Moderator's Commentary

GCE in Applied ICT

OCR Advanced GCE in Applied ICT: H515/H715

Candidate A - Unit G050: Interactive Multimedia Products

Contents

Introduction

This exemplar material serves as a general guide. It provides the following benefits to a teacher:

- Gives teachers an appreciation of the variety of work that can be produced for this unit

- Shows how the mark scheme has been applied by a senior assessor

It is important to make the point that the teacher support materials play a secondary role to the Specification itself. The Specification is the document on which assessment is based and specifies what content and skills need to be covered in delivering the course. At all times, therefore, this teacher support should be read in conjunction with the Specification. If clarification on a particular point is sought then that clarification should be found in the Specification itself.

Moderator's Commentary: Candidate A G050: Interactive Multimedia Products

Total mark for portfolio: 41 (Max. 50)

This portfolio illustrates the work of a candidate who has reviewed two non web-based commercially produced interactive products, produced designs for their own product, created a multimedia product and tested it, produced a user guide and reviewed both the product and their personal performance.

Task a

The candidate has analysed two products, starting on page 4; 'Protecting the Plumstones' and a promotional DVD for the University of Huddersfield. The evaluation addresses good and bad features of each of the products. Consideration is given to how these will impact on their own product that they are going to produce. The conclusion on page 9 lacks sufficient detail to explain why the features bullet listed contribute to a good multimedia product and how they will incorporate them into their own product. A fuller explanation is necessary if a mark at the top of mark band 3 is to be considered.

Mark Band: 3   **Mark Awarded: 4 (Max. 5)**

Task b (i)

The candidate produced two designs, starting on page 11, and from these developed a final design. The design stage consists of a background story to the product and how the story will be represented. Each plan is developed into a storyboard and a navigation diagram. Some additional material is provided, for example questions for a quiz. However, if the plan is to be implemented by someone else, as required by mark band 3, it is necessary to provide full details of all of the text, sound files, video files and image files, as appropriate, to construct the product. This could be evidence by providing the files/filenames or precise details as to where each of the files required can be located. The text for the final product has been included on page 24 but the candidate has not provided details of the other files required. Therefore another person could not implement the candidate's plan, as envisaged, suggesting a mark in mark band 2 is appropriate.

Mark Band 2   **Mark Awarded: 4 (Max. 6)**

Task b (ii)

The candidate has analysed the designs, considered the strengths and weaknesses of each design and provided a rationale for combining features from each design to produce a version to be implemented. This rationale is not necessary, as it is normally expected that the candidate will implement one of their two initial designs. The candidate has identified the strengths and weaknesses of each design but the comments provided are not sufficiently critical to award a mark beyond the bottom of mark band 3.

Mark Band 3   **Mark Awarded: 5 (Max. 6)**

Task c (i)

The assessor stated on the unit recording sheet that the candidate 'creates large variety of elements using considerable independence'. The candidate provides a number of examples of developing the solution and extending their skills. Some of these are using an online tutorial (page 32) to draw a hand, using a reference CD (page 33) to create a custom cursor and using a reference CD (page 34) to create an earthquake effect. Without the assessor statement it is unclear whether the candidate already possessed the skills and was referring to the materials to refresh their knowledge or these were new skills that they were developing. It would be better if the candidate made this explicit in their write up rather than rely upon the assessor to clarify the situation. Whilst the number of skills to be developed is not defined in the assessment grid, apart from 'an extensive variety', a mark at the bottom of mark band 3 is appropriate for the evidence presented. If the candidate had made it explicit that they were developing new skills to meet the needs of the solution a higher mark could have been considered.

Mark Band 3   **Mark Awarded: 7 (Max. 9)**

Task c (ii)

The candidate has explained the range of ICT skills used to develop the solution for the client. The explanations are supported by screenshots and an explanation as to why the feature was being used. For example, on page 35 the candidate explains why the sound file is being edited, the effects this will have and how this relates to the solution that is being developed. There is sufficient evidence for the award of maximum marks for this task.

Mark Band 3   **Mark Awarded: 6 (Max. 6)**

Task c (iii)

Page 69 of the unit specification identifies the variety of elements that could be incorporated into an interactive multimedia product, as well as how to build these elements into a multimedia product during the authoring process. The candidate has incorporated an extensive range of elements into the solution and utilised a number of authoring processes. The variety of authoring processes could have been extended, for example to allow some input such as the user's name to appear throughout the solution or having start/stop processes. Sufficient evidence has been presented to allow the award of a mark at the bottom of mark band 3 and further suitable utilisation of elements and authoring processes would have allowed the candidate to access a mark at the top of mark band 3.

Mark Band 3   **Mark Awarded: 5 (Max. 6)**

Task d

The candidate has provided a test plan broken down into a number of sections. The candidate has, for each test, described the test to be carried out, identified the expected outcome and recorded the actual outcome from the test in the narrative that follows the test plan. The test plan is not sufficiently detailed to secure a mark in mark band 3, for example, test 4 plans to test the sound on all scenes and test 5 plans to test the masking on every scene. Each test for each scene should be listed individually, if mark band 3 is to be considered. A test plan can only be considered to be

sufficiently detailed for mark band 3, if the tests are sufficiently clear to allow another person to perform them as envisaged.

Evidence of reviewing tests to overcome problems found is also required for mark band 3, as appropriate. However, it is not envisaged that candidates will engineer problems so that some of the tests fail.

Mark Band 2   **Mark Awarded: 2 (Max. 3)**

Task e

The user guide explains the purpose of the multimedia product and the system requirements necessary to run the product. The user is told how to install/run the product as well as basic navigation within the product by clicking on beans. Technical aspects of the solution, such as drag and drop, are explained on page 67, for example. Graphic images are incorporated within the user guide to aid clarity. The candidate has addressed all of the requirements in this task in sufficient detail to secure mark band 3.

Mark Band 3   **Mark Awarded: 3 (Max. 3)**

Task f

The candidate has reviewed the solution in terms of how well it meets the initial brief; however this is not very detailed and needs to be expanded upon. User feedback has been considered; it is not necessary to include all of the user surveys. Feedback suggested that there were problems with sounds and the drag and drop quiz – further questioning the thoroughness of the testing! The candidate has indicated how to address similar issues in the future.

The candidate has analysed their own performance and reflected upon this. However the reflection and identification of how they will address such issues in the future are quite brief. For example, the reflection on page 82 relating to producing designs needs to be expanded upon, as does that on testing on the following page.

The report is well-structured with the use of headings and paragraphs. The requirements for mark band 3 have been met but, as indicated, more detail is needed to gain the highest mark.

Mark Band 3   **Mark Awarded: 5 (Max. 6)**

Total mark for portfolio: 41 (Max. 50)

G050 – Assessment Evidence Grid

Unit G050: Interactive multimedia products
What candidates need to do:
Evidence needs to include:

a: [AO2] a review of **two** non web-based commercially-produced interactive multimedia products, showing how candidates' designs influenced the design of the interactive multimedia product that they produce [**5**];

b: [AO3/4] detailed designs, of which **one** is chosen as the design for the final product [**12**];

c: [AO1/3] a multimedia product to meet the client's requirements [**21**];

d: [AO4] a detailed test plan [**3**];

e: [AO2] a detailed user guide [**3**];

f: [AO4] a review of both the interactive multimedia product that candidates produced and their personal performance [**6**].

How the candidate will be assessed:

Task	Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
a	**AO2**	The candidate describes **two** non web-based multimedia products and draws some conclusions about features to include in the design of their final product; **[0 1]**	The candidate describes **two** non web-based multimedia products and compares like with like to draw some conclusions about features to include in the design of their final product; **[2 3]**	The candidate produces a report which critically evaluates **two** non web-based commercial multimedia products, discusses the good and the bad features of each, and fully explains how each product has influenced the design of their final product. **[4 5]**	**4/5**
b(i)	**AO3**	The candidate produces more than **one** simple design; **[0 1 2]**	The candidate produces more than **one** design plan with clear consideration of the content of the product; **[3 4]**	The candidate produces more than **one** clear and detailed design plan that could be implemented by someone else. **[5 6]**	**4/6**
b(ii)	**AO4**	The candidate comments on the effectiveness of their designs; **[0 1 2]**	The candidate identifies the strengths and weaknesses of their designs and uses these to choose which design to implement; **[3 4]**	The candidate provides a critical analysis of their designs – the candidate identifies their strengths and weaknesses and uses these to choose which design to implement. **[5 6]**	**5/6**
c(i)	**AO1**	The candidate shows development of a multimedia solution that meets the client's brief – in doing so the candidate develops their range of ICT skills; **[0 1 2 3]**	The candidate shows development of a multimedia solution that meets the client's brief – in doing so the candidate develops and extends their range of ICT skills to create at least **three** elements from video, sound, images, animation, charts/diagrams/drawings; **[4 5 6]**	The candidate shows development of a multimedia solution that meets the client's brief – in doing so the candidate uses their initiative to develop and extend their ICT skills to create an extensive variety of elements to be used in the interactive multimedia product. **[7 8 9]**	**7/9**

Task	Assessment Objective	Mark Band 1	Mark Band 2	Mark Band 3	Mark Awarded
		Unit G050: Interactive multimedia products (continued)			
c(ii)	AO1	The candidate identifies some of the ICT skills that they have used to develop the elements for the multimedia solution and to incorporate interaction in the multimedia solution; **[0 1 2]**	The candidate describes the range of ICT skills that they have used to develop the elements for the multimedia solution and to incorporate interaction in the multimedia solution; **[3 4]**	The candidate fully explains the complete range of ICT skills that they have used to develop the elements for the multimedia solution and to incorporate interaction in the multimedia solution. **[5 6]**	6/6
c(iii)	AO3	The candidate applies their knowledge to create a solution to the client's brief; **[0 1 2]**	The candidate applies their knowledge and skills to create an effective solution to the client's brief, making good use of design and layout facilities incorporating a variety of methods of interaction between the user and the product; **[3 4]**	The candidate applies their knowledge and skills to create a complete solution to a complex problem that shows effective use of design and layout facilities incorporating an extensive range of interactive features. **[5 6]**	5/6
d	AO4	The candidate produces a test plan to check that their multimedia product meets the requirements of the design specification; **[0 1]**	The candidate produces a detailed test plan and use it to test their multimedia product; **[2]**	The candidate produces a detailed test plan which tests all aspects of the multimedia product, and revises the product if necessary. **[3]**	2/3
e	AO2	The candidate produces clear user documentation that includes an explanation of the purpose of their multimedia presentation, its system requirements and how to install and use it; **[0 1]**	The candidate produces clear user documentation that includes an explanation of the purpose of their multimedia presentation, its system requirements, and how to install and use it, together with explanations of technical aspects of the solution; **[2]**	The candidate produces clear user documentation, making good use of graphic images and detailed instructions for use; The guide includes an explanation of the purpose of their multimedia presentation, its system requirements and how to install and use it, together with explanations of technical aspects of the solution. **[3]**	3/3
f	AO4	The candidate comments on the effectiveness of their final solution, with some overall indication of how the work may be improved in the future; The candidate comments on their actions and role in solving the problem and identifies areas for improvement; The candidate's report may contain errors in spelling, punctuation and grammar; **[0 1 2]**	The candidate includes an analysis of their final solution, taking account of the user's feedback, identifying the strengths and weaknesses in order to identify how the work may be improved in the future; The candidate includes an analysis on their own performance by identifying strengths and weaknesses, with some suggestions for improvement to the overall process; The candidate's report contains few spelling, punctuation and grammar errors; **[3 4]**	The candidate provides a full critical analysis of their final solution, identifying how well it meets the initial brief, taking account of user feedback in order to identify how the work may be improved in the future; The candidate includes an analysis on their own performance by identifying strengths and weaknesses and uses this analysis to show how they will address these issues to be more effective in the future; The candidate's report is consistently well-structured and there are few, if any, spelling, punctuation and grammar errors. **[5 6]**	5/6
				Total mark awarded:	**41/50**

Candidate's work

See separate files.

Unit 11

Interactive

Multi-media

Products

Candidate Number –

Candidate Name –

Centre Number –

The

Brief

Introduction –

The RS Multimedia Company produces multimedia products for businesses, universities and other organisations, yet they want to promote themselves. In this they have asked me to create a product for children in which they can follow a classic children's story and chose which path a certain character can take. The product that I design must be fun and be very interactive; by this I mean that buttons should be included, along with drag and drop features and sounds.

My Plan –

The classic children's story that I have chosen to turn into an interactive multimedia product is Jack and the Beanstalk. I chose this story because I feel that it has a very good moral to the story which will hopefully be taken in by the children using the product. I also find that using this particular story means that I can add quite a lot of interaction, such as should Jack show his mother the beans or should he climb the beanstalk, this therefore gets the user involved throughout and can still lead to the moral of the story. This being that people should have courage and that sharing brings a lot of happiness, to you and others.

The audience that I will be targeting this multimedia product at will obviously be children as that's what the company asked for, yet I think that the age group of the children that would be using this product should be around five years and over. The reason for this is because I think that some children may get frightened by the fact of a giant chasing a little boy and I don't want to scare away any customers, present or potential ones.

If the company likes my multimedia product and decides to sell it on a wider basis then I think that they will sell the product to children's companies such as 'Toys R Us' and also supermarkets in the 'games and toys' section. I think that when the product gets distributed to other companies it will be made available to children via a CD.

Conclusion –

Overall I plan to produce a multimedia product with a wide range of interactions relating to the story of Jack and the Beanstalk. I hope to make it as fun as possible with a lot of choices and paths for the child to chose from.

Researching Interactive Multimedia Products

Introduction –

In this section I am going to be looking at two different types of interactive multimedia products and evaluate them in terms of colour use, navigation, overall effects, the animation used and more.

I will be doing this to provide me the basis of my coursework and to enable me to assemble some ideas to make my product a lot more interesting for the audience that I will be targeting. It will help me decide both the audience I am aiming my product at and what type of colour scheme, navigational system, content and multimedia styles I should aspire to use.

The products –

Protecting the Plumstones:

Protecting the Plumstones is an informative interactive multimedia product which gives children in both primary and secondary schools an introduction on what the 'Data Protection Act' compromises of. The product has clearly been targeted at an audience of children and teenagers, possibly parents to help reinforce the importance of protecting data. I think that the overall impact of the product on the viewers is to inform them of why and how data such as addresses, financial information etc should be kept confidential and be protected from possible frauds.

I think that the CD has very good use of navigation in terms of how often they use it as they allow the user to decide what path they want to take as such. For example at the beginning of the multimedia product, they give the choice of primary or secondary school education which I think means the wording used and also if they meet the requirements of that age range.
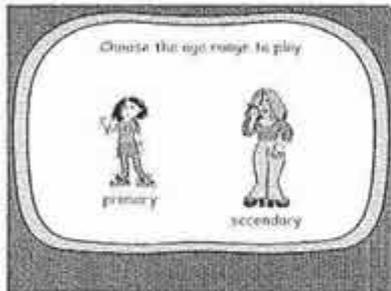
Protecting the Plumstones is a fictional, multicultural cartoon with many different episodes/scenes, the user gets a choice of which episode they would like to view which I think shows good navigation as they are being active and not just watching the movie and learning all about the Data Protection Act.

There are many good skills shown throughout the animation and the one that I consider very clever is the introduction with all the different episodes, there are two buttons at the bottom of the screen, when I place my cursor on the top of the button, it appears with writing telling me and the other users what it does. The image below shows my explanation of how the designers used the command of when the mouse rolls over the image which then produces text.
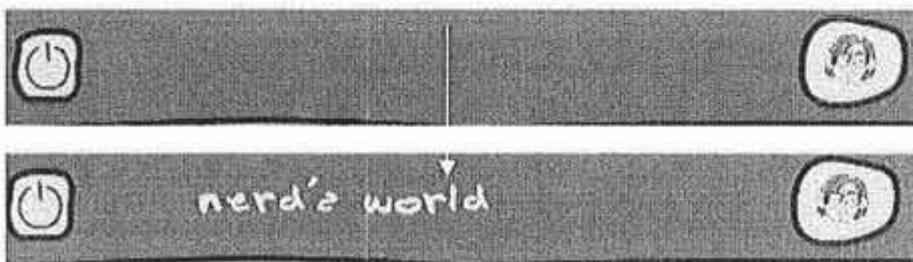

Throughout the animation bright colours are used, I think that it's used especially well as I feel that it attracts the users eyes which consequently makes them follow the story of the Plumstones family and the Data Protection Act. I think that in these circumstances it's particularly important to ensure that the people listen and interact with the CD as it's such an important topic that affects our daily lives.

The main type of sounds used in the CD mainly consists of the different members of the family talking and background noises. For example at the beginning of the first episode, Barney (the father of the family) answers the door to the postman; you can hear the aeroplane in the background flying

over the houses, this is a good effect as it sets the scene and makes it seem like a real scenario whilst opening the door. The characters used in the CD have clearly been reused and when they speak I notice that the mouth doesn't move, I find that to get a more dramatic effect and to make it seem more realistic then movement of the body should be used throughout the animation. I think that that's one of the bad parts of the multimedia product.

Another bad example whilst using animation could be that the different scenes move automatically, using a technique like that is that the user may not be mentally capable enough to follow the story as quick. On some scenes writing appears as shown on the left, so if the scenes move too quickly between one another, then some of the writing may not be read.
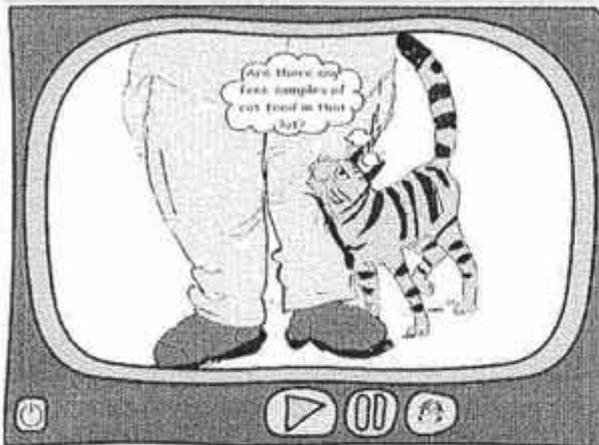
However I think that the designers may have justified the automatic slide show as they designed play and pause buttons at the bottom of the page which as a result allows the user to pause the scene where needed.

Quite a lot of the different scenes in the episodes allow the user to click onto the text when they come across something to do with the Data Protection Act. Once they have clicked onto the hyperlink it takes them to 'Nerds World' which gives them information all about the topic that they clicked on. An example of this is shown below.

Throughout the different scenes, as mentioned above, the user is allowed to click on a hyperlink and find out what a certain topic means and also what's involved. To make the CD more interactive for the student, the Information Commissioner's Office has included at the end of the story (episode 5), an interactive quiz about the Data Protection Act. I think this is a brilliant form of interaction with the student and multimedia product because it tests the students' knowledge of the DPA and shows them if they have been listening and learnt anything, and it also results in the user having fun as quite a lot of children like to get involved with quizzes thus meaning they won't be bored

Some possible improvements that could be made could be one, making the characters move, rather than recycling the symbols and two, slowing down the slide show a bit so that slower readers can read everything on the page and also understand it without having to go back a slide all the time.

Protecting the Plumstones has provided two different types of user documentation; it includes both the minimum technical requirements/installation instructions in terms of a booklet attached to the CD case and instructions on how to play the Plumstones once the CD has started. This is a necessity in my view as it enables any user to make use of the CD and hopefully advance on their knowledge to do with the Data Protection Act.

Summary –

The good parts –

- Good use of characters, by this I mean that they use the same characters throughout the story therefore meaning that it's easier for the user to follow and for them to understand so that they don't get confused with who is who in the story.
- Good use of navigation as it has buttons throughout the product and links to certain pages, for example when certain thought bubbles appeared, it could be clicked to another page providing the user with more information. It also as a timed slide show which goes through the different scenes, this is good as it means that the user can just sit back and watch the animation.
- Very wide colour scheme used throughout. Bright colours such as blues, oranges, yellows, reds and much more are used thoroughly. This is a good technique because like mentioned before, I feel that it attracts the audience and also makes them focus more on what the product is trying to bring across.
- Good uses of sounds, there are voices used all the way through from the Plumstones family and sounds from the background are also used effectively.
- Very good documentation included with the disk. This therefore provides the user with everything they need to know about how to set up and use the product effectively and safely which I feel every successful product should include.

The bad parts –

- Sometimes the slide show would move to fast on certain scenes so that the information that they have provided wouldn't be read. This means that the user could be missing valuable information and therefore wouldn't be able to understand the rest of the story as it's all linked together.
- The way in which the designers reused the characters was quite poor as they didn't make them interactive in terms of their mouth and body moving as they spoke, it was more like screen shots of the character and the background. Therefore I found it quite boring to watch.

Influence

From studying the product carefully I can now see in which ways this specific product is going to influence my ideas for my product. Knowing that I want to do a multimedia animated design for the children's story Jack and the Beanstalk, I can The Plumstones way of using bright colours throughout the story, good use of sounds in terms of background noises and voices and also the way that the characters are drawn. However I have also realised that I am going to make my characters in the story move around the screen and make sure that certain parts of their body moves around and ✓ doesn't just stay still which consequently makes the product look very boring.

The University of Huddersfield:

The University of Huddersfield is an informative DVD about the university targeted at students to try and get them to apply there for a course. I think that the impact is just to inform people like mentioned above on what the university compromises of and some background information such as the area in which the school is located in.
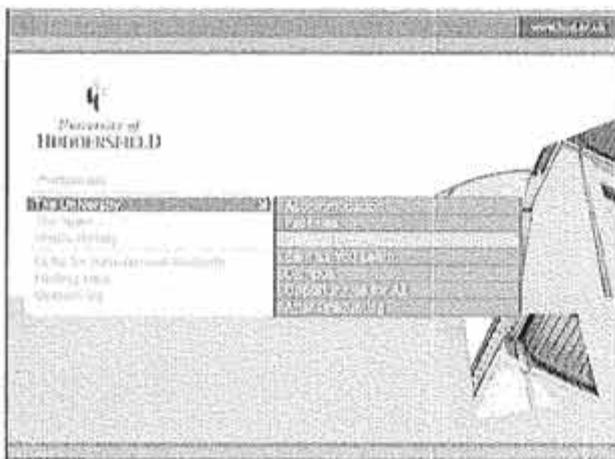
The navigation throughout the CD is very neat and organised, by organised I mean that the layout on all the pages is constant, links being on the left hand side on the home page and other buttons such as 'quit' being at the bottom of the page throughout the whole CD. I think that this is a strength because it shows consistency and I think that people who are browsing through the pages won't be shocked at the bright colours as the colour scheme is also very

A

6

consistent too, being made up of blues and greys rather than yellows and oranges therefore meaning that they can focus on the content. I also like the way in which the navigational bar has been laid out as if it were on a website, hovering over a word which then brings up another navigational bar shows that the designing of the CD and the content has been planned and a lot of thought has gone into it.

The product is not laid out as a slide show; it requires clicking on the link to move to another page. I think this is also a good part of the product because it lets the user change pages when they want thus meaning that they can read the information at their own pace. However this could turn out to be a disaster if the links didn't work properly, resulting in the user being stuck on one page and not wanting to look at the rest of the CD.

Most of the pages of the multimedia product mainly consist of information about the university and how to get there. From the screen shot above you can clearly see what type of pages they offer, such as the town where the university is located and what courses they offer. Typically on most of the pages, pictures of the university and the students are placed, I like the way in which they have made some of the pictures on certain pages look like a slide show. This then gives the user a chance to browse through them to see what the area looks like and possibly persuade them to look into the university itself by visiting on an open day. I also think that using a slide show of pictures on a page makes the page look tidy as there isn't a bunch of them placed in different areas, therefore giving a nicer view to look at.

Yet one of the bad features that I have noticed on some of the pages is that there is far too much writing, although they have used a good design technique by introducing buttons to go onto the next area to read the text, I think that there is too much for them to take in on that particular area, be it the accommodation or the entry requirements. I have also noticed – particularly on the screen shot below that some of the pictures have not been looked at closely enough and have been uploaded but aren't very clear enough. The picture below has very blurred pixels consequently resulting in the picture looking messy and not clear enough to look at.

I think that the multimedia product is quite effective in communicating its message across to people. It's very informative about the university and I think that some people will find it a lot easier to use the CD rather than ordering prospectus's which does the same job in telling them all about that particular university.

The product provides the user with very clear instructions on how to use the CD. On the university casing, on the back it gives the minimum system requirements for the disk to be played and how to operate the CD. However unlike Protecting the Plumstones once the CD has been loaded and is up and running, they don't give instructions on how to navigate through the pages whereas Protecting the Plumstones gave instructions on how to use the disk.

I think that if they were to improve the product in any way then they should try to add less text or produce more pages so that it doesn't look as busy and untidy.

Summary –

The good parts –

- It has a very clean and tidy presentation and the product uses the same colour scheme throughout, therefore showing consistency and profession.
- Good use of buttons all the way through the product at different places but it is very clear to see and use.

- The product is an informative one aimed at college students and adults and I think that the way they have designed it suits its purpose very well in terms of colours (as mentioned above) and the way the pages are navigated through.

The bad parts –

- The product has hardly any interactive parts apart from the buttons which navigate through the pages so I think that this can be seen as dull and boring, however it does suit its purpose of informing the audience about the university.
- Some of the pages like I mentioned before, contains too much writing and I personally feel that this would put people off from looking at the CD.
- The product itself is very similar to a webpage and I feel that the product is therefore pointless because the users could just save time by visiting the website and getting all the information needed rather than going through the hassle of getting the disk and setting it up.

Influence –

The University of Huddersfield hasn't really influenced me that much, apart from by showing me what I don't want to include in my children's story. I find that having a product with just writing and pictures is very boring and doesn't really attract a huge crowd. I have also discovered that in my product, I don't want it to be very consistent in terms of colours, especially using dark colours because it dampens the mood and I also think that the audience of my product would therefore not be very attracted to it.

Comparison:

From studying the two multimedia products, I can clearly compare them both in terms of similarities and differences.

