any typography rules used?
- Were any typography rules broken?
- Was the design process used in the creation of the sleeve?
- Did the teacher initial your rough work as you created the sleeve?
- Were any Principles of Design used?
- Were typography rules used?
- Is all text clear and readable?
- Is the sleeve professional looking?
- Are there no spelling/grammar mistakes?
- Are the panels of the sleeve properly placed?
- Are the different elements placed in appropriate locations on the sleeves?
- Does the sleeve encourage someone to view the CD?

Multimedia Production Evaluation

Groups Members:_____

Company Name:_____ Project Title:_____

	Group Member	Work Contributed	Percentage of Work Done
#1			
#2			
#3			
#4			

Multimedia Production Evaluation Rubric

Criteria	Level 1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
Knowledge/ Understanding SPV.02 ·uses current technology and production skills to develop a process or a product in response to a communications challenge or problem	·uses current technology and production skills to develop a process or a product in response to a communications challenge or problem to a **limited degree**	·uses current technology and production skills to develop a process or a product in response to a communications challenge or problem to a **some degree**	·uses current technology and production skills to develop a process or a product in response to a communications challenge to a **considerable degree**	·uses current technology and production skills to develop a process or a product in response to a communications challenge or problem to a **high degree**
Thinking/Inquiry SP2.01 – select, setup and operate the equipment and accessories required to create multimedia productions	– select, setup and operate the equipment and accessories required to create multimedia productions to a **limited degree**	– select, setup and operate the equipment and accessories required to create multimedia productions to **some degree**	– select, setup and operate the equipment and accessories to create multimedia productions to a **considerable degree**	– select, setup and operate the equipment and accessories required to create multimedia productions to a **high degree**
Communication SP4.02/SP4.03 -uses appropriate language and communications terminology in flow charts, storyboards and presentations	-uses appropriate language and communications terminology in flow charts, storyboards and presentations to a **limited degree**	-uses appropriate language and communications terminology in flow charts, storyboards and presentations to **some degree**	-uses appropriate language and communications terminology in flow charts, storyboards and presentations to a **considerable degree**	-uses appropriate language and communications terminology in flow charts, storyboards and presentations to a **high degree**
Application SP1.02 – function effectively as individuals and as members of a cooperative team to produce a product or service	– function effectively as individuals and as members of a cooperative team to produce a product or service to a **limited degree**	– function effectively as individuals and as members of a cooperative team to produce a product or service to some degree	– function effectively as individuals and as members of a cooperative team to produce a product or service to a **considerable degree**	– function effectively as individuals and as members of a cooperative team to produce a product or service to a **high degree**

Design Report

- o Are the 3 rubrics at the front of the report?
- o Are they filled out properly?
- o Are all Peer Evaluations at the end of the report?
- o Have you included dividers or a table of contents?
- o Is your report organized and professional looking in a three-ring folder of some kind?
- o Does your title page contain all the required elements?
- o Is the Problem Statement a recap of your original Purpose (only in past tense)?
- o Does your Design Criteria clearly outline the factors that influenced the design?
- o Are the Procedure Notes a week-by-week account of the project, starting from the brainstorming on paper?
- o Have you included all rough work for the sleeve in the Drawings and Illustrations section?
- o Does this section also include a new storyboard or script sheet detailing changes you have made?
- o Have you explained, in words, any changes you have made along the way and provided a logical rationale?
- o In the Materials section, have you included a budget summary, with two columns, "Proposed" and "Actual", showing whether you went over or under budget and by how much?
- o Has your company included a sufficient Conclusion which answers all the significant questions? *(Did you solve the problem? What would you do differently next time? How did you work together? What did you learn? Did the video turn out the way you envisioned it in the beginning?)*
- o Does your report also include individual conclusions from each group member?
- o For promotional and music videos, does your conclusion include a letter from the client, indicating what they thought of the video and what they thought of your company's work during the project?***
- o Have you included specific references for any books, handouts websites or people who helped you complete the project?
- o Does your report include any explanations on how you created graphics?
- o Has one full set of weekly logs been included?
- o Is the original proposal included?****
- o Have all the steps in the design report been covered?
- o Have you included a CD in your package, containing computer files created in the project?

Presentation

- o Did your group do a Power Point to present?
- o Does your group give a demonstration of the project?
- o Does the presentation start right from the beginning of preproduction?
- o Does your presentation cover every step from the Design Report?
- o Do you explain changes you made from what you originally proposed?
- o Will each group member contribute to the presentation in some way?
- o Are you prepared to answer any questions about your project at the end of the presentation?
- o Will your company explain how all graphics were created?
- o Does your group demonstrate how you made things with various software up the big screen?
- o Will your company explain any Elements of Design used?
- o Will your presentation be creative in any way?
- o Does your group give a satisfactory demonstration of the product?
- o Will your group members take the presentation seriously when in front of the class?

