

Creative Project (500)

Overview:

Throughout your time in the Digital Media Minor, you have taken a series of skills-based and theory-based classes. In the Senior Capstone, you will now demonstrate your competency in both areas. The Creative Project should be a demonstration of your acumen using digital software tools, social media, interactivity, and evaluation methods to tell a digital story.

As such, consider the core courses: communication theory, storytelling, and the capstone. Your Creative Project should have communicating a story – either fiction or non-fiction – to a specific audience. One excellent Capstone project was a non-fiction, Flash-based site that included audio, video, and text and told the story of J.R.R. Tolkien’s writing group “The Inklings.”

Your project will include an evaluation on both the **process** of your design and the **product** of your design. Your thesis will extract an idea from your Creative Project and explore it through an Analytic Research Paper.

Objectives:

- Understand and apply basic interaction design methodologies
- Apply design, prototyping, and evaluation methodologies to a project
- Create a designed product using formal project management

Requirements:

- The project will use the Lifecycle Design project management
 - The project will include a Requirements List, Design Alternatives, Prototypes, and Evaluations
- The project will include a Pre- and Post-Report
 - The Post-Report is an updated version of the Pre-Report with evaluations and a post-mortem
- The project will include a two formal evaluative methodologies
- The project will include a 5-minute screencast presentation of the product

Advice:

The Creative Project is the lynchpin of the Senior Capstone. You should consider this your C.V. from the program. As such, you should spend considerable time sketching out ideas, considering research questions that may come from this, and a timeline for development.

You will not be graded harshly at the beginning of class as you work through your ideas, but if you begin to fall behind in your work – or if you turn in sub-par work that was obviously done at the last minute – your project will suffer.

Timeline:

- **Week 4:** Requirements List/Design: 25
- **Week 5:** Prototypes/Sketches: 25
- **Week 7:** Prototypes/Sketches: 50
- **Week 9:** Pre-Report Project Document: 100
 - Title Page

- Table of Contents
- Project Description
- Project Requirements List with Design Alternatives
- Project Prototypes of Chosen Design Alternatives
- Project Deliverables/Media Asset List
- Project Timeline
- **Week 11:** Benchmark/Working Prototype: 50
 - Students should conduct their first formal evaluative feedback with other members of the class before Week 13. Students will need to submit evaluative questions (Likert, Ranking, Open-Ended questions) at least one week before administering evaluations.
- **Week 13:** Evaluation Meeting: 50
 - Students should submit the working prototype and a 1-2 page summary of evaluative findings/forthcoming changes at least 1 day before scheduled evaluation meeting.
- **Week 15:** Final: 200
 - Updated Pre-Report: 25
 - Evaluation Documents: 25
 - The project should included at least a 5-person evaluation
 - The evaluation documents should include:
 - Description of the evaluation methodology
 - Summary of Findings that includes a brief quantitative look at the evaluators; a narrative overview of findings with specific bullet points; and scatter charts with appropriate mean, median, mode, and standard deviation statistics.
 - Specific Changes should include a bulleted list of changes made
 - Post-Mortem: 100
 - The post-mortem should be no less than a 3-page analysis section. In particular you should focus on:
 - Overall Process
 - This should be a general impression about the development components, your process, and what you would change
 - Lifecycle Design Project Management:
 - What parts of the Requirements List worked and what parts didn't;
 - What Design Alternatives worked and what didn't;
 - What Prototypes worked and what didn't;
 - What did you learn during the Evaluation phase
 - Timeline and Scope:

- What worked and what didn't work with your timeline; and
 - How would you approach planning differently in the future
- 5-minute screencast: 50
 - Using a screen capture tool (e.g. Jing), students will be expected to create a 5-minute video demonstrating the final Creative Project. This should be a formal presentation, which means both narration and demonstration should be coherent, professional, and direct. The screencast should show the scope and depth of the project, but it should not focus on a "button-by-button" functionality demonstration.