As mentioned above Protecting the Plumstones uses a much wider range of colours, by this I mean that they use brighter colours and they don't really have a scheme. Whereas The University of Huddersfield is a lot more consistent by having the same colours running throughout all the pages, this makes the pages look very professional. However I think that the way the designers have used the colours on their products really suits the purpose and draws in the audience. For example Protecting the Plumstones uses the bright colours which attracts the children and therefore draws them in to watch and read the information being put across. On the other hand the University of Huddersfield is targeted towards more mature people (nineteen year olds and above), therefore the bright colours wouldn't suit the purpose so using more of a colour scheme attracts the older users and I feel it sets the mood too.

Another big difference between the two multimedia products is that one is very animated and is cartoonish (The Plumstones) and the other is more of an article which informs people of the university. Once again however I think that the ideas behind it are well suited towards the topic and audience.

Protecting the Plumstones also uses a wide range of sounds, for example they use voices for the characters with different accents like in cartoons and they also have background noises like the doorbell ringing and a plane flying over the houses. Whereas in the University of Huddersfield, there is no sound at all throughout the presentation, not even any background music.

Also a similarity between the two contrasted products is that they both provide instruction manuals on how to use the CD which a necessity as the only way they can access the CD is by ordering it, as it's not available in kiosks or on the internet.

Overall I think that the two multimedia products have been designed very well to suit the purpose and the audience that will be using the CDs. They both have room for improvement and I think that if they did do some of the changes then it would improve the product so much more to suit the audience.

8

Conclusion:

From researching the two multimedia products I have been able to see what makes a good and bad multimedia product. It has influenced my design ideas as I now definitely know that I want to produce a multimedia product for children and make it more like a game rather than a presentation. I am hoping to do a children's story/animated fairy tale on Jack and the Beanstalk and the reason for this is that I feel it would be more successful in attracting children.

Protecting the Plumstones as influenced my idea a lot more than the CD for the University of Huddersfield and I think the reason for this is because it seemed to interact more with the user, rather than just reading pages. Whilst studying the products I have been able to conclude what is good and bad and therefore what to put in my designs.

I think that I good multimedia product has to include the following:

- o   Sounds
- o   Navigation
- o   Animation
- o   Good use of colours
- o   Possibly video clips
- o   Drawings and diagrams, depending on the content of the product
- o   Transitions

I mainly think this because it uses different things and it then enables the user to not be bored throughout the product as different things are happening. Also by giving the audience choices on what paths and routes they should take therefore gets them more involved and then they would consequently focus more on what the product is trying to get across.

A

4-1

9

The
Design

Introduction –

In this task I am going to be designing my product, by this I mean that I will be looking at how to present the story to the audience in terms of scenes and what characters to use.

The Story –

Jack and the Beanstalk >   *Content*

Once upon a time there was a poor widow who lived with her son Jack in a little house. The only thing that they owned was a black and white cow, they cow was their only source of income (by producing milk), yet one day the cow didn't produce any milk meaning that they would starve of hunger if they had no money. So Jack and his mother decided to sell the cow. Jack hadn't got far when an old man approached him and said to the boy that he would give Jack five magic beans for the cow. Jack accepted his offer and when he returned home his mother was very angry as they had no money, at the height of her anger she threw the beans out of the window and sent Jack to bed with no dinner.

The next morning, Jack stepped outside to find an amazing sight. A gigantic beanstalk had grown over night and was higher than the clouds, Jack being a young boy was very curious as to how far the beanstalk went and what was above the clouds, so he climbed the stalk and found himself staring at a huge castle. In awe Jack then followed the path towards the castle doors and inside he went. While exploring the enormous furniture and the amount of gold he heard a loud bang and a giant shouting (fee fi fo fum...). Jack was terrified and hid behind the table leg, as it was so big it managed to cover up the whole width of the boy and there he watched the giant stomp in the dining room adamant that he could smell a boy.

While the giant searched the room, Jack eventually managed to climb up the table leg and hid in the gold cup; from there he could see the magnificent view of the giant's dining room, with that Jack saw a hen caged up squawking for help. When the giant left the room, he thought it would be best to leave the castle and go back to his poor mother, just as he was doing that he remembered the hen and felt to guilty to leave it so he climbed up the fire place and carried the hen out of the castle and towards the gigantic beanstalk.

However the giant had seen that his hen was missing and starting chasing Jack towards the beanstalk, Jack in a rush and terrified that the giant would catch him, slid down the stalk and grabbed the closest and sharpest object he could find, an axe and started chopping down the beanstalk. The giant climbed back up to his castle and was never to be seen again.

Jack's mother was so relieved to find that her son was safe and was also shocked to see he had brought a hen from the castle, watching it; they were fascinated to see that it laid an egg, a GOLDEN EGG! From then on the hen kept laying golden eggs for Jack and his mother and they lived happily ever after.

I got this story from this website: http://en.wikipedia.org/wiki/Jack_and_the_Beanstalk in which i then edited to suit the idea of my own Jack and the Beanstalk

The Pitch –

- Jack and his mother are very poor and had to go and sell their cow for some money.
- Jack sold the cow for five magic beans and his mother was very angry with him and threw them out the window.
- The next day Jack looked outside to see a gigantic beanstalk and climbed it.
- He found a castle and decided to explore it further.
- He heard a giant and while trembling, he managed to hide behind the table leg and then into the golden cup while the giant was looking for him, also sees a hen squawking for help.
- Giant leaves the room and Jack tries to run away but gets distracted by his conscious because of the hen.
- Grabs the hen and climbs back down the beanstalk towards his house.
- Giant follows Jack but then he manages to chop down the stalk without hurting anyone.
- The hen lays a golden egg.
- Jack, his mother and the hen live happily ever after. ✓

Storyboard 1.

CHOICE 2 : MAN + BEANS

CHOICE 1 : HOME

BEANS 2
MAN
HOME

"BED"

CHOICE HOME

THE END

CHOICE 2 : GIANT'S LAIR

HOME GIANT'S LAIR

CHOICE 1 HOME

CHOICE 2 : HELP HEN

FEE F! FO FUN!

GO HOME HELP HEN

HELP ME!

THE END ?

Phil

18

Flowchart -

Story Number 1 -

| Scene 1 – Start page | Scene 2 | Choice 1 |

| Choice 2 | Scene 3 | Scene 4 | Choice 1 |

| Choice 2 | Choice 1 |

| Scene 7 – The End | Scene 6 | Scene 5 | Choice 2 |
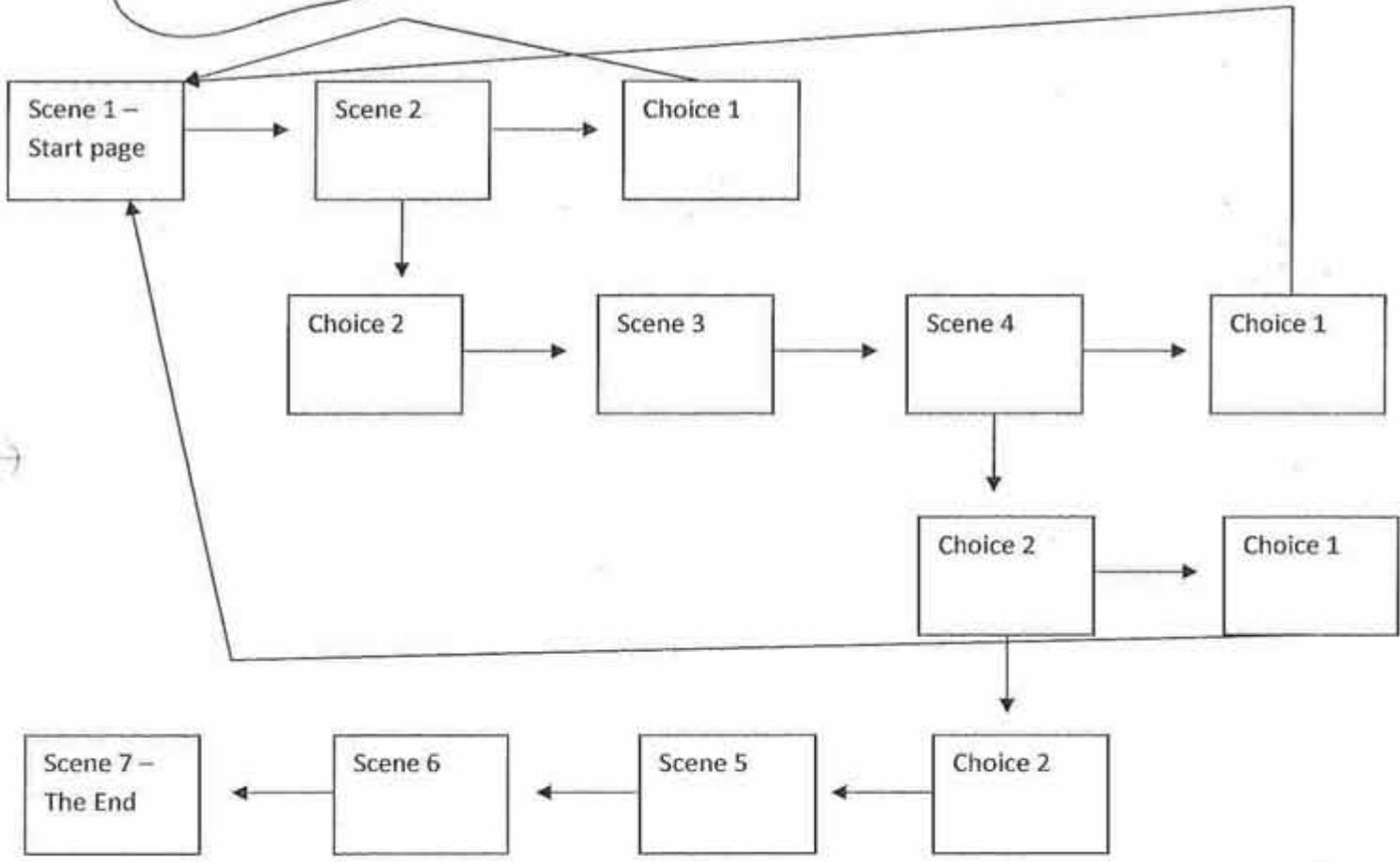
B(i)

Designs -

I found the storyboard process quite difficult in terms of designing it by using a children's story as the main layout, ensuring that I still went about using the idea of Jack and the Beanstalk but also at the same time, implementing my own ideas using choices for the user to pick from. Overall I did manage to design two storyboards, they are similar in their own rights, for example they both follow the story of Jack and the Beanstalk, however the choices that I had given them and the interaction throughout were quite different.

Once the two had been designed I went on to evaluate the strengths and weaknesses of the storyboards and merged the two together using the good points to produce a final storyboard which is the basis for my multimedia product.

Design Number 1

This storyboard is very simple, consisting of pressing one simple button at certain stages in the story and then watching Jack act out those choices that the user chose.

Strengths –

I thought that there was lots of choices from the user to chose from throughout the story as well as the story itself deviating slightly but still being very similar to the fairytale Jack and the Beanstalk. I have also found that this story board tells the story in simple terms as such therefore meaning that the audience, this being children, won't get too stuck when it comes to making decisions as they would have been able to follow and understand the multimedia product.

Weaknesses –

Although I thought there were quite a few strengths to this example of the story, I also think there were quite a lot of weaknesses. I think that the layout of the overall story is too simple therefore it wouldn't be very challenging for the user, which could consequently result in them getting bored and therefore not wanting to use the product anymore. Also the only real form of interactivity that would be in the product would only be one button for them to chose from to navigate through, once again resulting in the product being boring. The main choices that I gave the user to choose from only compromised of either going home or going to another place which unfortunately wouldn't have been that interesting, especially if this was the only form of interactivity for them to use.

Conclusion –

This storyboard overall wasn't very promising, I found that there were more weaknesses than strengths. The weaknesses mainly being that the product wouldn't be interactive enough for the children therefore resulting in the users becoming very bored very quickly. I think that if I was to improve it then the main thing that I would need to do would to just add more interactivity, for example a quiz like in the second design.

Storyboard

PLANT THEM. ①
IN POT
SHAW MOTHER ②

CHOICE 1:

"FEE FI FO FUM"
run ← → HIDE

ANSWER CHILDRENS
STORY QUIZ TO
GET IN CASTLE
(next page)
NONE = END, RIGHT = CASTLE

cut it down
run

cut it down

choice 1: run   choice 2: hide
END.

run.
PAPA
GAME
OVER

16

Quiz questions
Storyboard 2:

1. How many bears are there in goldilocks?
   - a. 1
   - b. 2
   - c. 3

2. How many dwarfs are there in snow white?
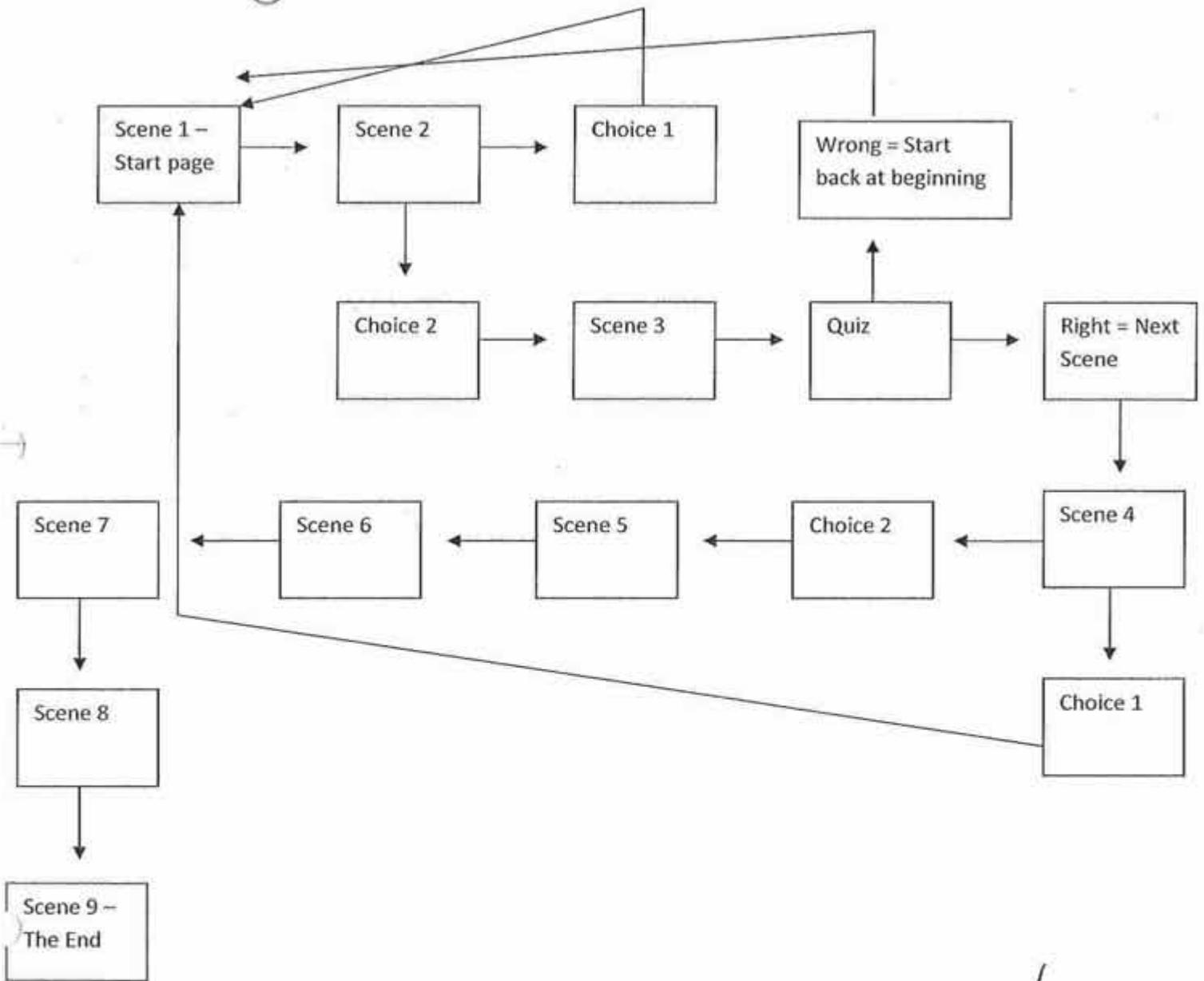   - a. 2
   - b. 7
   - c. 10

3. In cinderella what time did she have to leave the ball?
   - a. 10pm
   - b. 4am
   - c. midnight

4. What did Mary have, thats fleece was white as snow?
   - a. cow
   - b. lamb
   - c. dog.

√   Phil

Story Number 2

```
Scene 1 –          Scene 2    →    Choice 1         Wrong = Start
Start page    →                                     back at beginning
                       ↓
                   Choice 2   →    Scene 3    →    Quiz    →    Right = Next
                                                                 Scene
                                                                   ↓
Scene 7    ←    Scene 6    ←    Scene 5    ←    Choice 2    ←    Scene 4
   ↓                                                              ↓
Scene 8                                                         Choice 1
   ↓
Scene 9 –
The End
```

18

Design Number 2

This storyboard on the other hand has a variety of choices, and also includes more interactivity for the user. By this I mean that as well has having buttons to click to go a certain way, they also have a quiz to take part in, getting it wrong results in Jack going back to the beginning of the story, whereas if he gets it right then he can progress on going into the Giant's castle.

Strengths –

This version of the story as mentioned above, had a lot more interaction than number one, one major difference being that there is a quiz which relates to other children's stories and nursery rhymes, therefore I think that this alone would get them more involved and also it would challenge them a bit more. However the story itself, the way in which I laid it out was quite short, only compromising of 10 scenes, but I think that this is good because it gets straight to the point and would therefore not drag and bore the user, so I think it can be seen as short and sweet. Another strength is that it stays 'true' to the story which I think is good because you wouldn't really want to play/use a product which is named Jack and the Beanstalk, to then find that it actually isn't Jack and the Beanstalk at all.

Weaknesses –

Although there weren't as many weaknesses as storyboard number 1, I still found that this idea wasn't perfect to design. I felt that the choices weren't very good at certain parts of the story, therefore I think that some choices should be moved to other parts to make it link a bit more together which would therefore make it flow more freely. I also think that I should make the quiz have more questions from them to choose from and possibly different ways of answering it. For example give choices as either A, B or C and also make a drag and drop feature in which they would have to match the correct answers to the questions. This alone I think would make it more fun, interesting and therefore would make the child want to use it more than once.

Conclusion –

I found this storyboard a lot better than the first one in terms of the choices that they could choose from and how it was generally laid out. Although I felt that it flowed more than the first one, I still think that it needs some adjusting, hence the third and final storyboard.

B(ii)

19

FINAL STORYBOARD

CHOICE 1:

CHOICE:
① PLANT THEM IN POT
② SHOW MOTHER

CHOICE 2: ANSWER QUIZ TO GET IN...

CHOICE 1 THE END!

CHOICE 2:

① GO HOME
② CASTLE

CHOICE 1 CAPTURED.

CHOICE 2:

"FEE-FI FO FUN!"

RUN
HIDE

FINAL STORY BOARD

Final Design –


```
Scene 1 –          →   Scene 2        →   Choice 1
Start page

                        ↓
                   Choice 2       →   Scene 3       →   Choice 1

                                        ↓
                                   Choice 2       →   Quiz        →   Wrong = Start
                                                                      back at beginning

                                                        ↓
                                                   Right = Next
                                                   Scene

                                                        ↓
Scene 6   ←   Scene 5   ←   Choice 2   ←   Scene 4

   ↓                                            ↓
Scene 7 –                                   Choice 1
The End
```

B(i)

21

Comparisons of Design 1 and 2

Whilst looking at the two different storyboards that I designed, I can clearly compare each of them and determine what was good and bad about them which therefore resulted in storyboard number 3 being created and therefore implemented.

Appearance: Both storyboard 1 and 2 had bright colours which would therefore make the animation seem a lot more cartoonish. I think that this was really good because it really targets the audience by making it fun and interesting to look at as well as the interactivity that was also designed in the storyboards. They both were very similar in the fact that the scenes that I created had the same general layout and the characters also looked the same, however storyboard number 2 had 2 more scenes than storyboard number one did and I think this was really due to the number of choices that I created in the 2nd one. I also think that both of the storyboards had very simple designs which I think was a necessity for the targeted audience so that they could see and understand the images very easily.

Sounds: The sounds that I intended on using were different in both the storyboards that I created. Storyboard 1 would have had music playing quietly in the background throughout the whole navigation with speech bubbles appearing when the characters were talking. I didn't think that this would be good to include as the form of sound to play through the whole story because I think it would get to boring for the user to listen too thus resulting in them losing interest. Whereas storyboard number 2 would have narration and some music playing through where possible, however there is no character speech so once again this wouldn't be as interesting for the user to interact with. I have found that including speech would make the animation appear more cartoonish, this therefore resulting in a third storyboard in which I would have narration and character speech telling the story and also I would try to incorporate speech bubbles in where the hen needs rescuing for example. I think that this skill would really involve the user because they would have to watch the animation as well as listen and I have found from past experience that good voices of characters and good bright images really draws the user in, especially a child.

Navigation: The navigation on the two storyboards are also very similar in that they both consist of two buttons on a scene, one which leads to one scene and the other goes to a different scene, therefore resulting in a choice as such for the user to pick from. However this form of navigation was the only form of interactivity on design one which would of course mean that the user would get bored very quickly thus loosing interest in the story and the product itself.

Interactivity: To meet the requirements of the brief, I decided that unlike in the first design, I would add more interactivity in the second storyboard. This mainly compromised of more navigation, thus more choices from the user to pick from which were a lot more interesting and also a quiz which would determine whether or not the user would be able to carry on by going into the giant's castle or whether they would have to go back to the beginning. This was a real improvement I believe because it really gets the user to interact a lot more and it also challenges them slightly therefore proving to be more of an interesting animation which is as well as appealing but also fun.

P(ii)

Conclusion -

Overall to make my final storyboard I merged the ideas of the first and second story board together, I found it very difficult to create two completely different designs due to the fact of wanting to keep the story of Jack and the Beanstalk as the main theme and I didn't want to drift from it. When thinking about putting choices into my story to make it interactive I thought it was quite hard to think of some up as I couldn't really see what choices you were supposed to have in the story. Therefore I decided that choices such as where to plant the magic beans, whether or not to go into the castle or back home and should Jack run away or hide when he heard the giant. I also thought to make it more interactive, to include a small activity – a quiz, for when Jack tries to enter the giant's castle in which the user has to pick the right answer. I got the quiz idea from the second design and the choices were a mixture from both of the storyboards.

I think that this storyboard followed the story of Jack and the Beanstalk a lot more than the other two did, therefore it stayed 'true' to the fairy-tale, I also think it appealed slightly more in terms of visual aspects because I plan to use bright colours so it would look more cartoonish and also not make it too crowded in terms of the amount of objects which appear on the screen at one time, which would hopefully make the child want to carry on using the product. I think this storyboard out of the two also challenges my Macromedia Flash skills more because I would have to include buttons throughout, make objects move across the scene, try and create an earthquake effect and also include sound all the way through the product. However I think that from looking at other interactive multimedia products of the fairytale Jack and the Beanstalk such as the CBeebies version
(http://www.bbc.co.uk/cbeebies/misc/stories/jackandthebeanstalk/) or the Cartoon Network version (http://www.youtube.com/watch?v=YB1EE-FDgMk) they use a lot more lip syncing than I plan to do and also moving of body parts and I think this is due to the time limit that I have, therefore I think that if I was given longer then I would try to incorporate skills like that into my product, which would hopefully attract the user a lot more than my storyboard plan I have now.

To improve the overall design I could have possibly linked in another children's story, for example if Jack was to go through some bushes, it could lead to the three bear's house from Goldilocks. This would make it more interesting I think and possibly interacted with the user more, however due to the deadlines and time limit like I have mentioned previously, I don't think that I would of had time to design two or three children's stories to be embedded in my main story of Jack and the Beanstalk as well as include lip syncing. I also think that I could possibly add some more choices in the story, I may do this when I get to my actual designing using the multimedia software but I hope to overall stick to my plan from my storyboards and my scripts.

Yet overall I think that the design I have chosen are simple but yet effective to get younger children to interact with the product,

The Script -

Scene 1 –

- The sun is shining on Jack and his mum's house.
- Narration says – 'Once upon a time there lived a young boy named Jack and his poor widowed mother. The only pride and joy they had was Milky the cow... one day Jack's mother decided that it was time to sell Milky in order to get some money. So she told Jack to go to the market and sell Milky. So off Jack went.'
- Milky the cow at the front of the scene – when narration says it was time to sell her, Milky gets sad (sad facial expression to be added in)

Scene 2 –

- Jack goes and sells Milky via a strange old man who gives Jack some magic beans for the cow.
- Stranger 'Hey you there, are you trying to sell that old cow of yours?'
  Jack 'Yes sir, why are you interested?'
  Stranger 'Well I will give you these magic beans for her if you will'
  Jack 'Hmmm... I don't know, mum might be annoyed with me. Okay then I'll take it!'
- Goes home and has the choice of planting them in a plant pot secretly or showing his mum.

Choice 1 –

- Jack gets home and plants them in a pot secretly in his room, he doesn't tell his mum that he's back from town and he goes to bed. During the night Jack and his mother hear a loud creak and then a bang, the beanstalk magically appears and breaks the house into thousands of little pieces. Jack and his mother are now homeless.
  FAIL – THE END

Choice 2 –

- Jack gets home and shows his mother what he got for dear old Milky, she gets angry at him and throws the beans out the window and sends him to bed with no supper.
- Jack 'Mum look what I've got, aren't they cool!'
  Mum 'You didn't! You stupid little boy, get to bed now!!!'
- The next morning Jack wakes up and looks out the window, only to find a gigantic beanstalk outside his bedroom window and decides to climb it to see how far it goes.

Scene 3 –

- The beanstalk goes higher and higher into the clouds. Have Jack climbing it and show the clouds get closer and then disappear.
- Narration says – 'While Jack climbs the beanstalk which gets higher and higher and higher, he finally comes above the clouds to find a castle at the end of the path.'
- Jack has the choice of going back down the beanstalk quickly and quietly or to go to the castle to explore.