Multimedia Pre-production Proposal

Groups Members:_____

Company Name:_____ Project Title:_____

	Group Member	Work Contributed	Percentage of Work Done
#1			
#2			
#3			
#4			

Multimedia Pre-production Proposal Evaluation Rubric

Criteria	Level 1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
Knowledge/ Understanding SPV.02 ·uses current technology and production skills to develop a process or a product in response to a communications challenge or problem	·uses current technology and production skills to develop a process or a product in response to a communications challenge or problem to a **limited degree**	·uses current technology and production skills to develop a process or a product in response to a communications challenge or problem to a **some degree**	·uses current technology and production skills to develop a process or a product in response to a communications challenge to a **considerable degree**	·uses current technology and production skills to develop a process or a product in response to a communications challenge or problem to a **high degree**
Thinking/Inquiry SP1.05 – effectively applies a variety of planning tools (e.g., storyboards, flow charts, schematic diagrams)	– applies a variety of planning tools (e.g.storyboards, flowcharts, schematic diagrams) to a **limited degree**	– applies a variety of planning tools (e.g.storyboards, flow charts, schematic diagrams) to **some degree**	– applies a variety of planning tools (e.g.storyboards, flow charts, schematic diagrams) to a **considerable degree**	– applies a variety of planning tools (e.g.storyboards, flow charts, schematic diagrams) to a **high degree**
Communication SP4.02/SP4.03 -uses appropriate language and communications terminology in flow charts, storyboards and presentations	-uses appropriate language and communications terminology in flow charts, storyboards and presentations to a **limited degree**	-uses appropriate language and communications terminology in flow charts, storyboards and presentations to **some degree**	-uses appropriate language and communications terminology in flow charts, storyboards and presentations to a **considerable degree**	-uses appropriate language and communications terminology in flow charts, storyboards and presentations to a **high degree**
Application SP1.02 – function effectively as individuals and as members of a cooperative team to produce a product or service	– function effectively as individuals and as members of a cooperative team to produce a product or service to a **limited degree**	– function effectively as individuals and as members of a cooperative team to produce a product or service to **some degree**	– function effectively as individuals and as members of a cooperative team to produce a product or service to a **considerable degree**	– function effectively as individuals and as members of a cooperative team to produce a product or service to a **high degree**

Design Brief/Presentation Evaluation

Group Members:_____

Company Name:_____Project Title:_____

| Group Member | Work Contributed | Percentage of Work Done |

#1

#2

#3

#4

Design Brief/ Presentation Evaluation Rubric

Criteria	Level 1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
Communication use correct terminology in oral and written reports SP4.02, SP4.03	rarely uses correct terminology in oral and written reports	sometimes uses correct terminology in oral and written reports	often uses correct terminology in oral and written reports	always or almost always uses correct terminology in oral and written reports
Communication explain the benefits of new and improved products TF1.01	explains the benefits of new and improved products with limited description	explains the benefits of new and improved products with some description	explains the benefits of new and improved products with considerable description	explains the benefits of new and improved products with detailed description
Communication document all project components SPV.04, SP1.04, SPV.01, SP3.01	briefly documents all project components	adequately documents all project components	consistently documents all project components	expertly documents all project components
Communication follow the steps of the design process TFV.01, TF1.02	follows the steps of the design process with limited effectiveness	follows the steps of the design process with some effectiveness	follows the steps of the design process with considerable effectiveness	follows the steps of the design process with expert effectiveness

Graphic Design Rubric

Group Members:_____

Company (Group) Name or #:_____Project Title:_____

	Group Member	**Work Contributed**	**Percentage of Work Done**

#1

#2

#3

#4

Graphic Design Evaluation Rubric

Criteria	Level 1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
Application TF1.02/TFV.01 -uses the design process to solve communication technology problems	-uses the design process to a **limited** degree	-uses the design process to **some** degree	-uses the design process to a **considerable** degree	-uses the design process to a **high** degree
Application TF1.02G -identifies basic composition and typographic principles	-identifies basic composition and typographic principles with **limited** clarity	-identifies basic composition and typographic principles with **some** clarity	-identifies basic composition and typographic principles with **considerable** clarity	-identifies basic composition and typographic principles with a **high degree** of clarity
Application TFI.01G -identifies the techniques used to produce print media	-identifies the techniques used to produce print media with **limited** clarity	-identifies the techniques used to produce print media with **some** clarity	-identifies the techniques used to produce print media with **considerable** clarity	-identifies the techniques used to produce print media with a **high degree** of clarity
Application SPV.04G -uses computer graphics software competently	-uses computer graphics software with **limited** competency	-uses computer graphics software with **some** competency	-uses computer graphics software with **considerable** competency	-uses computer graphics software with a **high degree** of competency