Choice 1 –

- Jack decides to climb back down, but as he does, he slips and falls because he was climbing down too fast and dies.
  FAIL – THE END

Choice 2 –

- Jack is stood next to the castle door which is zoomed in, showing all the cracks in the old door. Gloomy feeling.
- Jack goes all the way to the castle door but to get in he must answer the quiz and get them all right to enter.

23

Quiz Questions -

- How many bears are there in Goldilocks?
  - a. 1
  - b. 2
  - c. 3
- How many dwarfs are there in Snow White?
  - a. 2
  - b. 7
  - c. 10
- In Cinderella, what time did she have to leave the ball?
  - a. 10pm
  - b. 4am
  - c. Midnight
- What did Mary have, that's' fleece was white as snow?
  - a. Cow
  - b. Lamb
  - c. Dog

Scene 5 -

- Jack and the hen climbing down the beanstalk which is zoomed in like it was when he climbed up in scene 3.
- Climbing down the beanstalk quickly and swiftly whilst carrying the hen alerts the giant, who consequently starts to climb down the beanstalk too after Jack, towards their tiny little house.

Scene 6 -

- When he reaches his house, he throws the cage containing the hen to his mother who his petrified about that fact that Jack just climbed down the beanstalk, she becomes more shocked when she realises that a giant is on his way.
- Jack grabs and axe and starts to chop down the beanstalk. The giant hearing the creaking climbs back up to his castle.

Content

Dil

Scene 4 -

- Everything made of gold in the giants castle. (Gold background but everything is twice the size of Jack).
- While Jack was exploring the magnificent castle he heard a very loud bellowing voice 'Fee Fi Fo Fum, I Smell The Blood Of An Englishman, Be He Alive Or Be He Dead, Ill Grind His Bones To Make My Bread!!' Hearing this made Jack tremble with fear.
- Two choices – one being that he tries to run away and get back down to the beanstalk safely, or to hide behind the gigantic table leg.

Choice 1 -

- Choosing to try and run away, Jack runs as fast as his little legs can carry him, BUT he runs straight into the Giants feet which are blocking the door to get out of the castle. FAIL – THE END

Choice 2 -

- Jack manages to hide behind the table leg which is big enough for two of Jack, the giant looking for Jack, gets bored when he realises that he can't find him so leaves the dining room. Jack being out of harm's way... for now. Just as he is about to run out of the room, he hears a squawk, a hen in a golden cage on top of the table.
- Jack rescues the hen and gets safely out of the castle towards the massive beanstalk.

Scene 7 -

- Sunny background again with beanstalk laying on the floor and Jack, his mother and the hen next to the remaining beanstalk (the stump).
- The beanstalk snaps at the base and crashes down on the ground, leaving the giant above the clouds away from him and the hen. Jack releases the hen and to his and his mother's surprise, she lays a golden egg, worth hundreds.
- From then on Jack, his mother and the hen live happily ever after.

Action Plan –

Section	Deadline
The brief	06 October
Research	06 November
Design	24 November
Implementation	18 December
Testing	23 January
User documentation	23 January
Evaluation	30 January
Final Deadline	**06 February**

Above are the deadlines for each task to be completed by. The individual tasks for task 3 (the implementation) are shown on the next sheet.

Action Plan – Individual Tasks:

Characters – 20th November

Scenes – 29th November

Navigation – 2nd December

Quiz – 9th December

Sounds – 11th December

Key Frames and merging together everything – 16th December

Complete Product – 18th December

Hand in Implementation – 18th December

B(i)

J

Task List (central mind map)

- make sure all flowing
  - sort any problem out
  - symbols etc.
  - (no timing/embedded timelines running)
  - transitions + fading → tables/chairs → together → in ↑ characters
  - symbols → together it
  - beanstalk → new chapter
  - jacks ↑ noise

keyframes
  - setting → species
  - fixing all together
  - golden cup
  - objects → backgrounds connected for storyboard
  - deadline: Nov 2009
  - market → outside / inside → castle / house
  - dialog → room

Scenes
  - clouds (moving)
  - sun → night and day

Characters
  - design faces → symbols → happy, sad, angry
  - deadline: Nov 2009
  - Jack, giant, mother, stranger, cow, hen
  - legs / arms
  - (main part)
  - torso

complete product
  - deadline: beginning of Feb 2010
  - character voices recording
  - gloomy? ↑ bg noise to quiz
  - Happy when correct

Sounds
  - research
  - zooming? control
  - analicious con.
  - Fix with scene
  - giant noises (loud and booming)
  - Hen noises?
  - background sounds
  - deadline: Dec 2009

Navigation
  - choices → buttons → play/pause/restart
  - deadline: Dec 2009
  - skip a scene?
  - linked to scenes → right = n.s.
  - wrong = back to beginning
  - design of buttons → symbols → hot state

Quiz
  - questions
  - design → [a.) b.) c.)]
  - buttons
  - deadline: Dec 2009
  - background - base to quiz → pictures?

27

Characters

Jack's Mother

Jack
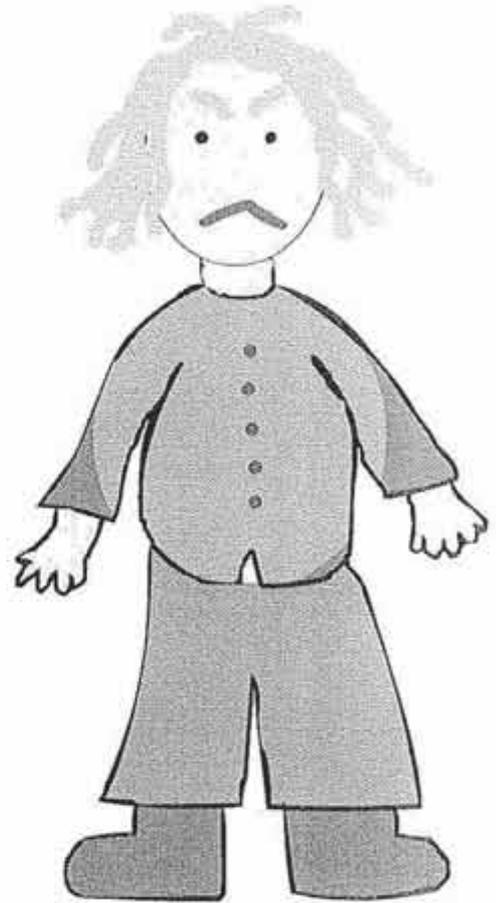
The Giant
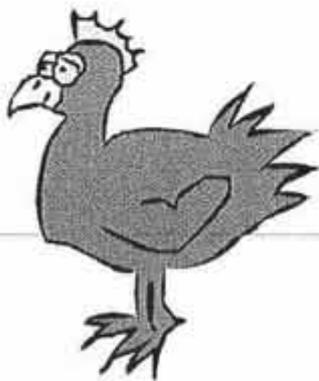
Pluckie The Hen
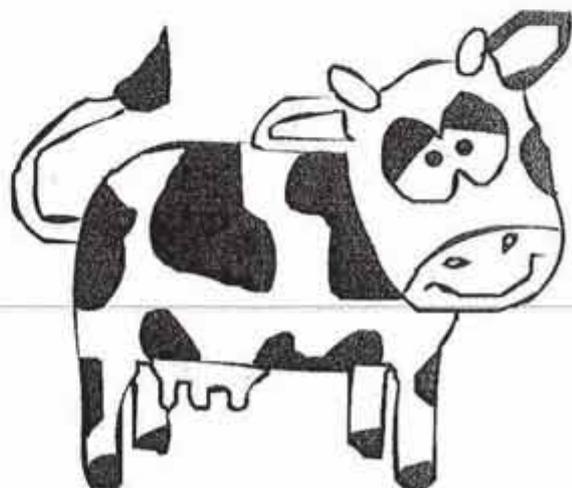
Milky The Cow

Implementation

Implementation

In this document I will be describing how I created my interactive multimedia product in terms of what skills I used and how I used certain techniques such as including sound and drag and drop features.

Creating a symbol –

I drew and selected everything that I wanted to be changed into a symbol.

(i)

Then I pressed F8 on the keyboard of the computer and saved as a movie clip symbol (otherwise it could have turned into a button).

(ii)
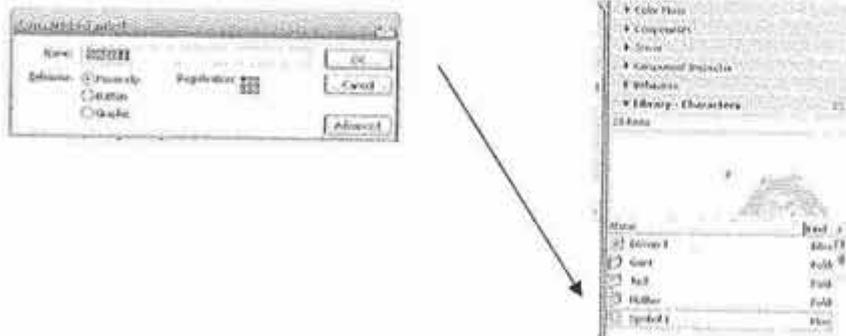
Creating a character by tracing over an image from the internet –

Once the image has been found on the internet, I saved the image as a .jpg file, and imported it into the Flash document. When I did this I created another layer which was where I traced over the image to create the following:
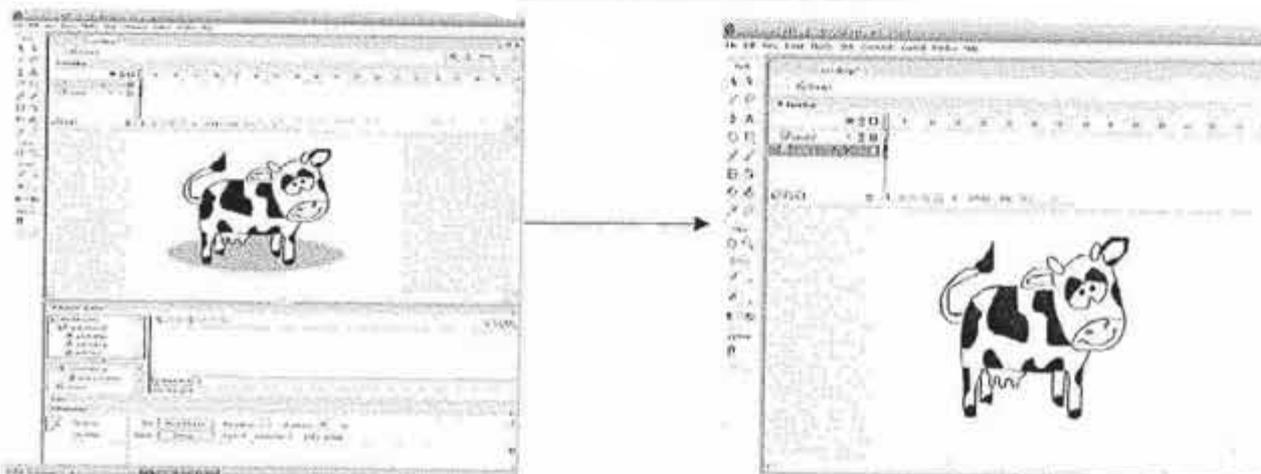
Creating a scene –

Create a new flash document and add a mask layer which covers the space in which you can draw in. Make this invisible and lock it so it can't be moved. Then add another layer, this one will be the scene. Start drawing the grass, sky, house, trees etc. Then start adding characters in a different layer to the scene that is being created.
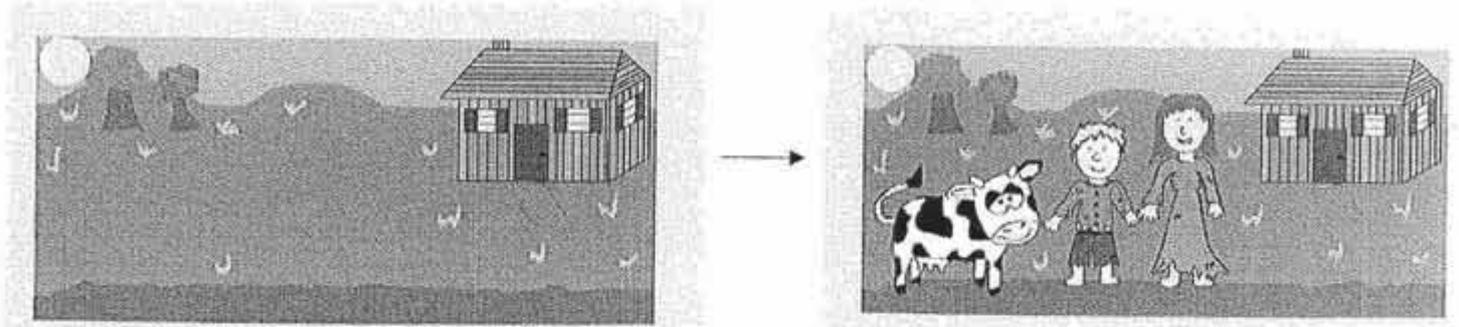
Creating a button –

When creating a button you must first turn it into a symbol like you would when making characters, However rather than clicking the 'movie clip' you must click the 'button' choice instead. This turns the object into a button. You can change the properties of it when you double click on the button, this enables you to change the colours and when hovered over or clicked on, you can make a certain thing happen, for example changing the shape of it.

To make it link to other pages you would have to click onto the action script and insert the correct code. For example to be able to make the button go to another scene, I would have to insert the following code:

```
on (release) {

        gotoAndPlay("nextscene");

}
```

How to draw a hand using a tutorial –

http://www.pxleyes.com/tutorial/traditional-drawing/1465/How-To-Draw-A-Proportioned-Hand-Structure.html

When I needed to draw the hand for the man who has the magic beans, I wanted to make look as realistic as possible, so I thought rather than tracing a hand, I would find a tutorial on the internet, showing me how to do it on Flash.
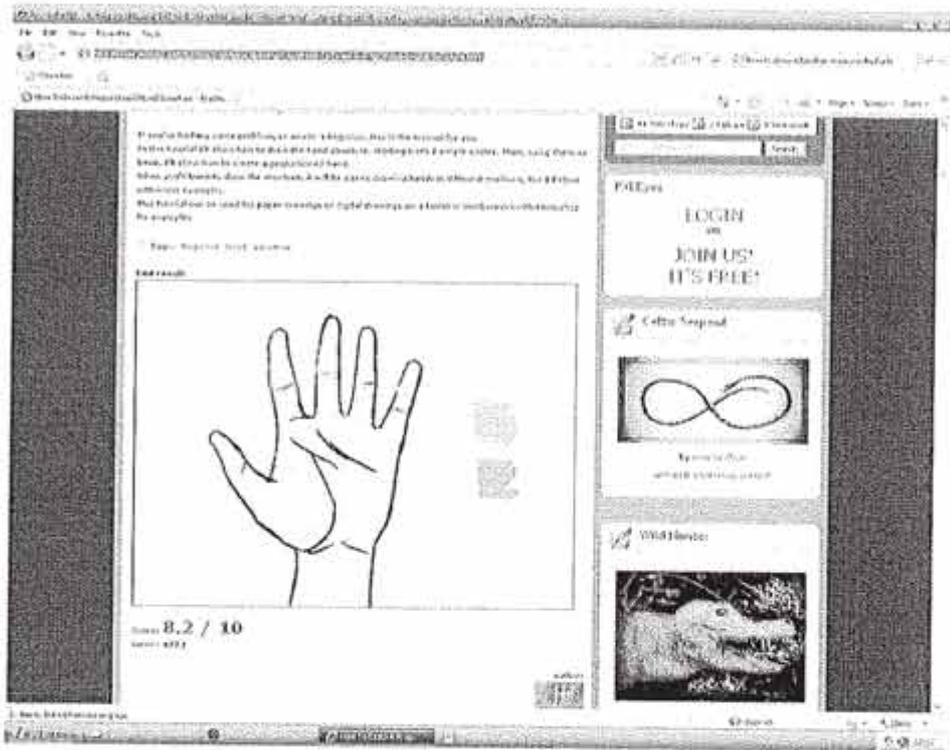
Masking –

Before I started drawing my scenes and adding my characters, I always draw a mask, this would therefore enable the size of the screen to always be the same width, so if I go over the lines while creating my scenes, the mask would prevent that from being shown up on the overall viewing of the product.

82
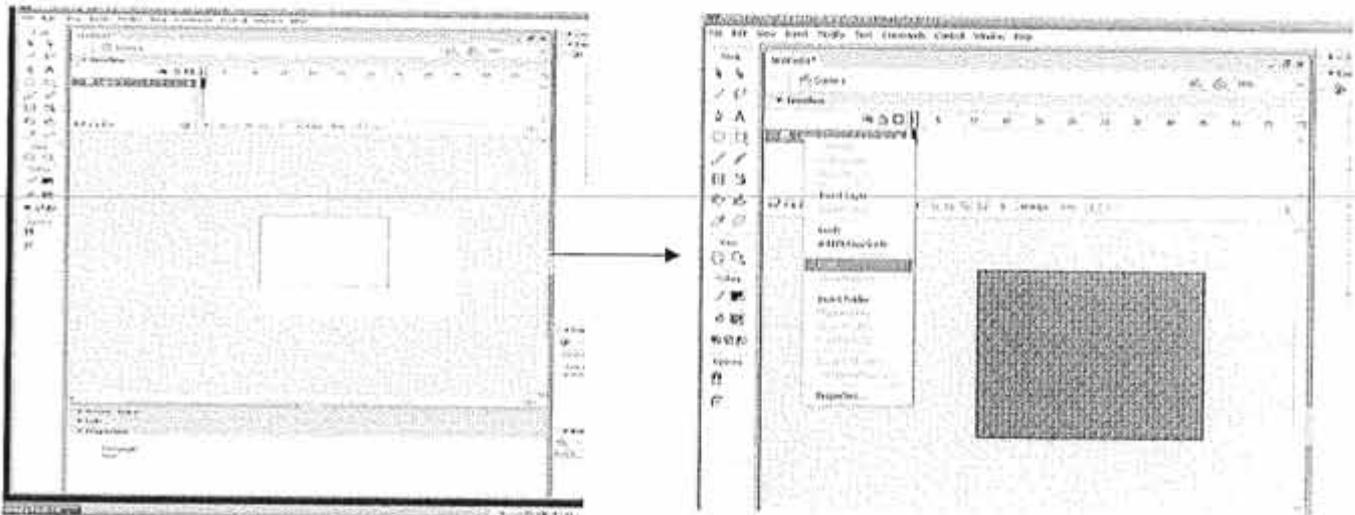
How to get an object moving on the screen and a nested timeline –

Once I had designed the hand I needed some magic beans, to make them magic I decided to make them colourful and to dance. This is how I did it.
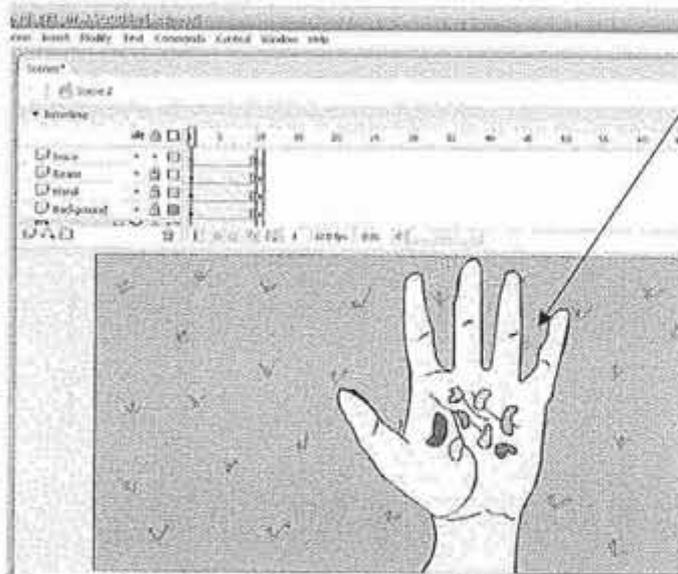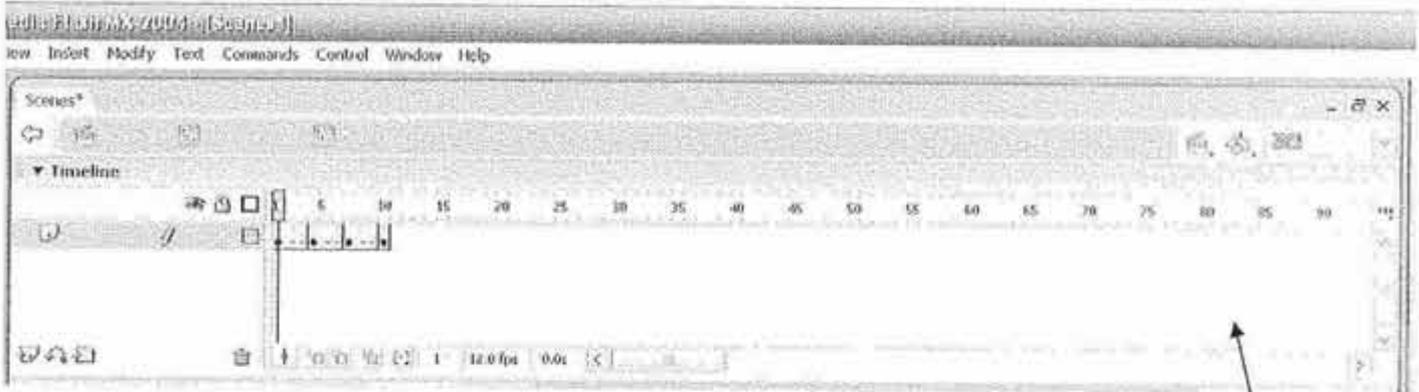
I drew the beans and gave them all different colours. After making all the beans separate symbols I then went inside of it to make a nested timeline. In this I used key frames only about 2 apart and made the bean move a different way each time. This then made the bean move around freely when watching the scene.

When I come out of the nested timeline I am then able to watch the beans dance about on the screen, therefore appearing as magic. I could also reuse these beans in other scenes therefore meaning that I am recycling and it still has the same effect.

C(i).2

Including a custom cursor –

Once I had designed my scenes, I thought that it would be a good effect to include my own custom cursor, especially one which also has an animation look to it. To do this I drew my arrow

and then started to add the code, as I was learning a new skill I used the Animating with Flask MX CD which accompanies the book code. This really gave me the basics on what to include to make a new cursor which replaced the old simple one. The code being:

```
Mouse.hide();

cur._x = _xmouse;

cur._y = _ymouse;

startDrag(cur, true);
```

C(ii)
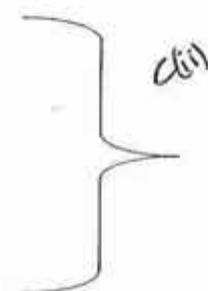
This code was put in the arrows nested timeline therefore meaning that it was affecting the cursor all the time. This meant that when I copied the cursor into each of my scenes so that it was present all the time, the code didn't need typing all the time.

C(ii).3

I could then adjust a few points on it such as the registration point as I felt that the cursor couldn't click the small buttons such as the quiz options, so I moved it so it was at the tip of the point on the cursor so that it could click smaller objects.

Designing a quiz using buttons –

For the user to gain entry to the giant's castle, I wanted to make it a little bit more interactive so I created a quiz. I had to learn the skill myself and I came up with the idea of creating some text, this being the question, and then 3 buttons which were the choices, and only when the user clicks the right answer, will it then go to the next question. The buttons were the three choices and the code that was inserted onto the correct answer was

on (release) {gotoAndPlay("frame 15"); }

This then went to the next frame which had the different question.

Creating an earthquake effect –

I wanted to include an effect that happened when the user pressed the wrong button in the animation on one of the scenes. To do this I once again used the Animating with Flash book and CD which had a chapter on how to create an earthquake. I gained quite a lot of ideas from it and decided that the best way to do it was to move the scene itself in the timeline. So on one frame it was in one place and a couple of frames later it was in another. I did this a couple of times so it moved from side to side quite rapidly to give an earthquake effect.

I also thought that it would be effective to make the picture frame of Jack on the wall to move from side to side with the earthquake. To do this I went inside the image and put some key frames in the nested timeline, using the same sort of technique as I did for the earthquake itself.
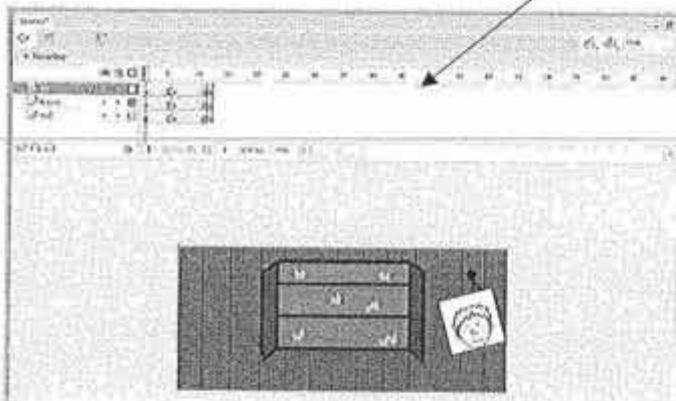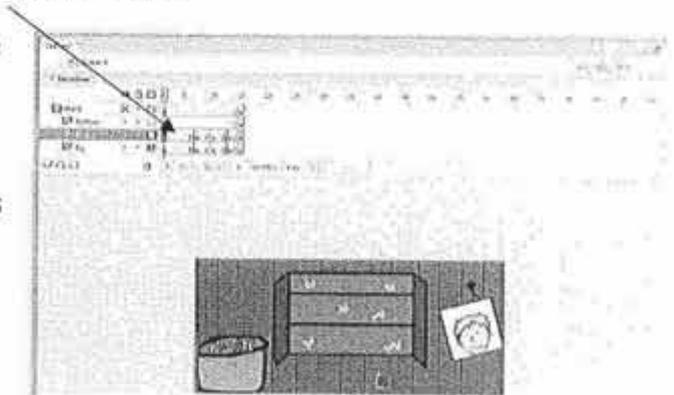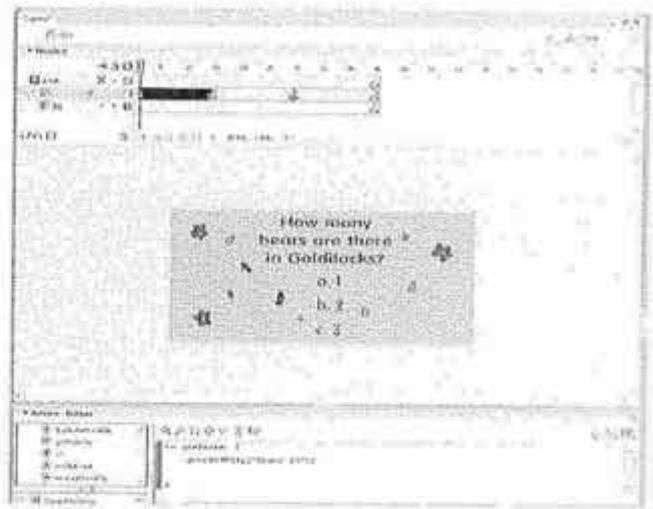
Creating sound –

For the animation I wanted to create some sound to make the user get more involved in the story, I think that it makes the story itself and it is also a good way to tell the younger people what the story actually is about through narration. To create the sound I used the software called 'Audacity' which enables people to record sounds and edit them. I could then take a section of the recording and edit certain aspects of it, for example I could make the voice a different pitch or include an echo

Play button

Record button
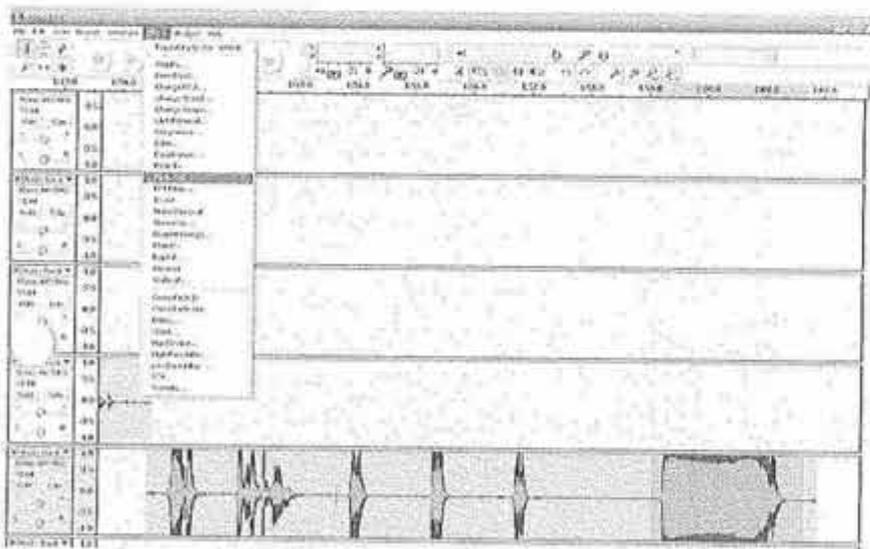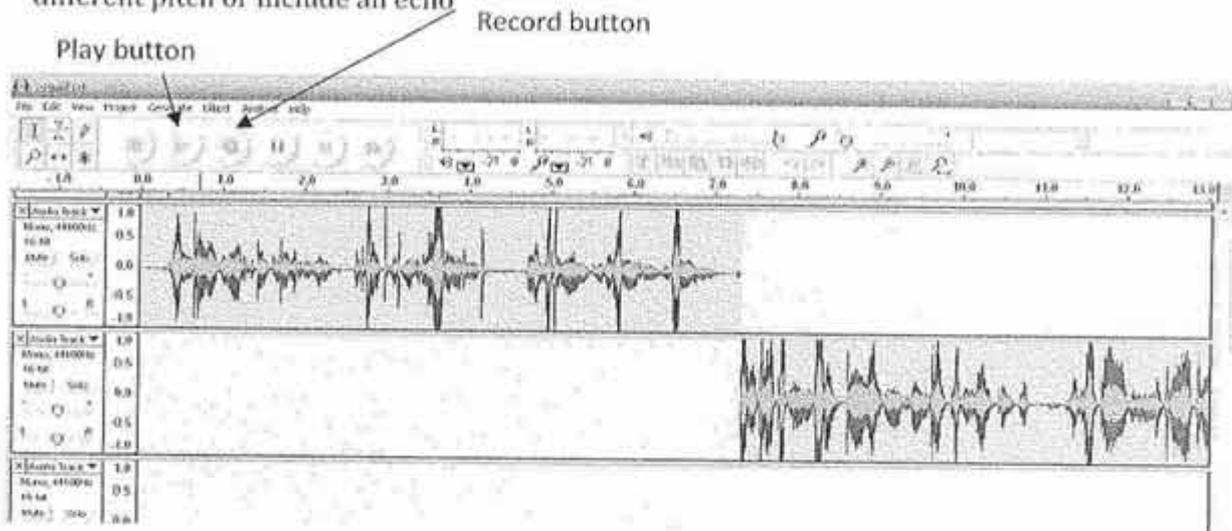
For part of my story I have Jack falling down the beanstalk. The recording of this is very loud and it doesn't have any real effects to it. So I decided to take the large section and introduce a 'fading out' effect so that the voice recording would start very loud and then get gradually quieter and feel like it is further away.
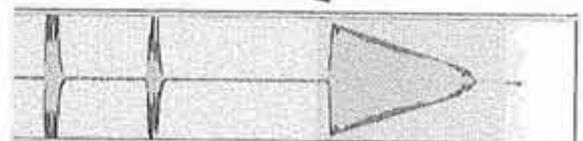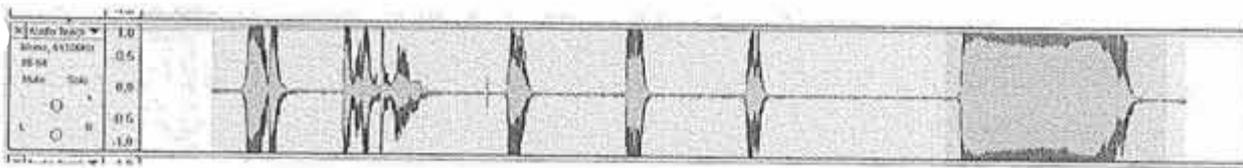
Another effect that I decided to do by editing the recordings was the change the pitch of the giant's voice to a much deeper one.
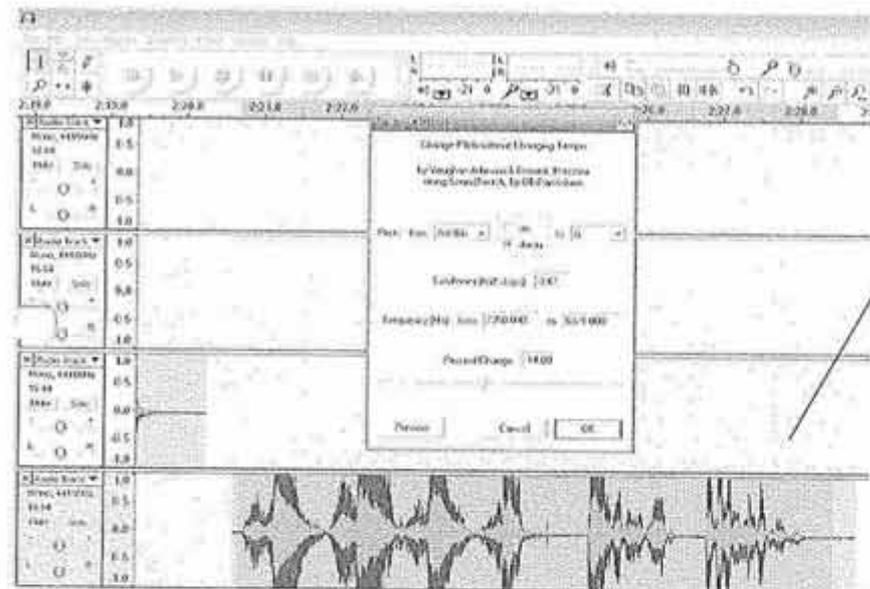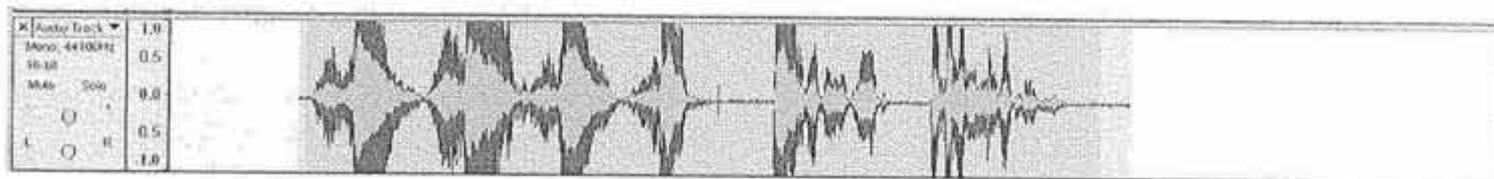
This gave the voice a deeper sound therefore making it sound more like a giant man shouting it.

To then insert the sound into the Flash file I had to save the file as a .WAV file so that it would be compatible with the Flash document. To do this I went up to the file drop down menu and clicked on the button.
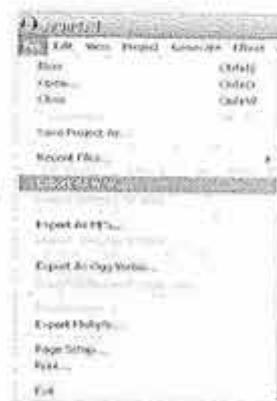
From here I then went into my Flash document and imported the sound into the library on the layer in which I wanted it to appear.

This then meant that I could import any of my sounds into the document, meaning that it would be present on the scenes. From then I had to go to the properties to then enable the sound to actually appear on my scene, this was a good way of getting sound onto my animation because I could get the sound to be looped, repeated, to fade in and out just by using the drop down menu and clicking the required effect I would like to be present.

The use of the library –

On every Flash document the library is available for use and in this I could look at all my objects/animations while I am working. This is very useful as I could drag any object from the library into my scene therefore meaning that it is an efficient way of working and is a lot quicker than having to remake them or copy and paste them from another scene.

Creating hover spots –

This technique was used so that when a user hovers over a certain item, something changes without them needing to actually press it like you would a button. To do this I created a drawing that I wanted to have the hot spot included and created it as a symbol. I then went inside the symbol and on the 'over' state I changed a property about it, for example add a drawing or change the text, so that when they 'hovered' over it, those affects took place.

Making an object move around the page as if it was being guided –

On my introduction page I created a symbol, this being a movie clip and then made another drawing, this usually being a line that I wanted my image to follow. To get it to actually follow I had to ensure that these two things were on separate layers and that the line was actually classed as the 'guide'. I then had to line the guided (the image being guided by the line) hot spot onto the lines hotspot, then create a key frame further on in the timeline and situate the image (the cow in this case) at the other end of the line, also making sure that the hotspots lined up together, and then create a motion tween so that it moved gradually across the line.
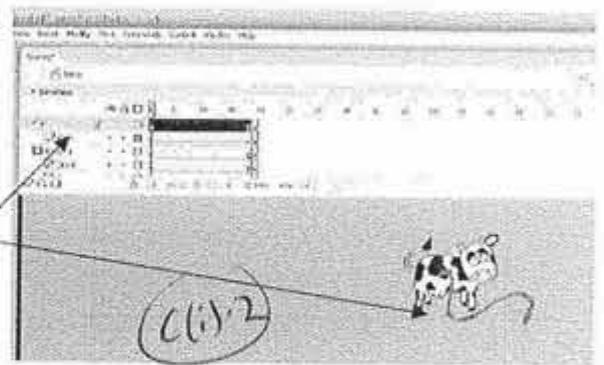
Drag and drop –

To create a drag and drop there was a variety of techniques I had to use, this being that I had to make two different lists of symbols which I wanted to be dragged and then include all the different types of code to make it be dragged and dropped.

```
on (press) {startDrag(this);}

on (release) {stopDrag();

        if (this.hitTest(this._parent.hen)) {_global.v1=1;}
```

```
if (v1+v2+v3==3)
```

Once all the correct answers at been dropped on the right words, I then included code so that it would go to a different scene

```
{this._parent.gotoAndPlay(5);}
```

37

The 'walk through' of Jack and the Beanstalk

In this section I will be walking through my interactive multimedia product and I will be talking about how the techniques that I used were effective for the animation.
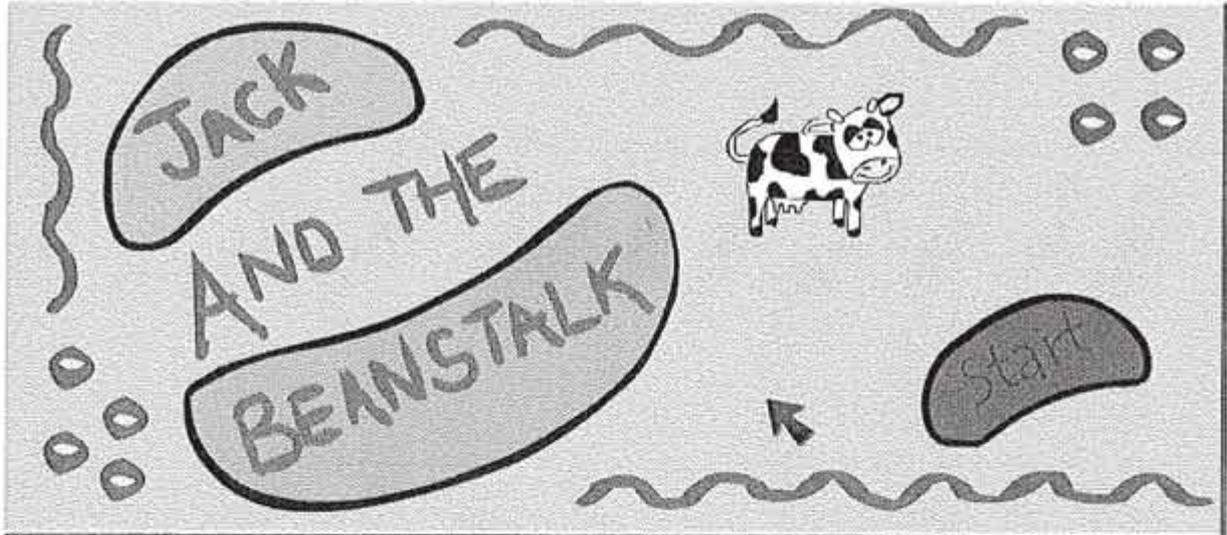
This is the beginning scene that my animation starts on, as you can see there is a wide variety of colours on the first scene and I did this because I feel that it gets the user involved, especially the targeted audience, this being children aged 5 and over. I have always found that bright colours attracts the 'eye' more which is what I aimed to do as I wanted to involve the child throughout and what better way to start off with getting them into the animation at the very start. Another technique that I have included in the first scene is the cow which gets guided across the scene by a 'guide'. So when the user clicks the start button, the cow will move from one spot to the other as shown below.
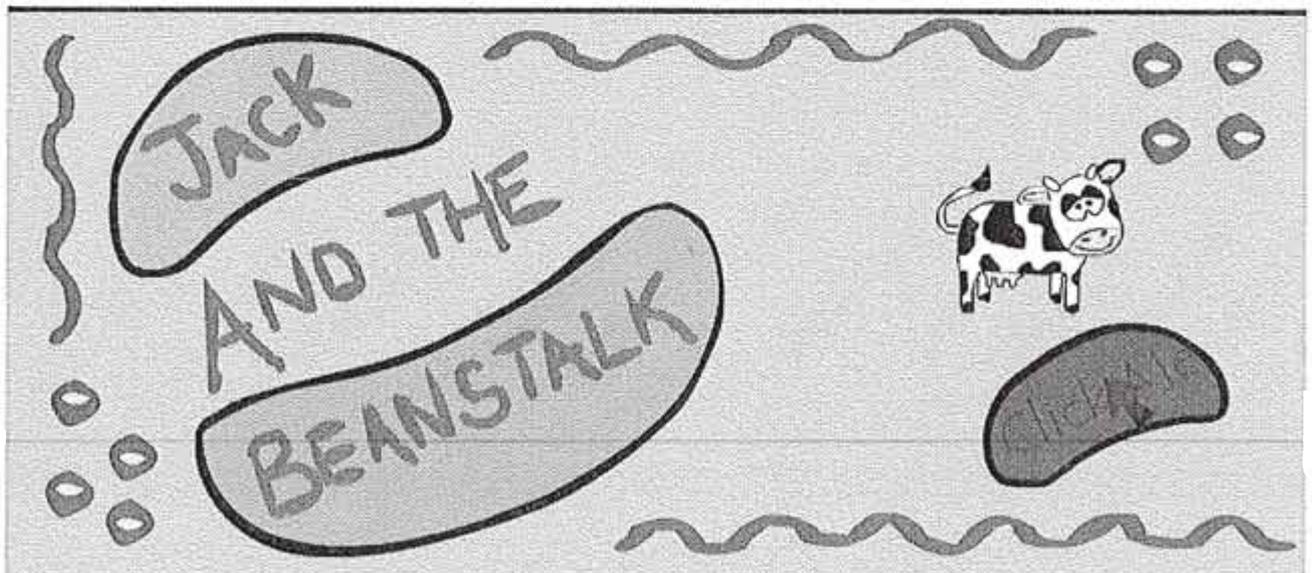
I used this skill because I thought that it would get the child involved once again and I feel that once they see the cow moving they will want to watch the next part to see what happens as it is very 'cartoony' therefore meaning that it appeals the them a little bit more. The button which starts the animation and changes in terms of text was introduced because I thought that when

C(iii)

they hovered over it and changed colour, moved slightly and had different text, it would let them know what to do, for example they would then know to click the button when it actually said 'click me'.
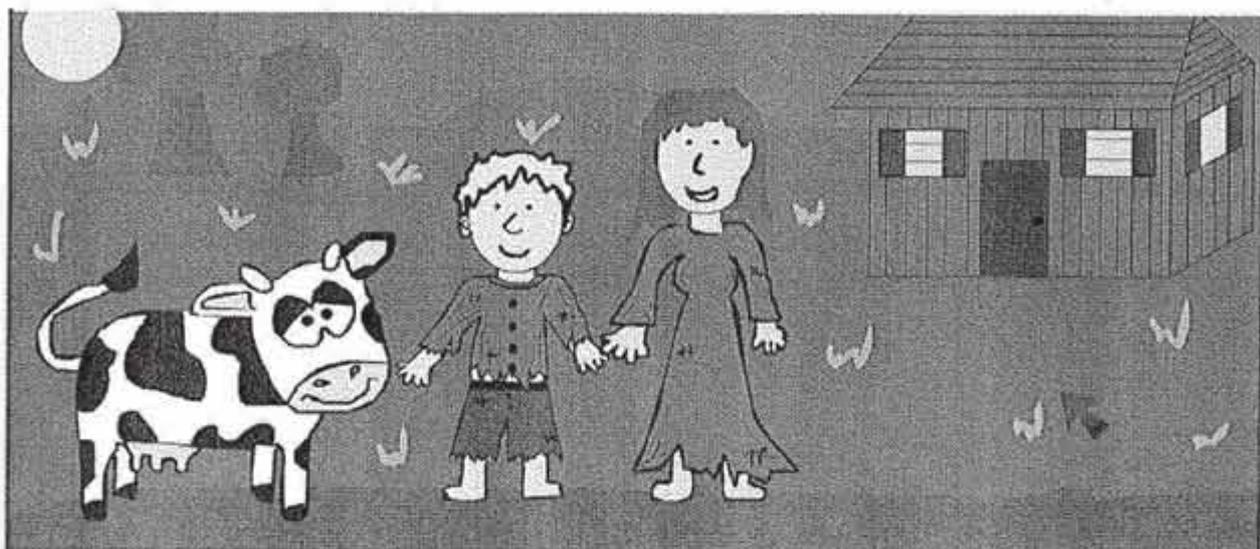
When the start button gets clicked, it then goes to the scene above which starts with a narration introducing the story. The colours were once again quite bright and the sound I feel is quite a strong but pleasant voice which I believe can actually draw the child in to listen. At this stage in the animation the user doesn't have to do anything but look at the scene and listen which meets the client's needs in a way by ensuring that the child follows a classic story.
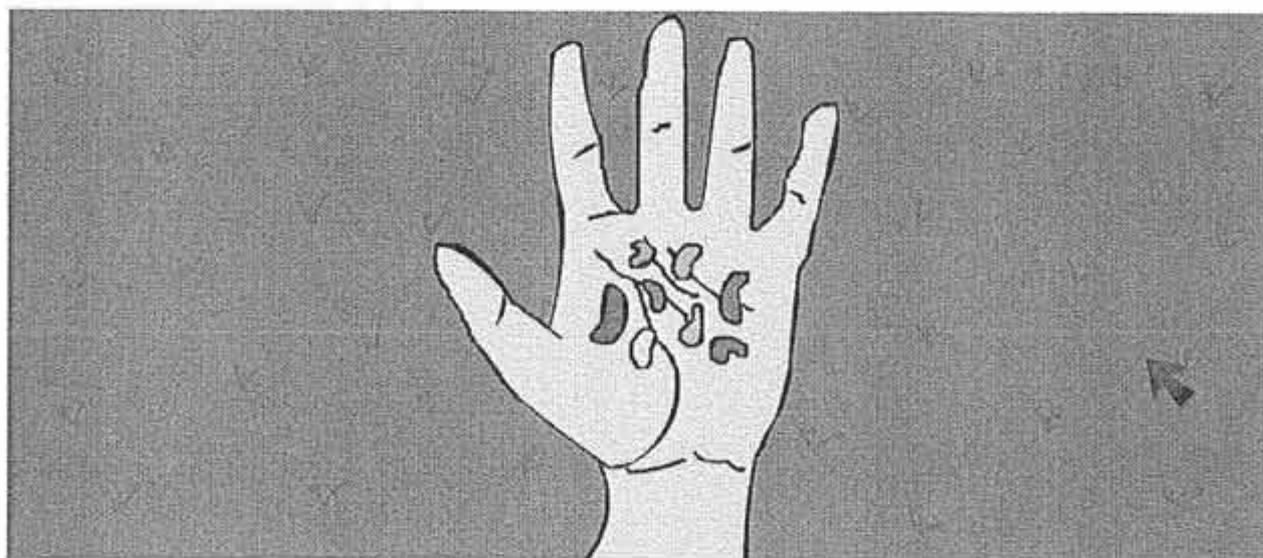
The story then continues onto a different scene which is in my opinion a very simple but effective scene. The background is darker than the hand which makes it stand out a little bit more, thus getting the child to focus on the beans moving around in the person's hand. I used a tutorial to design the hand because I thought that it would look more realistic than designing it my own way. I also made the beans move about on the screen by using a nested timeline so they move all the time to emphasize to the user that they were magic, not like your everyday green beans or baked beans. I think that the way that they dance will amuse the child using the

product because they wouldn't really imagine beans moving about like that in someone's hand. In this scene there was once again sound playing to let the child know what is happening in the story.
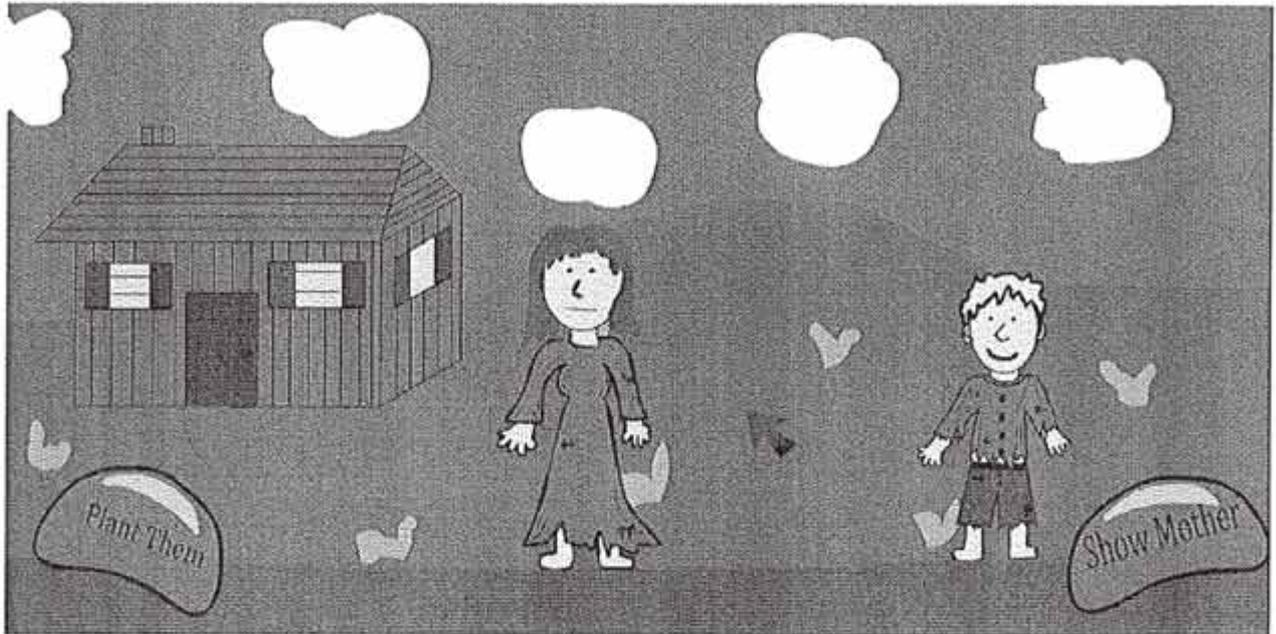
This scene once again had sound in the background but also had buttons leading to different scenes. I used bright colours and tried to get the background to be consistent with the one at the beginning as it was still set in the same scene, but the only different was, was that they had both moved positions. The design that I created for the buttons was in the shape of a magic bean and I did this because the story was about Jack and the Beanstalk and I wanted to make it so that they buttons fitted well with the story and didn't stand out too much. When the user actually hovered over and clicked the button, the bean would change slightly in terms of colour and position. I thought that this was a good effect because it still told the user that they were magic beans.
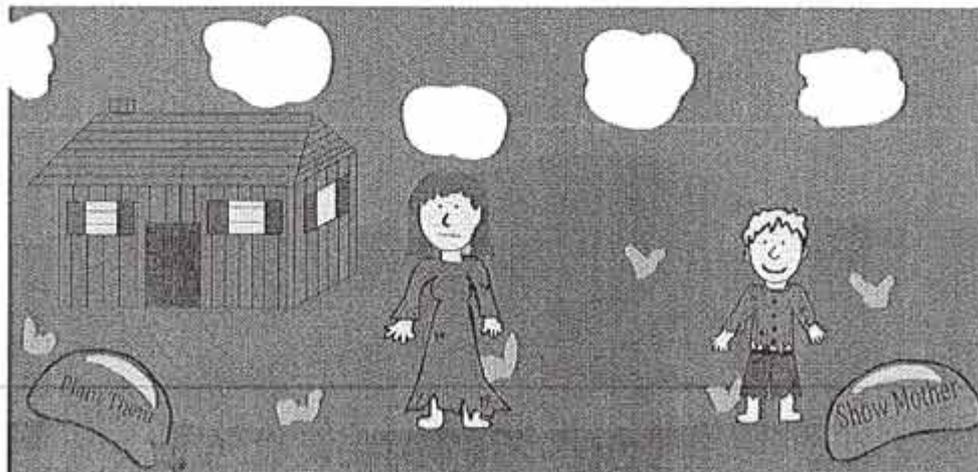
When user clicked any of the two buttons it would automatically take them to a different scene.