Hand-In Folder Location of .psd file(s) _____   _____

PERIOD: __   FULL NAME: _____

Principles of Interactive Design
(Graham, Chapter One, "Interactive Design and the Design Process" pp. 2-17)

Total marks=   */35*

1. Define *Interactivity.*

/1

2. Name six of the media used in digital presentations.

/6

3. Give five examples from the text of where you would use interactivity in everyday life.

/5

4. Explain why interactivity is so powerful. Give one example.

/2

5. What makes interactivity so appealing? (Give full answer)

/1

6. What is *Interactive Design?*

/1

7. The visual layout of content and interactive controls that lets the user interact with the program is known as the _____.

/1

8. What does an *Interactive Designer* do?

/1

/18

9. What two qualities should an interactive designer possess?

/1

10. Name the five major steps of the interactive design process.

/5

11. What does the *Problem Definition* stage require you to do? (Give full answer)

/1

12. Name the two main categories of distribution formats for interactivity, which may be considered during the problem definition stage. (Provide examples of each)

/2

13. Once information about the client, the audience and available design resources has been gathered, during the _____ stage, a preliminary _____ of the project may be developed.

/2

14. What does an interactive designer do during the *Idea Finding* stage?

/1

15. A _____ is a visual document depicting the style, layout, action, navigation and interactivity on every screen in the document.

/1

16. What is a *prototype*?

/1

17. What is meant by *Usability Testing*?

/1

18. What is *debugging*?

/1

19. The prototype becomes a fully functional interactive document during the _____ process.

/1   /17

Marked by:

Principles of Interactive Design
(Graham, Chapter Three , "Interactive Design and the Design Process" pp.51-77)

Total marks=   */31*

1. What is Navigation?

/1

2. Why is a good navigational scheme important?

/1

3. What are five questions to ask when evaluating your navigational scheme?

/5

4. What is a splash screen?

/1

5. What are two functions of the main menu screen?

/2

6. What is *Interactive Design*?

/1

7. In online documents, the _____ often combines the functions of both the splash screen and the main menu.

/1

8. Name four common items that should be found on a main menu screen.

/4

/16

9. What is a "metaphor" as it relates to interactive design? Give an example.

/2

10. What is meant by the "three click rule"?

/1

11. What is hypertext?

/1

12. Define the following terms:
multi-state buttons-
highlight button-
/5   **rollover buttons-**
hot spot-
animated button-

13. A graphic that is clickable and links to other information in the document is called a _____ , and is typically used on the main menu or home page.

/1

14. A _____ is a list of choices available under a single heading on a menu bar that, when clicked, displays its listings.

/1

15. What is Usability?

/1

16. What is a Functionality?

/1

17. What is a "global interactive control"?

/1

18. What is a "local interactive control"?

/1   **/15**

Marked by :

Principles of Interactive Design
(Graham, Chapter Four, "Interactive Design and the Design Process" pp. 78-112)

Total marks=   **/24**

1. What is resolution? Why is it important?

/2

2. Computer screens display images on screen via _____.

/1

3. An image intended for print media should be referred to using the term
_____, which stands for _____.

/2

4. A pixel dimension of _____ is considered the standard screen resolution
for full frame video.

/1

5. What is an aliased object?

/1

6. What is antialising?

/1

7. When creating a background image for your interface, why is it a good idea to
save it as and independent image?

/1

/9

8. _____ colour combinations can be soothing while _____ colours convey an impression of energy.

/2

9. A _____ is any area of the screen designated to hold motion media (such as video and animation).

/1

10. What is a panel?

/1

11. What is "layout"? (Give full answer)

/2

12. _____ is the arrangement of elements according to importance and emphasis.

/1

13. The most natural elements to repeat throughout your interface are global interactive controls such as _____, _____, _____, and _____.

/4

14. What is a grid in interactive design?

/1

15. Most colour monitors can easily display at least _____ colours.

/1

16. Reading black text on a _____ background is less straining than reading black text on a _____ screen (What does it say in the text?)

/2

/15