If they were to click the 'plant them' button the scene below shows what would happen.
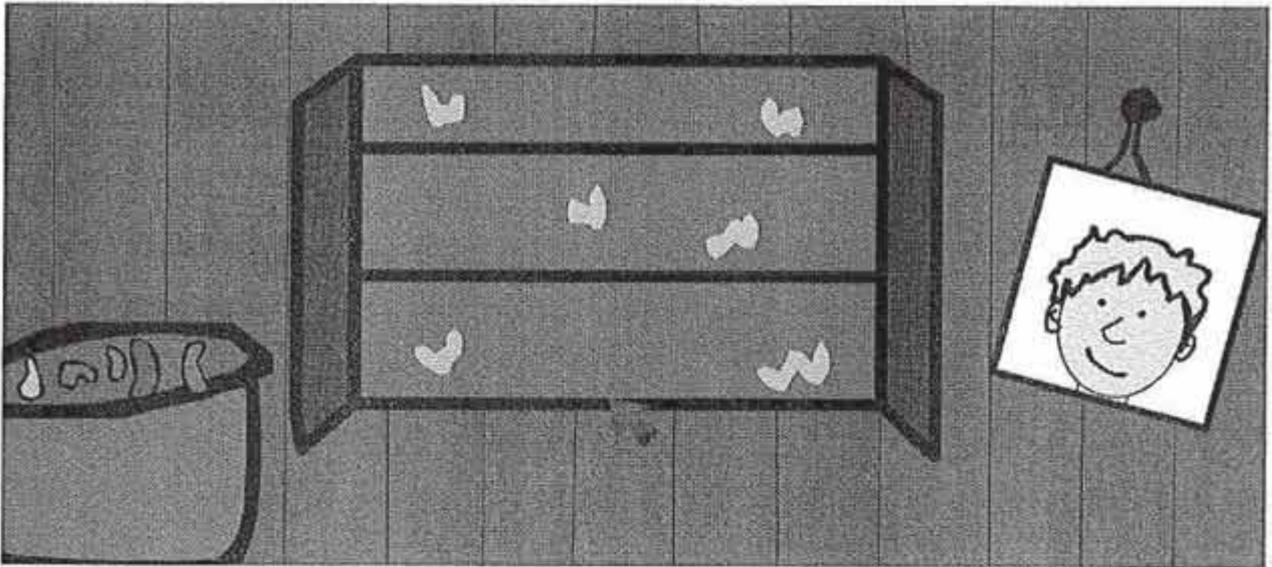
This scene had a variety of different techniques used, the colours were very different to the previous scenes that the user at seen before. I contrasted this quite a lot to show them they were inside the house – the portrait of Jack emphasising this and also to make the coloured beans stand out in the dark plant pot. Once the scene appeared on the screen there is an earthquake effect and I did this to show them that the beans weren't supposed to get planted in the pot, the scene ends with the 'restart' button appearing which is the only way they can get out of that specific scene which consequently results in the animation starting again from the beginning.
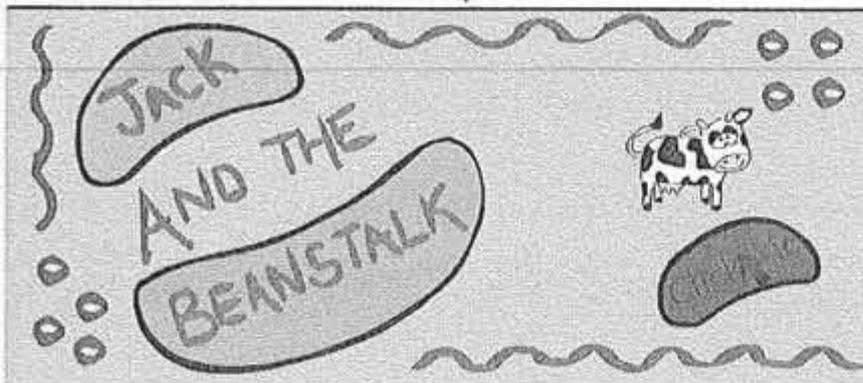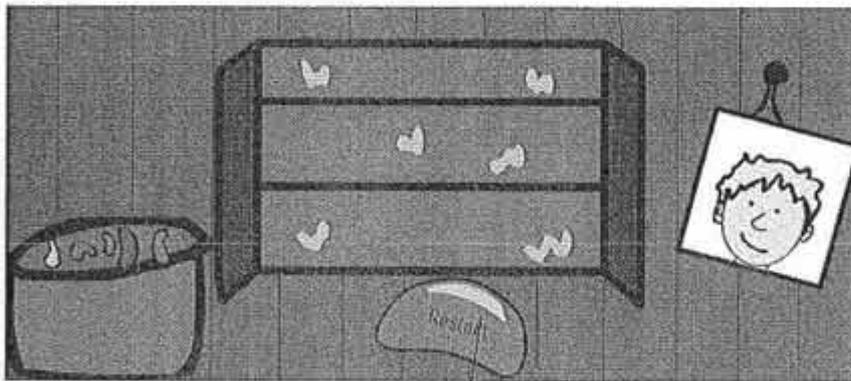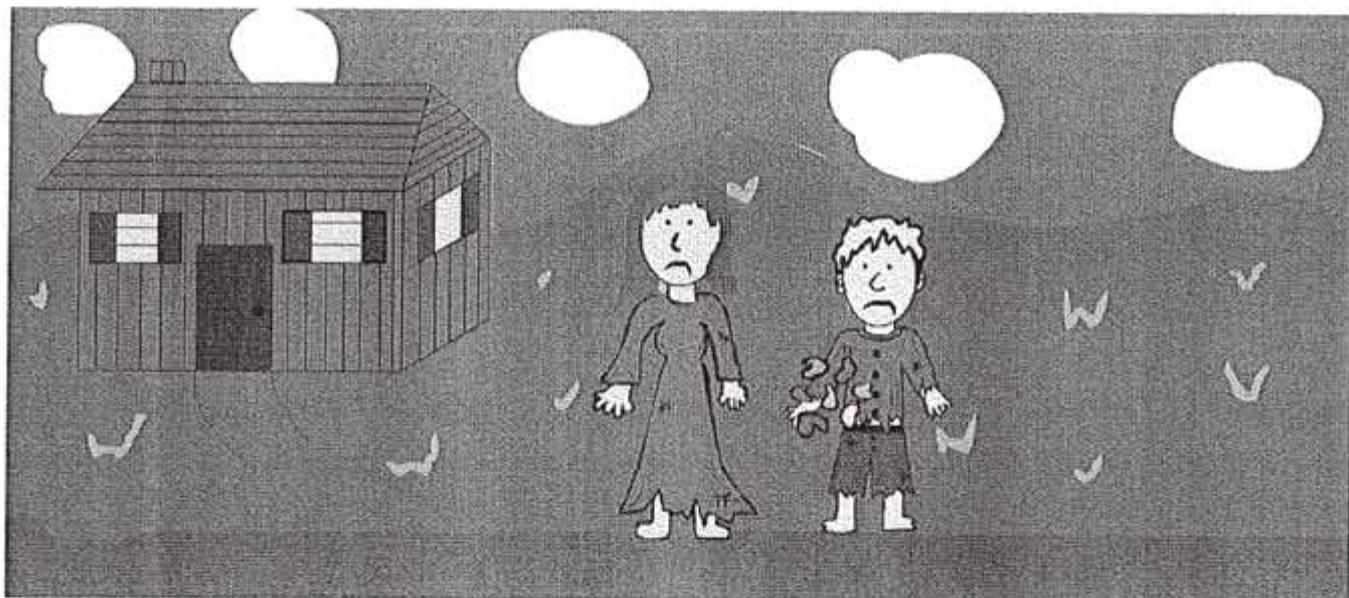
The scene above is the one that appears once the other button 'show mother' was clicked. Once again this is staged in the same scene has the scene before (outside of Jack's house) and as you can see, the magic beans are in the process of being thrown. There is once again sound in this scene which I feel lets the user know what is going on throughout. Due to the beans being a nested timeline they keep moving about as long as they are on screen and I think that this is a good effect because it shows the user that they are the magic beans that were shown at the beginning of the story.

The next scene automatically appears as it carries on with the story and I think that this is a good technique as it shows that it is an actual tale and its set in a cartoon way too.
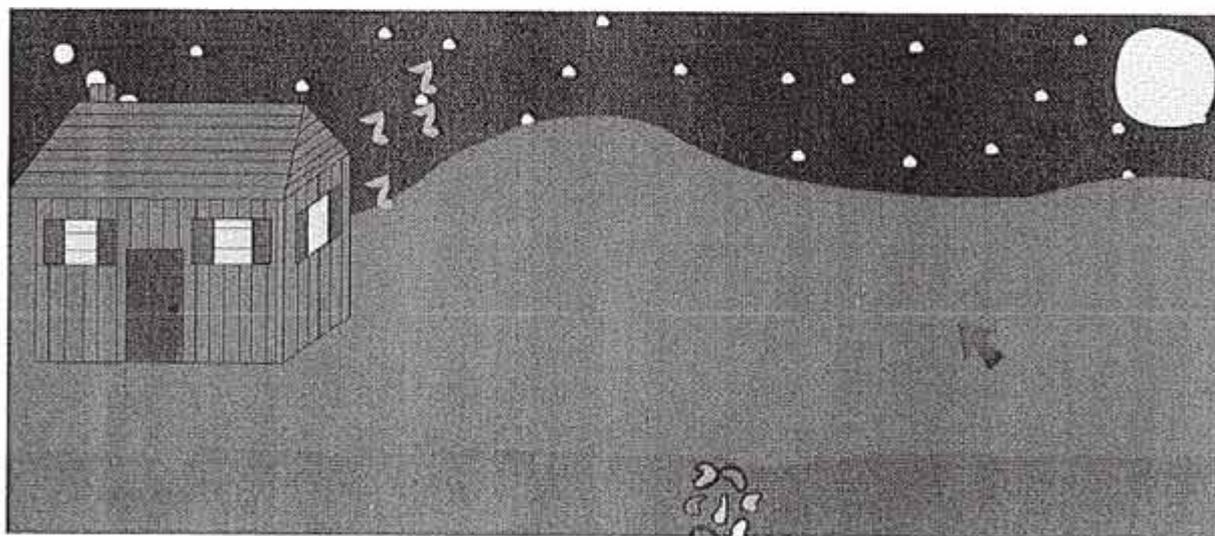
In this scene I decided to introduce 'zzz' which shows that they are sleeping and make the background dark as if it were night time. I thought that this was quite good because I had the 'zzz's' moving like they would in a cartoon and I think that the children will be able to associate the z's with people sleeping. I also thought it would be good to include something other than the beans moving about because things still move at night time – just to make it appear more realistic. So to do this I designed a bird and got it to move like it was flapping its wings around the scene and while this was doing that, the beans magically turned into a beanstalk. I think that

all these things combined together can make the scene still appear interesting although nothing really is going on.
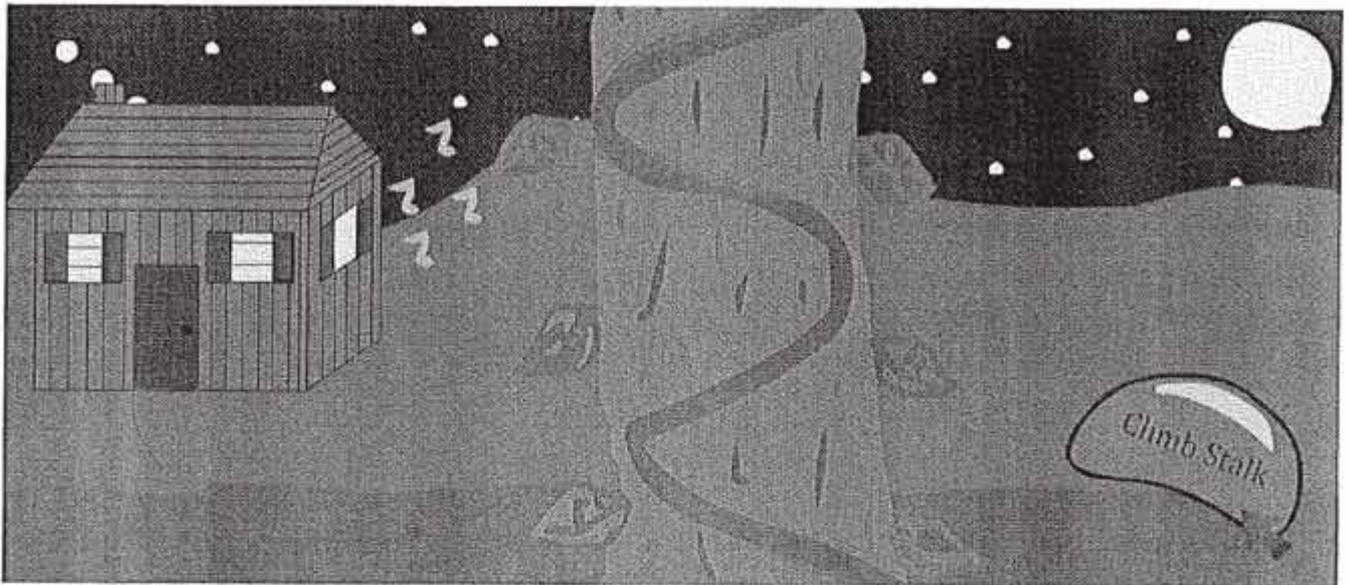

As you can also see on this scene I have included a button in which the user has to click for the scene to move on in which Jack then has to climb the gigantic beanstalk. I used the same design for the button as I did previously so that they can still associate the bean with a button as they would have clicked it previously.
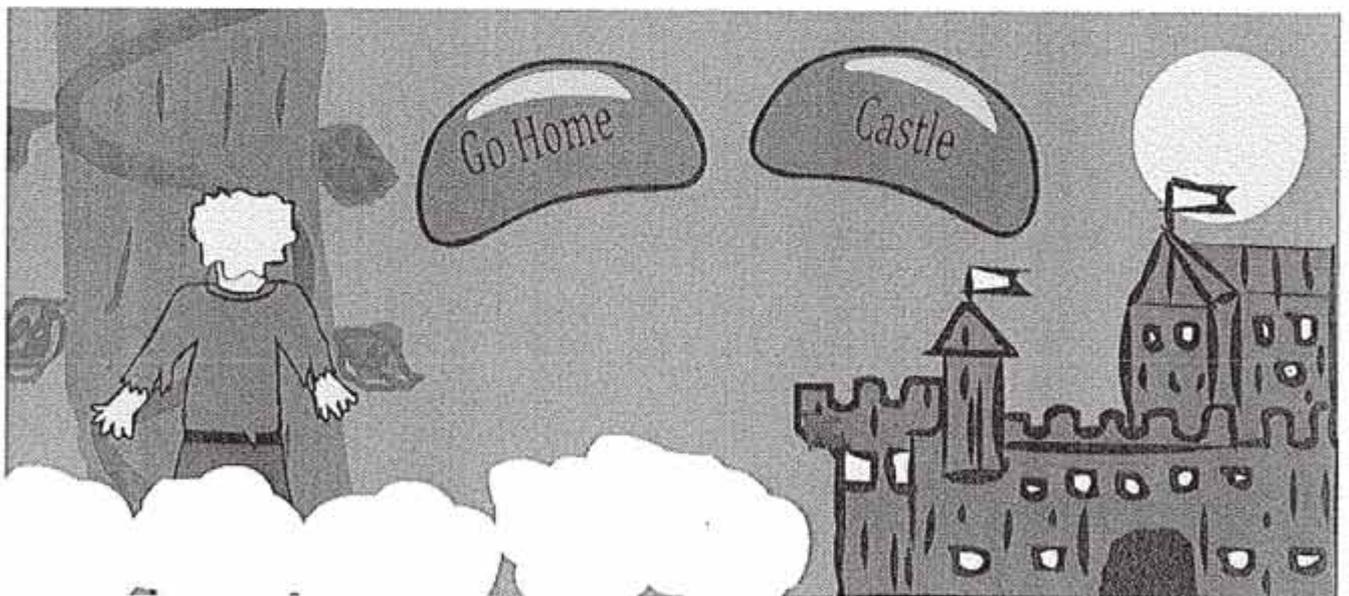

Once the bean had been clicked it resulted in a new scene appearing with yet another choice of buttons to choose from. Compared to the previous scene, this one is very contrasted in that there are many more brighter colours. I used this idea because I wanted to bring about the idea that Jack had just climbed higher than the clouds to get to the Giant's castle therefore meaning that it must be very bright above all the clouds.

Like mentioned before there are two buttons to choose from to press. The screen shot below shows the scene that results from pressing the 'go home' button.
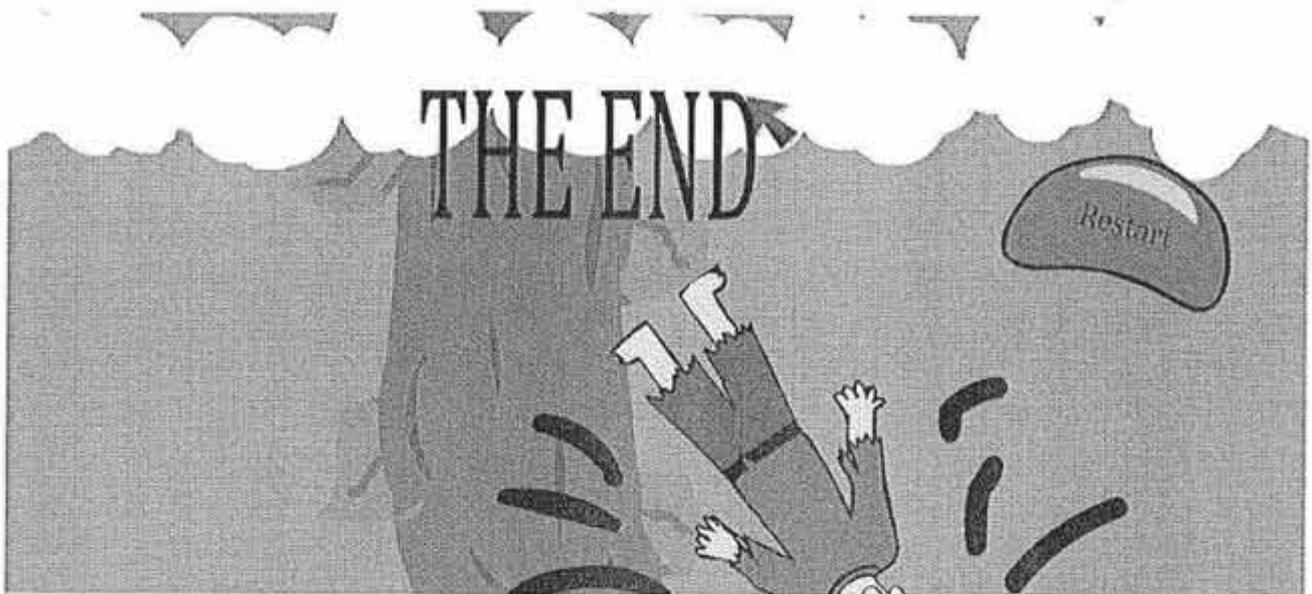

For this scene I had a lot of sound, grunts as Jack was climbing back down the stalk and then because he has fallen, I had a very loud scream as such. For more effect I used the programme audacity to make the sound appear as if he was getting further away. I thought that it was quite successful as it made it more realistic and I also feel that it would get the user drawn in to it a little bit more. The scene itself is very simple but like other scenes, it is effective as I have clouds, a bright colour background, the beanstalk and Jack and I think that this really makes Jack stand out.

However if the user was to choose the other button, the 'castle' button, then they would be left with the challenge of having to answer the quiz to get past the doors.

How many
bears are there
in Goldilocks?

a. 1
b. 2
c. 3
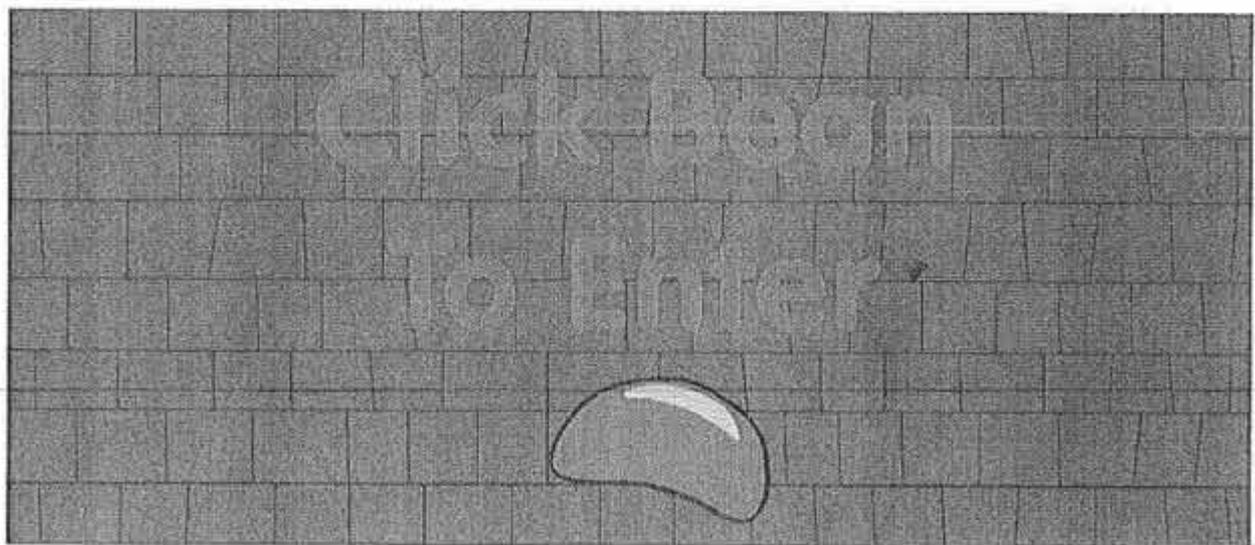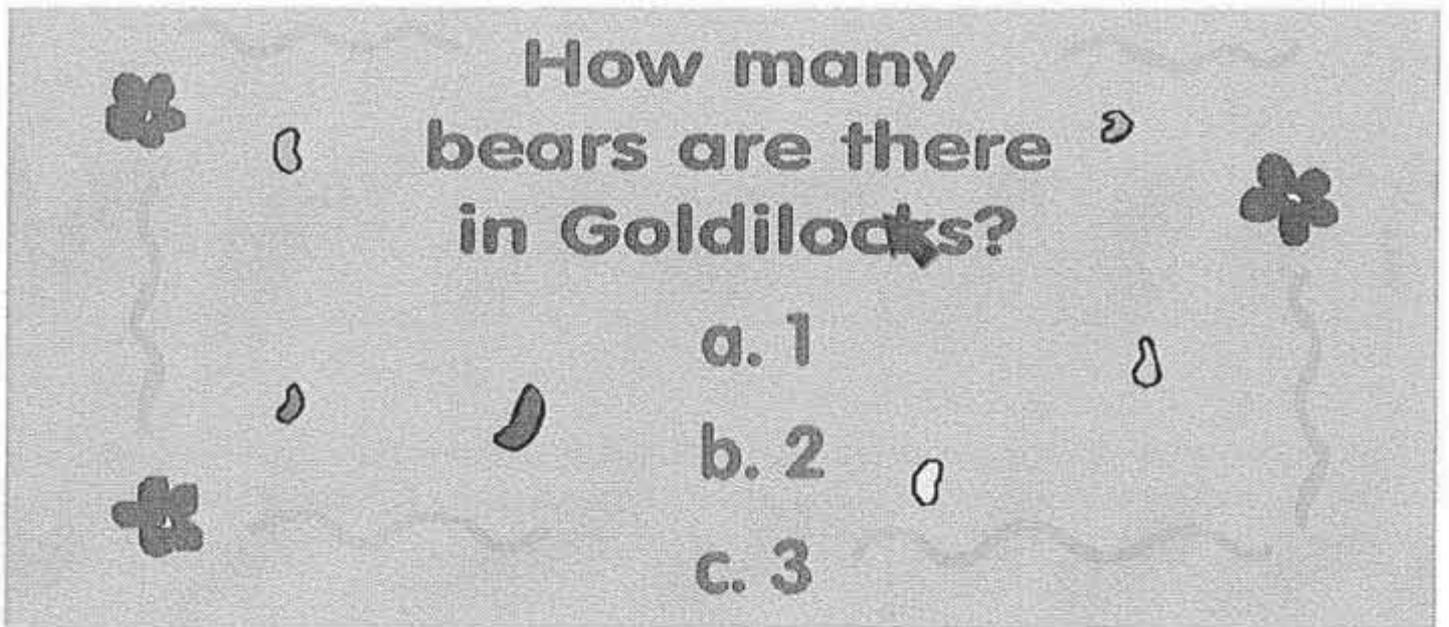
This quiz is a little addition to the traditional classic of Jack and the Beanstalk and I did this to make sure that I meet the solution of my client's brief – to make an interactive multimedia product. The quiz are basically simple questions relating to other traditional classic fairytales and the only way that they would get into the castle would to be to answer all the questions correctly. If they were to press the wrong answer, for example for the first question shown above, if they clicked a.1 and it was wrong, the word 'wrong' would appear next to the answer to show the user that they need to try again.

How many
bears are there
in Goldilocks?

a. ↖   Wrong
b. 2
c. 3
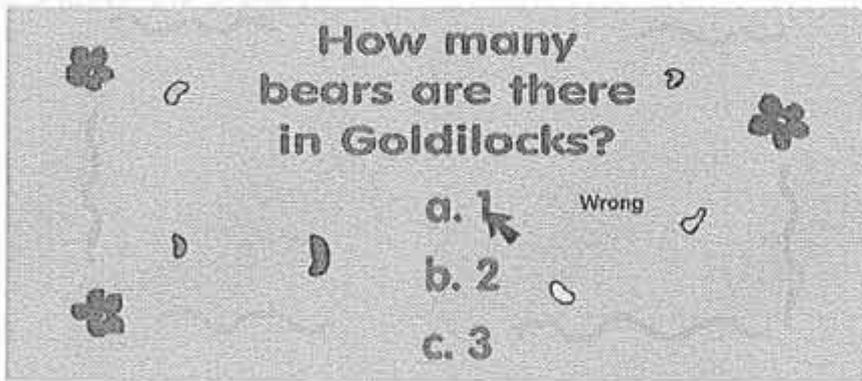
There are a total of four simple questions. I thought that it was a good idea to have a bright background with different coloured text and drawings to really get the user drawn into the product. I think I also used an effective technique by adding some magic beans around the question, just so they know that it is still related to the story of Jack and the Beanstalk so they don't get drawn away.

After answering all the questions correctly it then automatically moves onto the next scene in the story.


Run   Hide

45
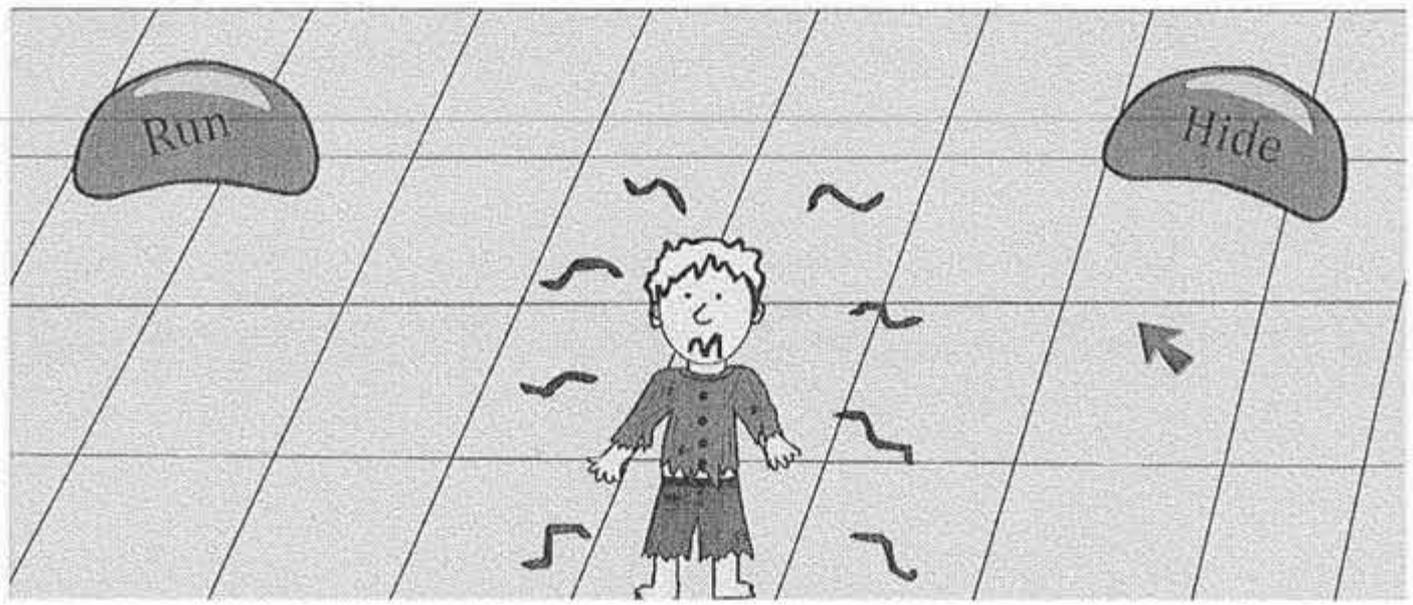
The scene above is also very simple but in it I have a lot of sound – one being the great big booming voice of the giant. I didn't want to add a lot of detail in this scene because I wanted the user to concentrate on the narration, voices and Jack's reaction. The background like I said before was very simple but I used a bright golden colour because I wanted the child to see that the giant's palace is made up of gold (which is well known in the traditional story of Jack and the Beanstalk). This scene once again had a choice of two buttons to pick from.
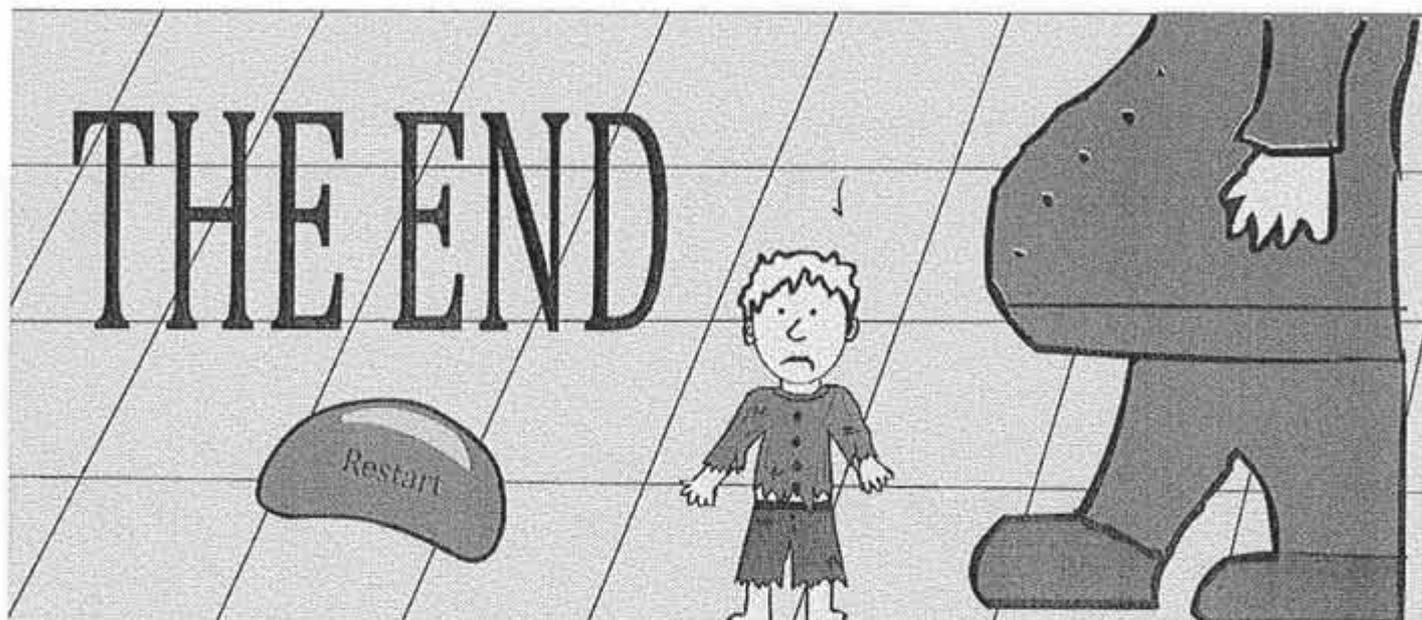

The scene above shows what happens if you were to click the 'run' button. I still kept the scene very simple but included the giant. I still kept in the narration and voices of the giant to let the user know what has happened (Jack got caught by the giant) as I felt that sound really helps children especially to stay involved with the animation. Once again the restart button has been included in the scene to start the animation again.

Yet on the other hand the scene below shows the scene that results from clicking the other button.
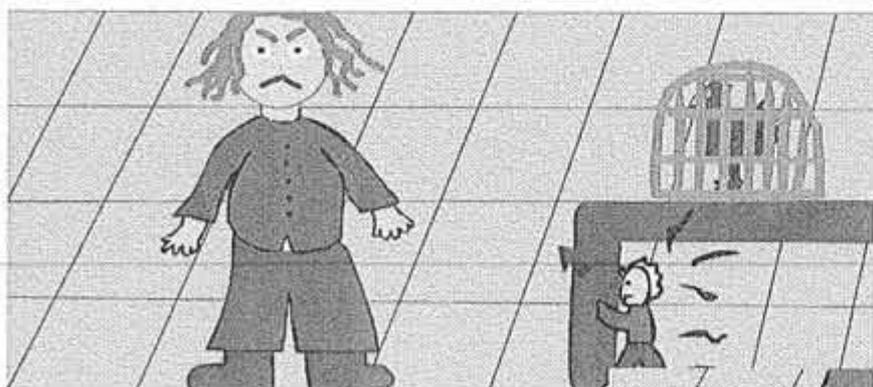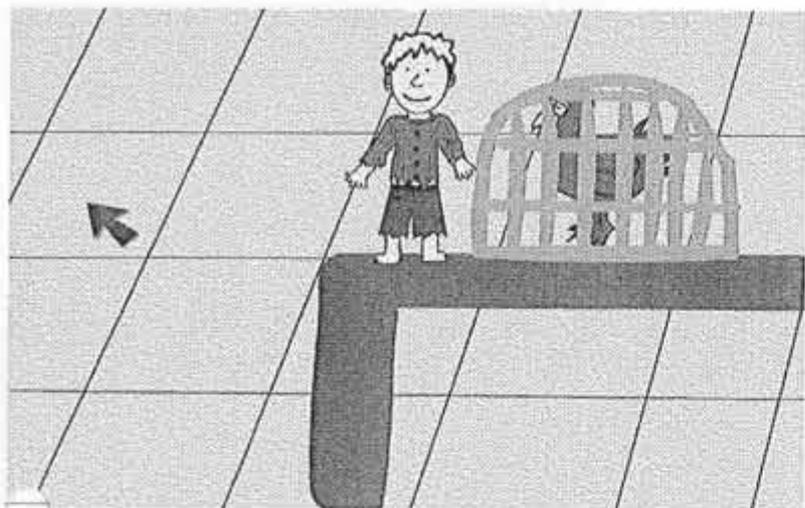

This scene has a few more components added, such as a table which Jack hides behind and the hen trapped in the cage.
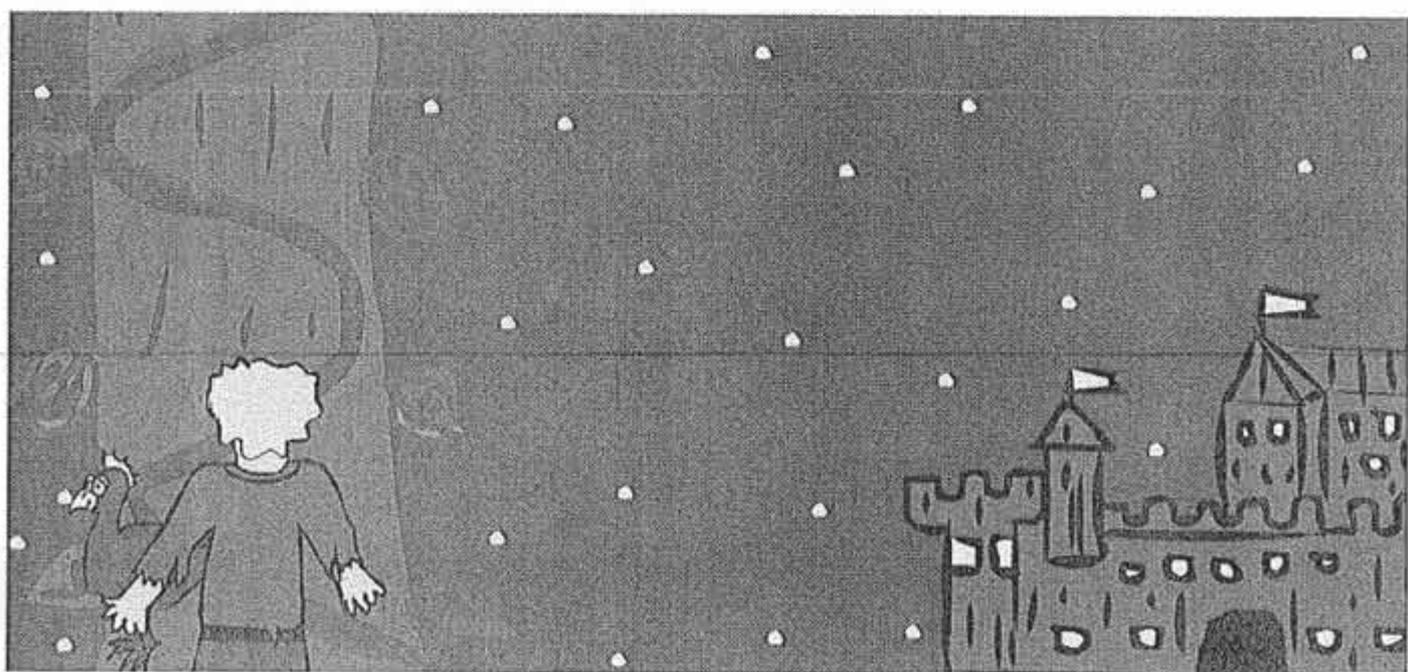
Throughout this scene there is also sound playing.
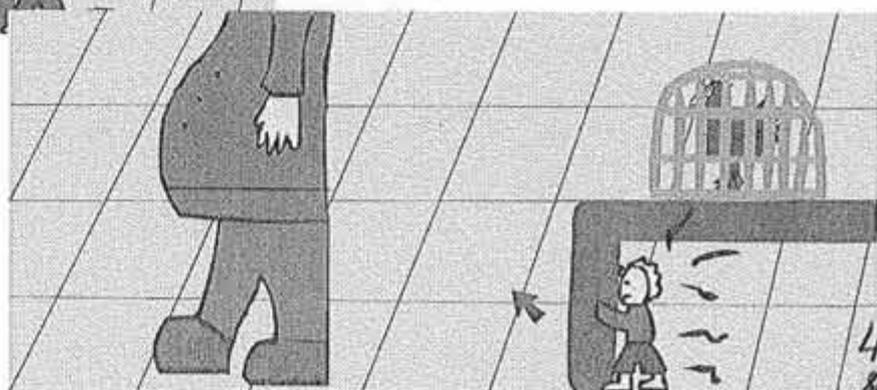
The rest of the story of Jack and the Beanstalk continues without any need of buttons to play it thus leaving the user to follow the story by watching and listening.

This scene is basically the night time version of the one when Jack was climbing up the beanstalk; I made it night time because I wanted to show the users how long Jack was really in the castle for. I thought that this was quite a good effect because it was basically the same scene being recycled but with just a different colour sky.
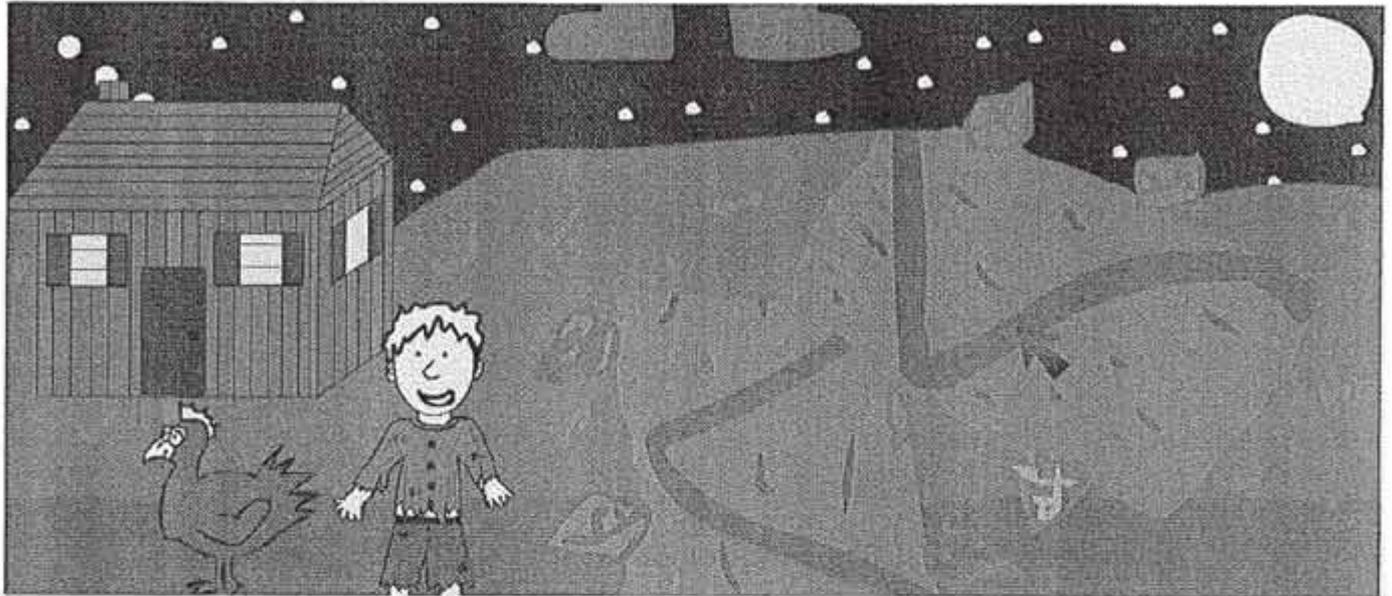

In this print screen I have basically once again recycled the background from when the beanstalk grew in the first place to make it feel more realistic in that the beanstalk didn't magically move from one place to another. I have also got the beanstalk snapping in half therefore preventing the giant from climbing down to get Jack as he had stolen the hen who asked for help. Although this scene is virtually impossible to imagine in real life (the giants feet hanging off the top of the page although he would have fallen down and died when the beanstalk got chopped in half) I wanted the user to see that he couldn't have got down. The product was designed for children so a bit of unrealistic design wouldn't really matter in this cartoon version of Jack and the Beanstalk.
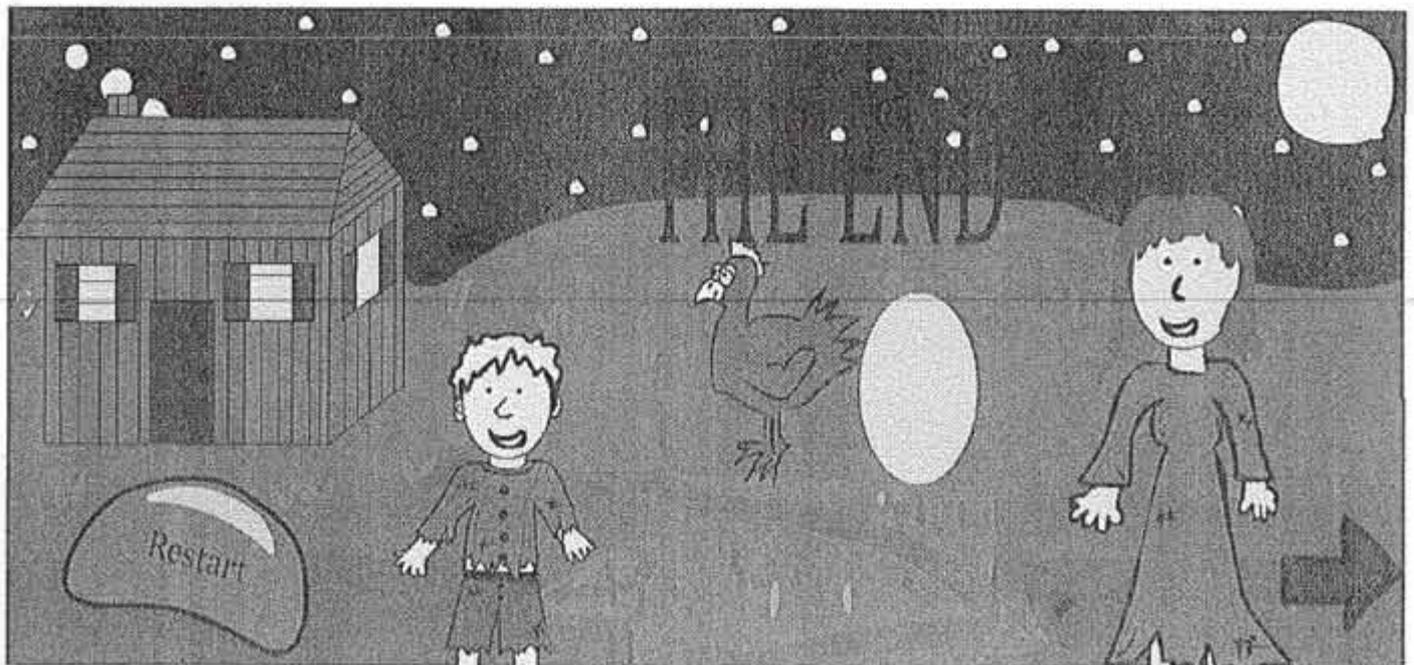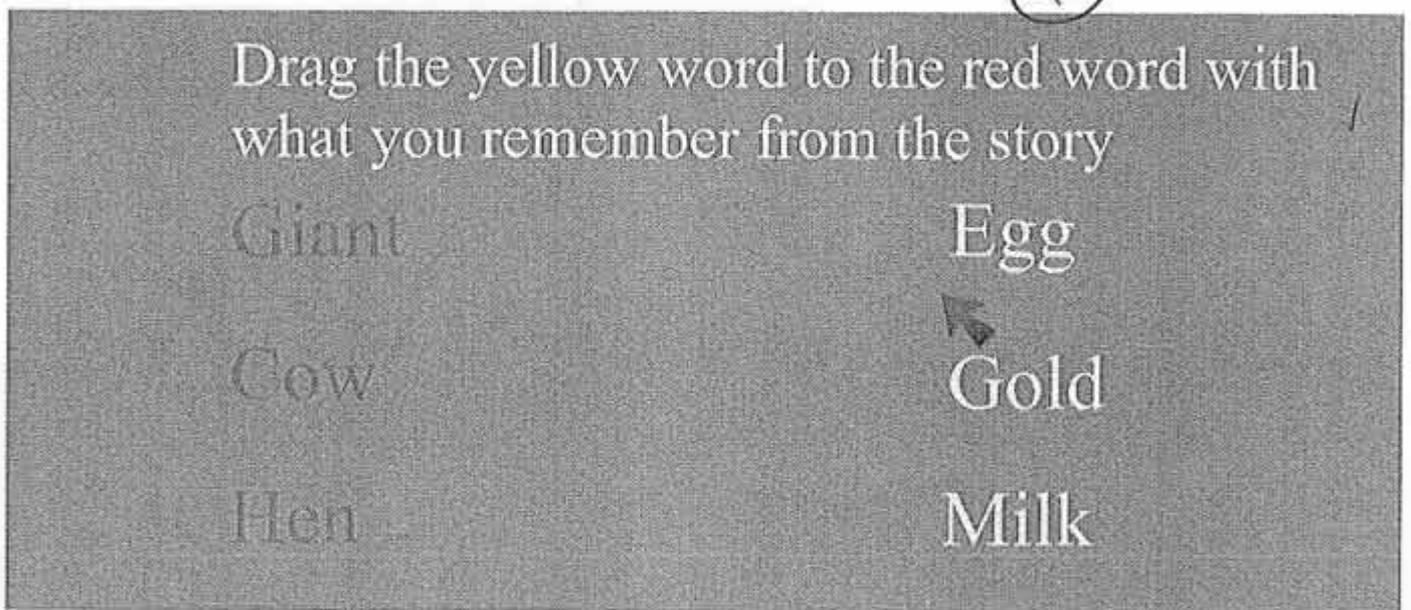
This is the end scene in which nothing really happens apart from narration. I have also included some hover spots on the egg and the blue arrow.

C(i)

↓
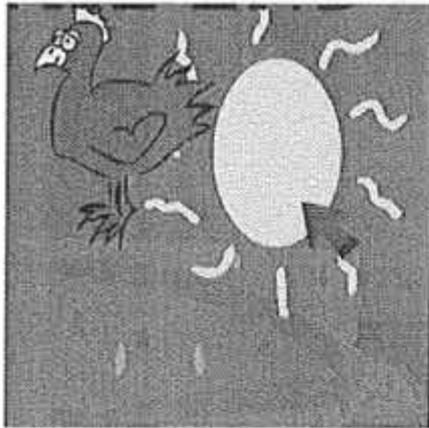
As you can see when the arrow has been hovered over the egg and the arrow, certain things happen. If they were to click the arrow which says go to game, it goes to another scene in which I designed a drag and drop game as shown below.

C(ii)

Drag the yellow word to the red word with what you remember from the story

Giant   Egg

Cow   Gold

Hen   Milk

c(iii)

This was very simple compared to the quiz that I had designed during the story to get into the giants castle. However when the user drags the correct answers to the right words, it goes to another key frame which then lets the user know that they are correct. Leaving only the restart button for them to click to replay the interactive multimedia product.

↓

Yay Well
Done!!

Restart
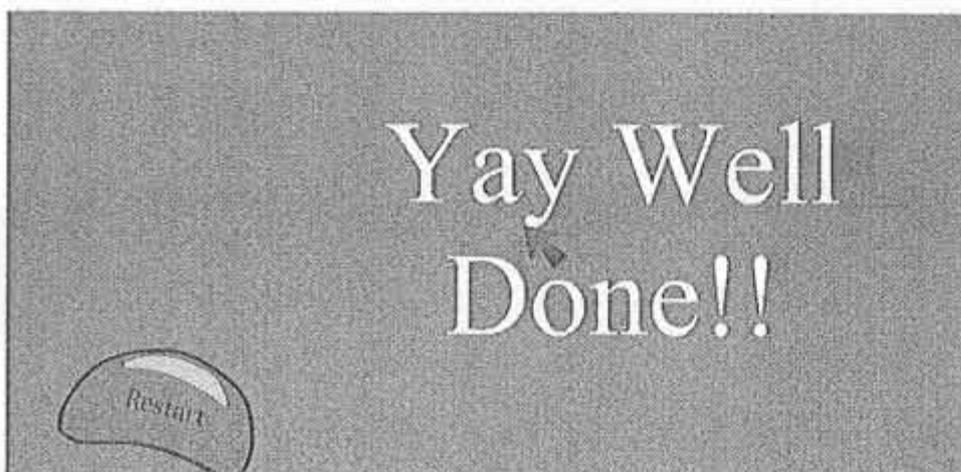
Testing Plan

&

Testing

Testing Plan

| Test	What is being tested	How is it being tested	What should happen
1	The flash file opens automatically when inserting the CD.	Place CD inside the computer and wait for flash file to open.	The CD should be processed and should open up the flash file automatically for the user.
2	The start button at the beginning being clicked results in the whole animation starting.	Click button which is called 'start'.	Once the button has been clicked it should go to the next seen and the story of Jack and the Beanstalk should begin.
3	If the cow moves towards the start button once the start button had been clicked to start the animation.	Click the start button and watch the cow move by following the guide.	The cow should move from one place to another, following the guide.
4	The sound on **all** the scenes, including the narration and the voices of the characters– to see if it is clear enough to understand and not too loud.	Listen to the product.	The product should be clear in terms of sound therefore meaning that people can listen to it without any trouble.
5	The masking on every scene.	Watch product and see if any of the animation goes out of the mask.	The product should appear clean and tidy with no animation or designs out of the edge of the mask.
6	Buttons – Scene 3. Have a choice of clicking two buttons.	Watch the animation, chose a button which should take you to the correct scene which matches the label on the button.	The 'plant them' button takes the user to scene 4 in which they have to then restart the animation. The 'show mother' button takes the user to scene 5 in which Jack shows his mum the beans who then throws them away in disgust.
7	Buttons – Scene 7. Have yet another choice of clicking two buttons.	Watch the animation, chose a button which should take you to the correct scene which matches the label on the button.	The 'go home' button results Jack in climbing back down the beanstalk, but then falling, therefore meaning that the user has to restart the animation. The 'castle' button takes the user to the doors which they then have to answer the quiz to get into the castle.
8	Buttons – Scene 10. Have to choose which button they would like to click out of the two.	Watch the animation, chose a button which should take you to the correct scene which matches the label on the button.	The 'run' button causes Jack to try and run away but then gets caught which again means that they have to restart the animation. The 'hide' button means that Jack can hide away from the giant.
9	Buttons – restart button present on Scenes 4, 8, 11 and 16.	On the scenes where restart button is present, click button which should go back to beginning of animation.	When they click the button it should take the user back to the beginning where they then have to start with clicking the 'start' button again to begin the animation.
10	That the text is clear enough to be read with no trouble.	Get a test user to test the animation and to check the text.	They should be able to read the text which is present on the scenes with no trouble
11	Animation – it plays when it should and stops when it should.	Watch animation and see if all sound fits into scenes, therefore also giving people	The animation stops and starts when action script commands it too, for example where buttons are present

52

		chance to click buttons where needed.	when giving the user a choice. The animation should only start for example once the start button had actually been clicked, therefore resulting in a narration being played on scene 1.
12	Hover spots.	When on either Intro or Scene 16, once they hover over the object, something different happens	Intro – when the user hovers over the start button the labelling should change from saying 'start' to 'click me'. Scene 16 – if the user hovers over the golden egg that the hen has laid, it should then show some lines which tries to emphasise that it is golden and special. Scene 16 – when the user hovers over the arrow on the far right bottom corner, a statement should appear above it saying 'go to game'.
13	Quiz to get into the castle, when the right button is clicked, it should go to the next question whereas if the wrong answer is clicked it states that that answer is wrong.	Play the quiz - Q1 – answer = c. 3 Q2 – answer = b. 7 Q3 – answer = c. midnight Q4 – answer = b. lamb	Once the correct answer has been clicked for the right question, the question should change to a new one until all has been completed, resulting in Jack getting into the Giants castle. When the wrong answer is clicked, the word 'wrong' appears at the side of the answer showing that that specific answer is wrong for the question.
14	Nested timelines in symbols – Scene 6 the bird which flies over the house during the night while the beans magically turn into a beanstalk.	Go to scene 6 and watch the bird fly around the scene.	The bird should flap its wings continuously while in the scene.
15	Nested timelines in symbols – Scene 2, 4, 5, 6 and the quiz. The beans should move about continuously appearing as if they were dancing on the scene.	Go the specified scenes where the beans are present and watch them move about on the screen continuously.	The beans should not stop moving at any point whilst being present on the scene.
16	Drag and drop game – when the right answers are placed on the correct word on the left of the scene, it should go the scene 5 which says well done for getting it right.	At the end of the animation, click the arrow on the last scene which says to go to the game, click and follow instructions.	Once all the answers are placed on the correct words, it goes to scene 5 which tells the user that they are correct.
17	The custom cursor appears on every scene.	Play through the animation.	The cursor should be custom designed and the default arrow should not appear on any scenes.
18	If the product works on a variety of computers.	Get a test user to test the product on different types of computers such as a laptop.	The product should still be clear and easy to use using different types of computers.

# Testing

In this document I will be testing my multimedia product that I designed to be about Jack and the Beanstalk for children of all ages. I will be using my testing plan that I designed on the previous pages to test all aspects of the animation and ensure that all the techniques function properly.
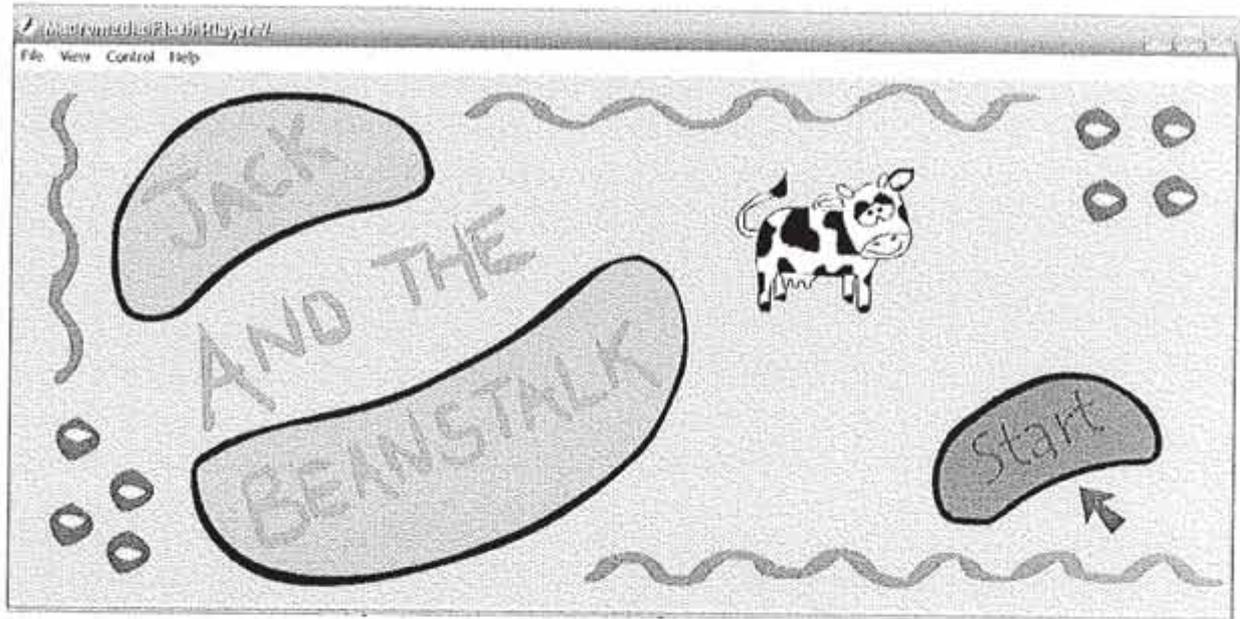

This is the beginning of the animation and nothing happens until I click the start button.
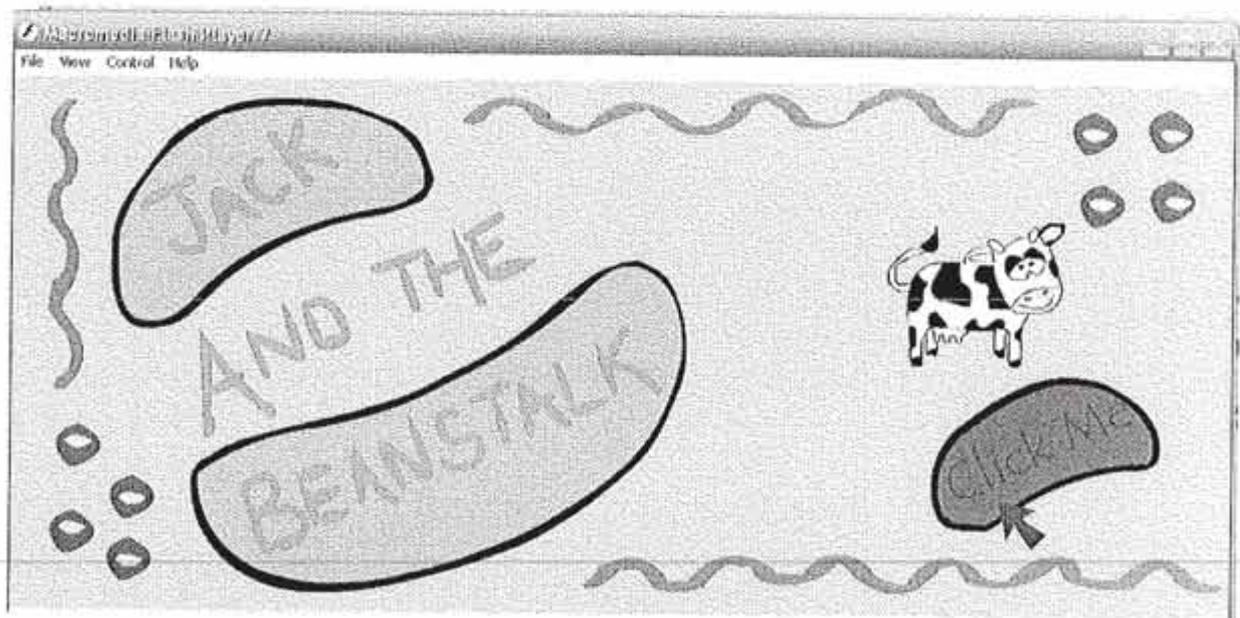

As you can see once I had the cursor hovering over the start button, the text changed and then once clicked the cow started to move, thus showing that the 'guide and guided technique' actually worked.
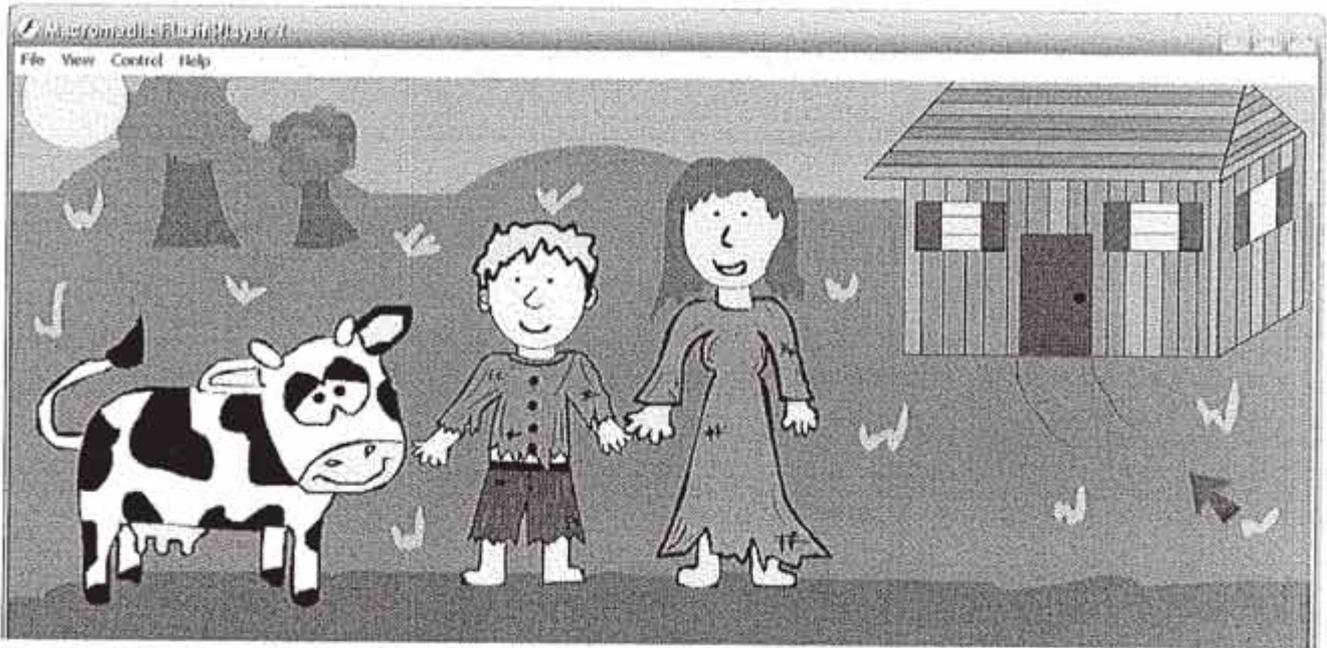
Once the start button had been clicked and the cow moved, it resulted in the animation starting, which was introduced by the narration. The sound that was used is shown below.
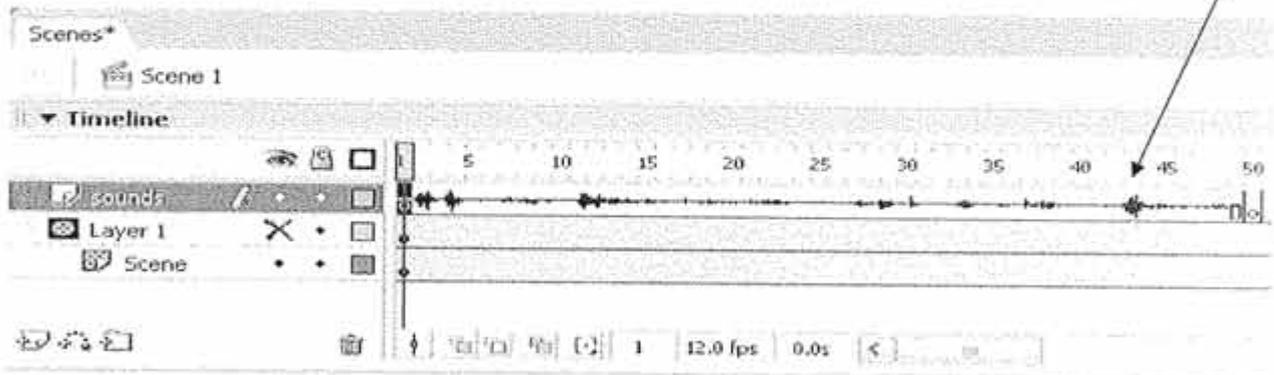
As you can see above the masking stops the drawings from going out of the lines, meaning that each scene is a constant height and width thus showing consistency which looks quite professional also.
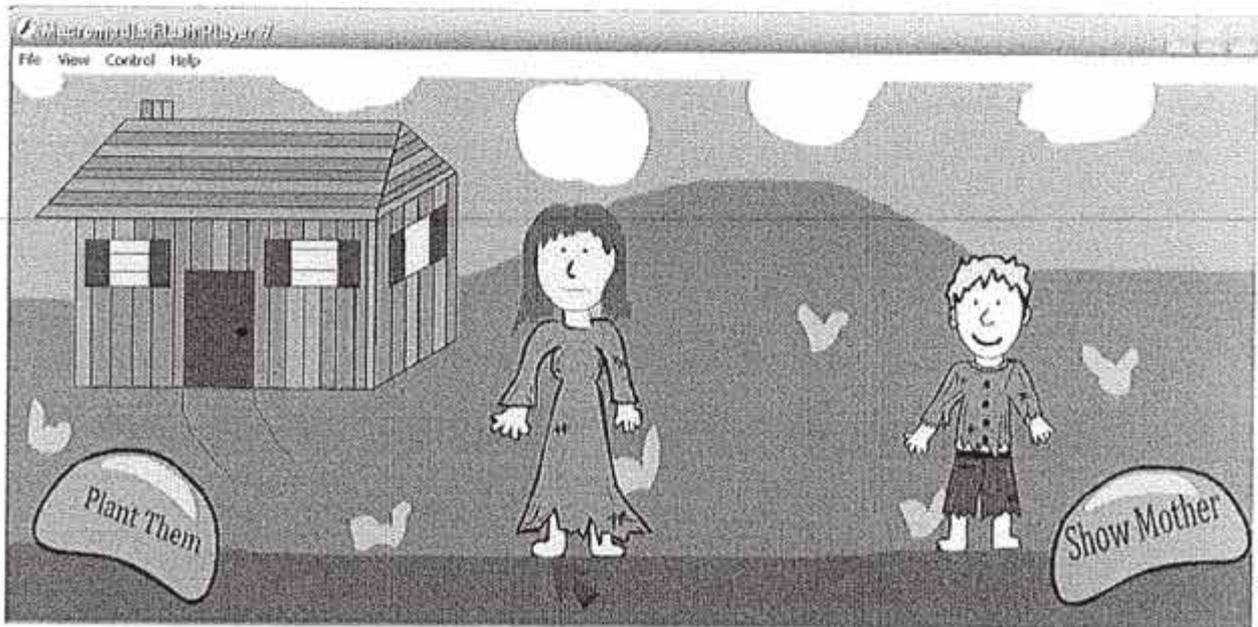
The scene above is scene 3 which as you can clearly see, has a choice of two buttons to choose from. The print screen below shows which scene it gets taken to if you were to click the plant them button.
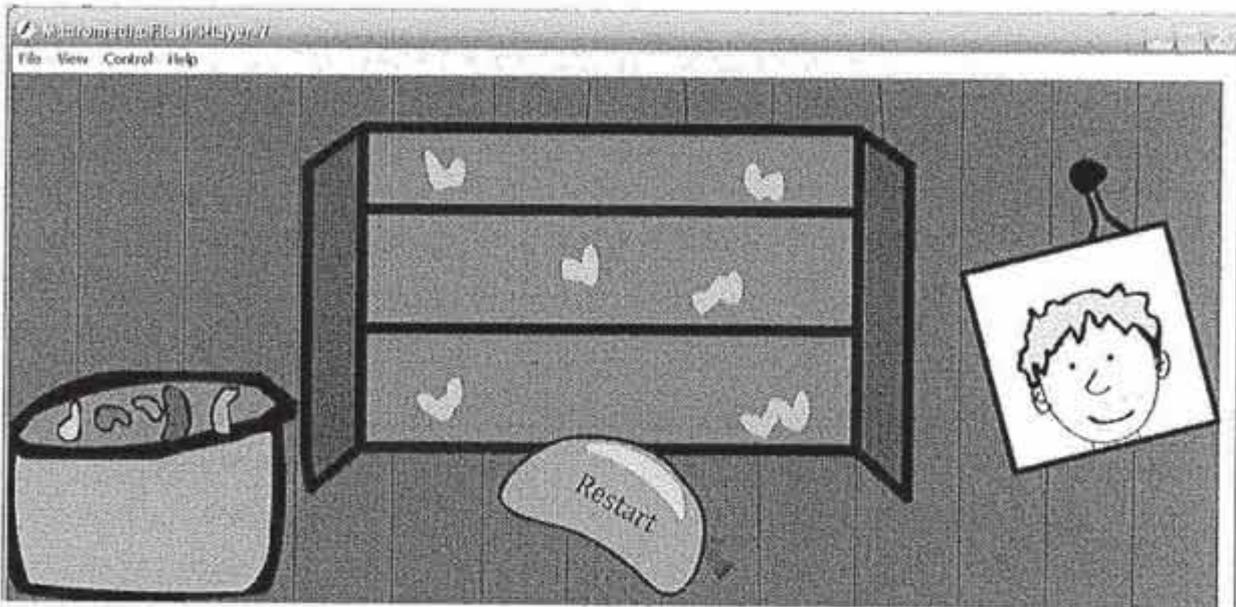
As you can see above the button takes the user to the right scene in which Jack plants the beans in a pot, which results in the animation having to be restarted because it ruined the house thus proving that the button takes the user to the right scene.

However due to the animation finishing, you would need to click the restart button to be able to get back to the correct scene.
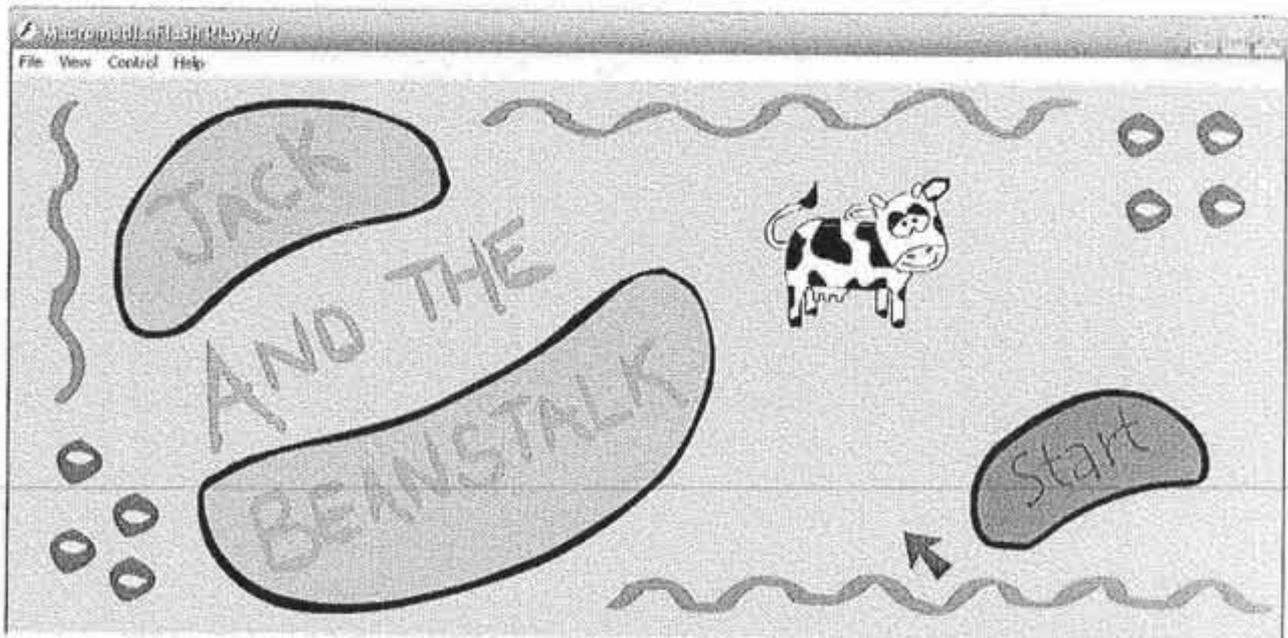
You can see clearly that once the restart button was clicked, it goes back to the beginning of the animation, thus starting through again.

Yet if you were to click the other button known as the 'show mother' one, it should take you a different scene which results in Jack's mother throwing the beans away and sending him to bed with no supper.
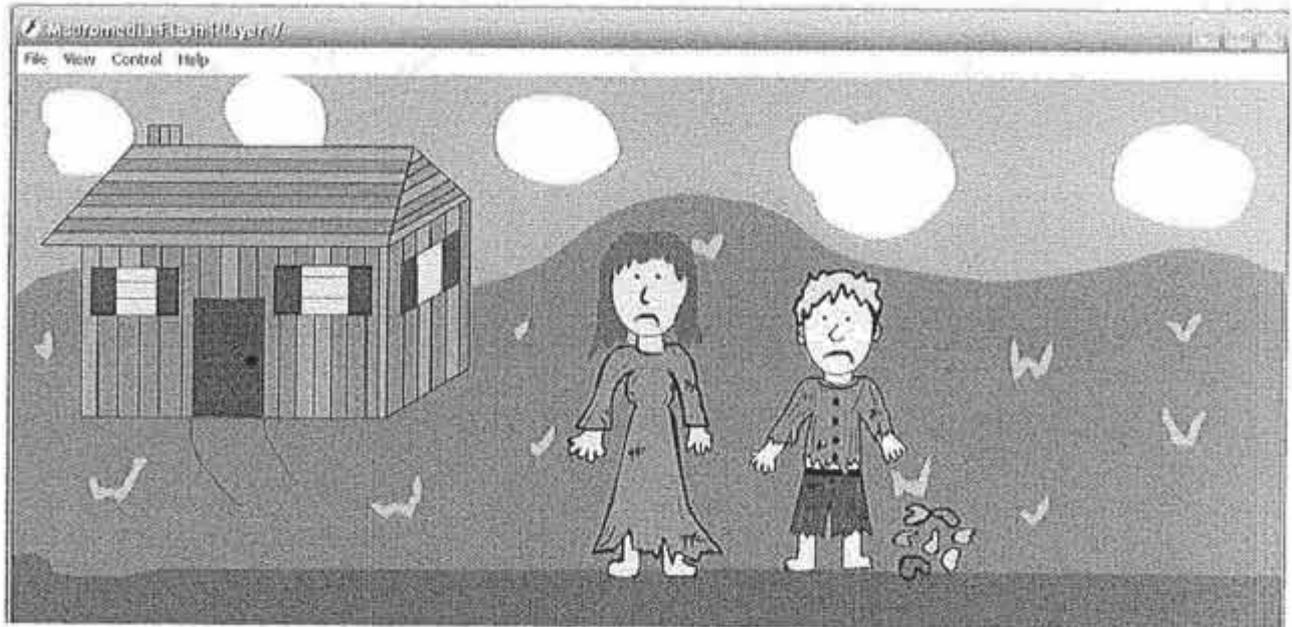
This button also works and takes the user to the correct scene.

The scene below as yet again another choice of two buttons to chose from as you can see. Like the scenes before, if you click the wrong button, in this case it is the 'go home' button then it should result in Jack falling down the beanstalk and the user having to restart the animation once again.
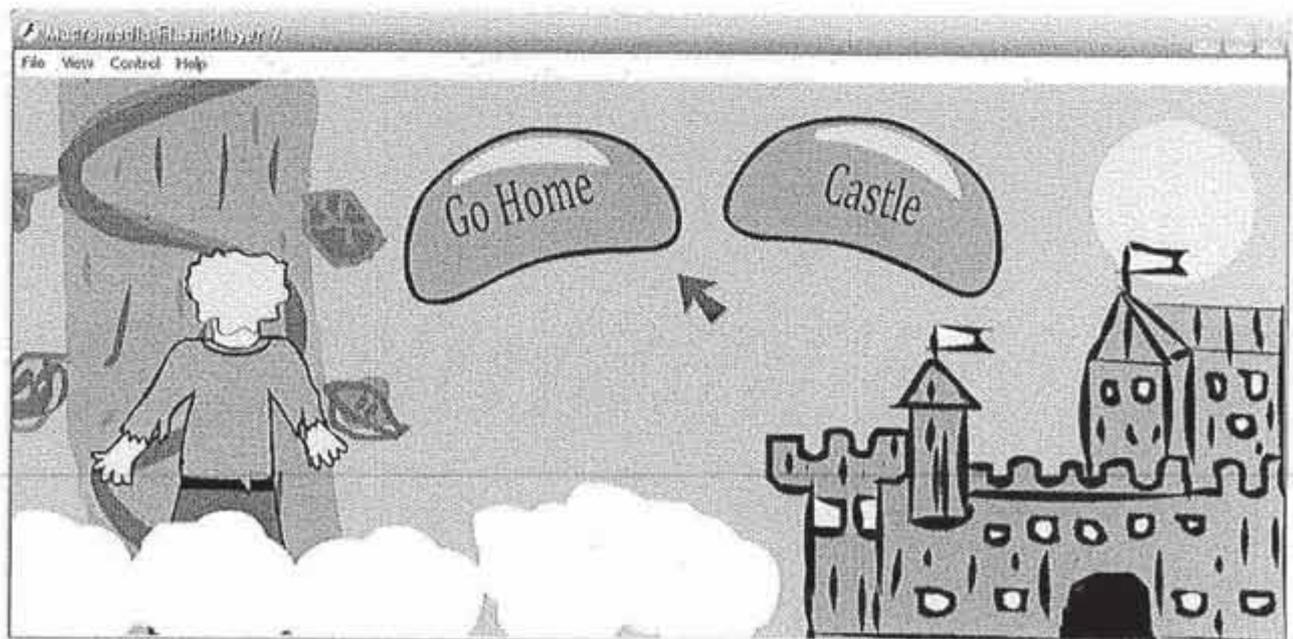
Once again the button works correctly and due to the restart button being recycled – by this I mean that I re used it out of the library, the code should be the same therefore meaning that it should start at the same point in the scene again, this being the introduction page where the user has to click the start button to re play the animation.
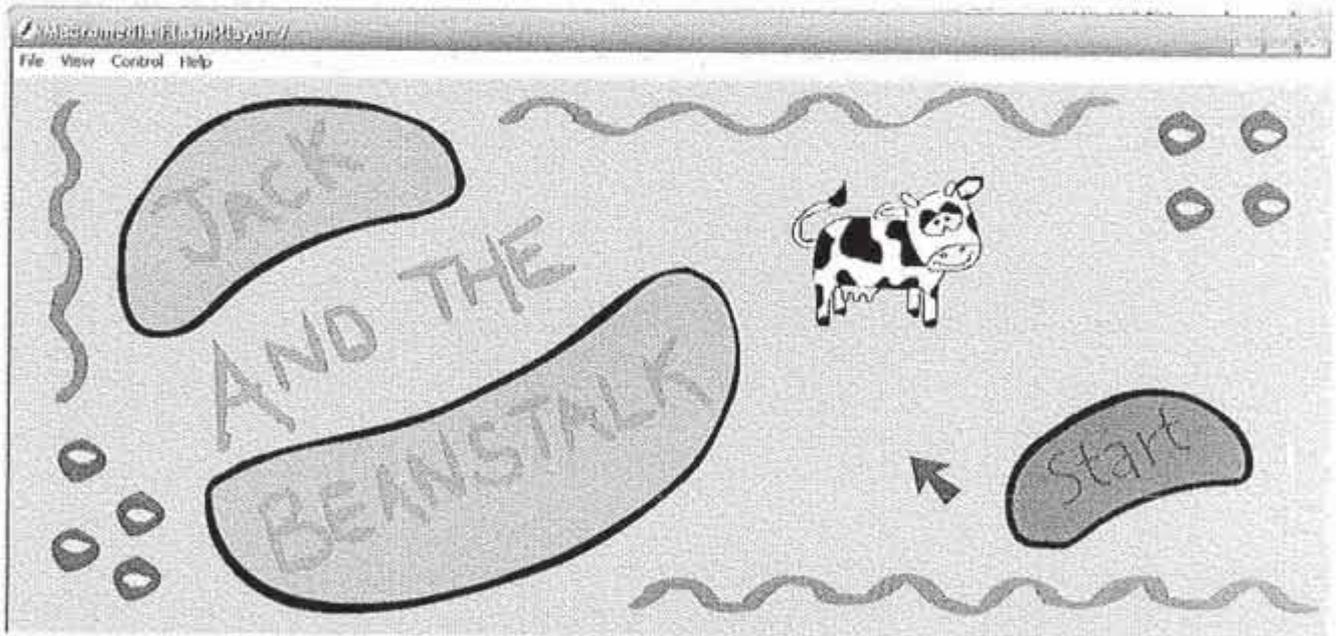
The print screen above shows that the button to restart the animation works.

However if you were to click the button named 'castle', this should take you to a quiz which the user has to answer by clicking the correct buttons.

File   View   Control   Help

Click Bean
To Enter

The bean below the text is another button which takes the user to the scene in which they have to answer the questions to get in by clicking the correct answer as shown below.

How many
bears are there
in Goldilocks?

a. 1   Wrong

b. 2

c. 3
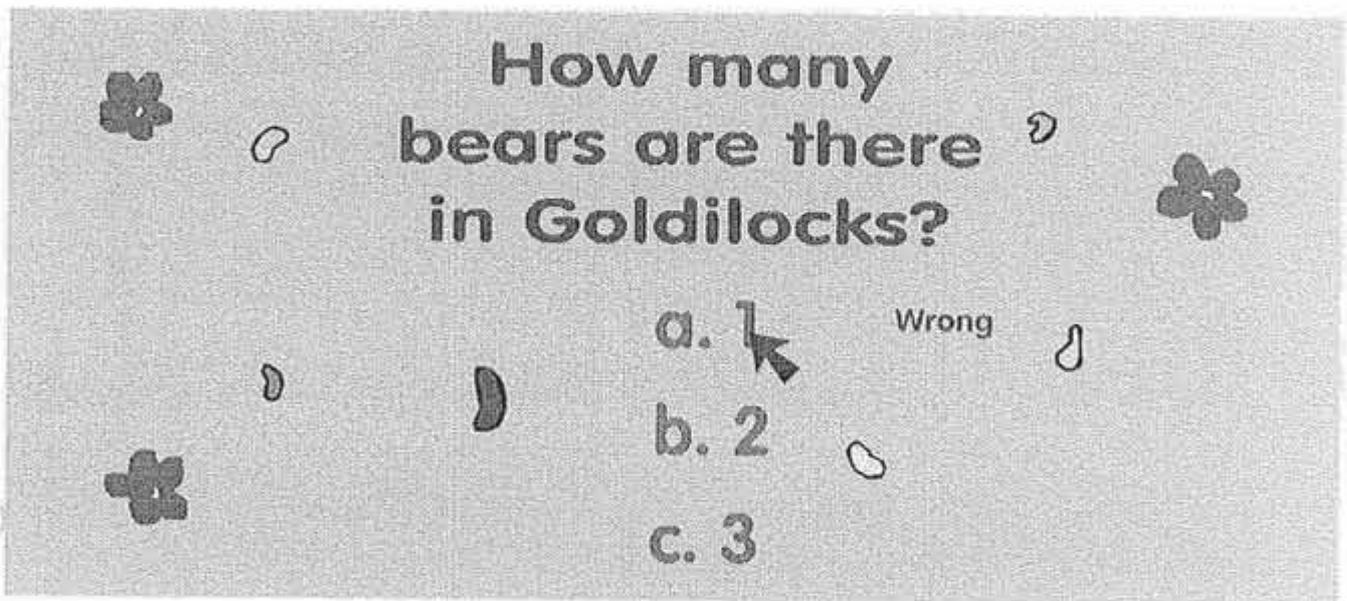
As you can see above if they chose the wrong answer it results in the word 'wrong' appearing next to it, thus meaning that they must chose a different answer to move on to a different question.

How many
dwarfs are there
in Snow White?

a. 2

b. 7

c. 10
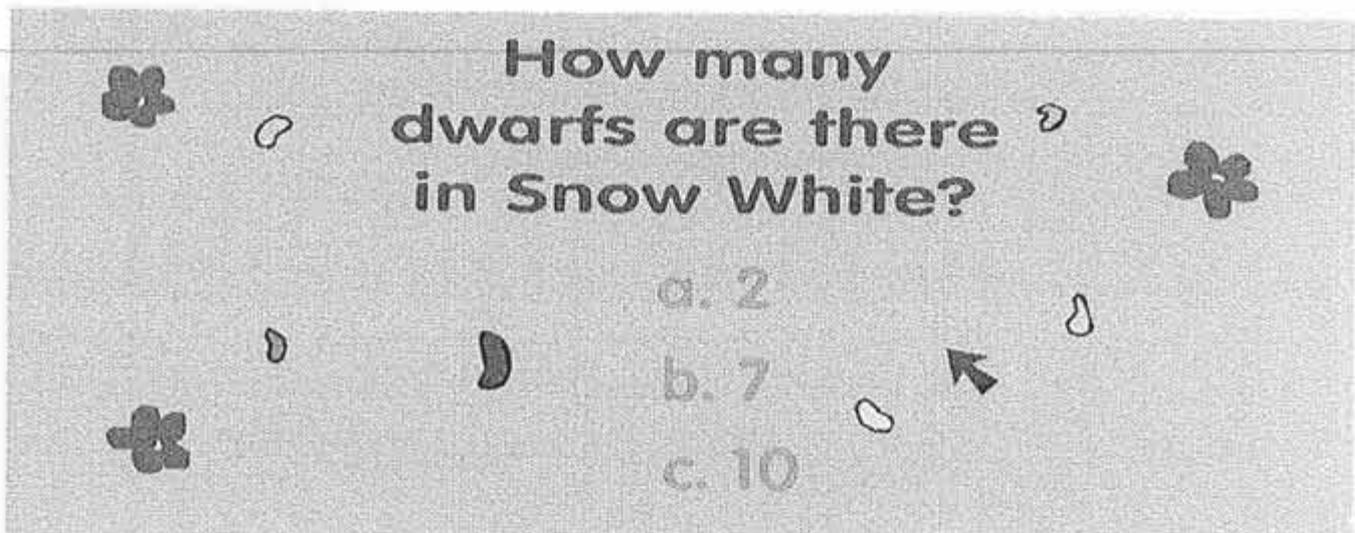
This effect of choosing the correct answer and then moving onto a different question will keep going for two more questions, once the last one had been answered correctly, it will go to the next scene and continue with the story.

This was the next scene which had yet again another choice of buttons to choose from. If the 'run' button was clicked it would result in Jack trying to run away but getting caught, thus meaning that they would have to press the restart button again to go through the animation.
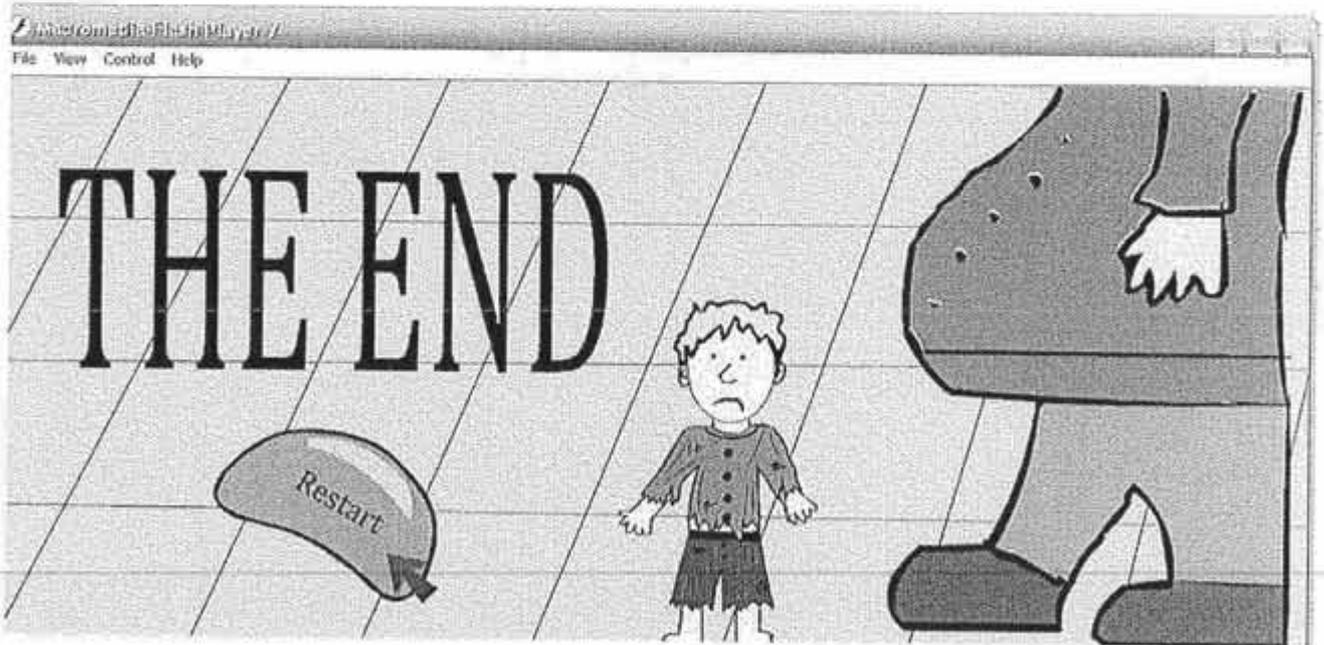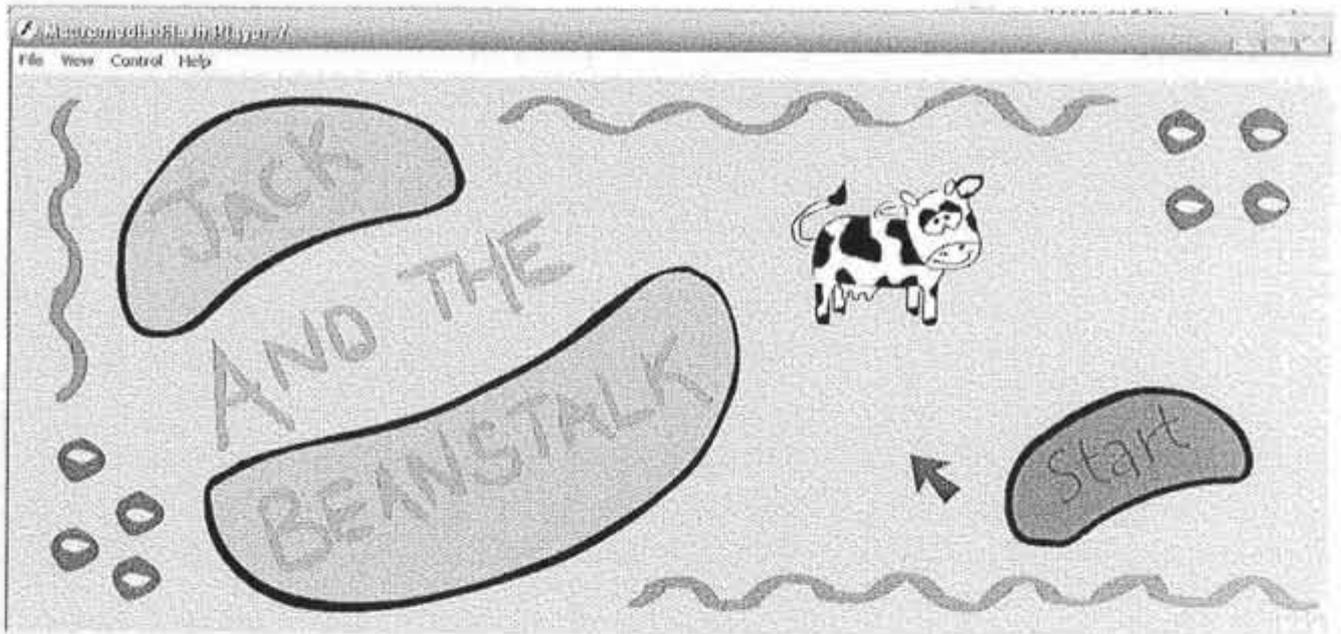
Due to using the same restart button again as before, it once again meant that it took the user back to the same scene once it had been clicked.

On the other hand if the user was to choose the 'hide' button, it would result in Jack hiding and the animation continuing to run through smoothly and consistently.

61
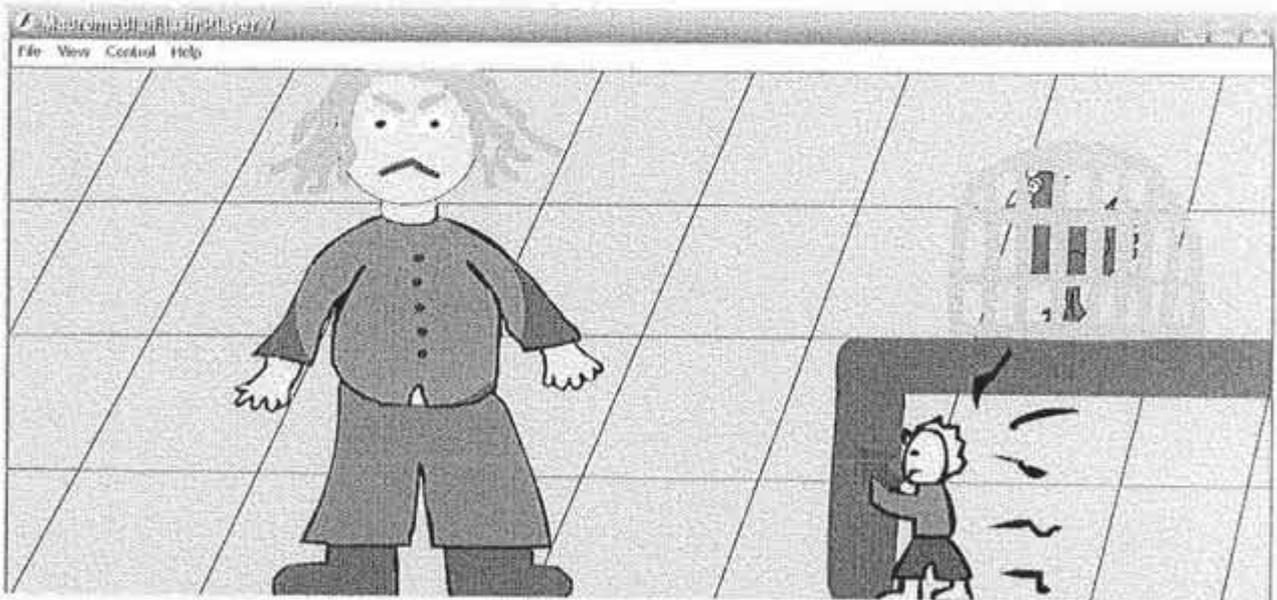
The scene above is the last one which gives the user a choice of restarting the animation again to play it again or to click the arrow which is a hover spot like the button at the beginning of the animation. When they hover over the arrow it should have text appearing above it, telling the user to click it if they want to play the game.

If they click the arrow it should take them to the game.

Drag the yellow word to the red word with what you remember from the story

Giant   Egg

Cow   Gold

Hen   Milk

Go to Game
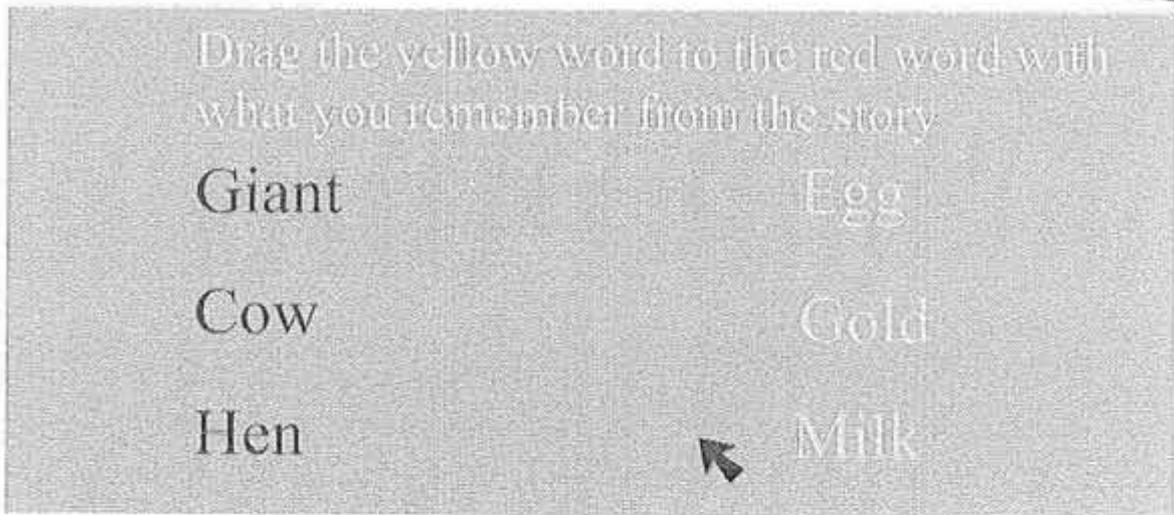
Once the user matched all the answers to the correct words then it should automatically go to a different scene stating that they were correct as shown below.

Yay Well Done!!

Restart

On scene 6, there was also two forms of nested timeline symbols, which means that they do something continuously and if they were to appear again on another scene, it should do the same thing as their design had been embedded 'inside' of it.

For example the bird appears as if it was flying around the scene due to its wings moving up and down as shown below.
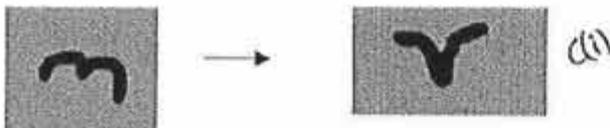
Overall you can clearly see that all the things that I had mentioned in my testing plan that I was going to check worked therefore meaning that it was successful and is quite a thriving interactive multimedia product with different techniques being used throughout.

User
Documentation

User Documentation

Purpose of the product –

My product has been designed for children aged 5 years and over and is an interactive version of the classic tale, Jack and the Beanstalk. The product is basically supposed to tell the user all about the story of Jack and the Beanstalk and is also meant to get the user involved due to the interactive features that has been included in the story. There are many aspects of the story that the user can take part with such as clicking buttons and to go to different scenes and answering questions in a quiz.

System requirements –

There is a wide range of minimum requirements that a computer must have to run the multimedia product. In this case, for the CD to run effectively, it must have the following minimum requirements:

Operating system and browsers –

Platform	Browser
Microsoft® Windows Vista®	Microsoft Internet Explorer 7.0 or later, Firefox 2.x, Firefox 3.x, AOL 9, Opera 9.5 or later, Safari 3.x, Chrome 2.0 or higher
Microsoft Windows XP	Microsoft Internet Explorer 6.0 or later, Firefox 2.x, Firefox 3.x, AOL 9, Opera 9.5 or later, Safari 3.x, Chrome 2.0 or higher
Microsoft Windows Server® 2003	Microsoft Internet Explorer 6.0 or later, Firefox 2.x, Firefox 3.x
Microsoft Windows Server 2008	Microsoft Internet Explorer 7.0 or later, Firefox 3.x
Microsoft Windows 2000	Microsoft Internet Explorer 6.0, Firefox 2.x, Firefox 3.x, AOL 9, Opera 9.5
Microsoft Windows 7	Microsoft Internet Explorer 8.0 or later, Firefox 3.x or later

Hardware configurations –

Resolution	Windows	Macintosh	Linux
852x480 (480p), 24 fps	Intel Pentium 4 2.33GHz, AMD Athlon™ 64 2800+ processor (or equivalent) 128MB of RAM 64MB of VRAM	PowerPC G5 1.8GHz or faster processor Intel Core Duo 1.33GHz or faster processor 256MB of RAM 64MB of VRAM	Intel Pentium 4 2.33GHz, AMD Athlon™ 64 2800+ processor (or equivalent) 512MB of RAM 64MB of VRAM
1,280x720 (720p), 24–30 fps	Intel Pentium 4 3GHz, AMD Athlon™ 64 3400+ processor (or equivalent) 128MB of RAM 64MB of VRAM	Intel Core Duo 1.83GHz or faster processor 256MB of RAM 64MB of VRAM	Intel Pentium 4 3GHz, AMD Athlon™ 64 3400+ processor (or equivalent) 512MB of RAM 64MB of VRAM
1,920x1,080 (1080p), 24 fps	Intel Core Duo 1.8GHz, AMD Athlon™ 64 X2 4200+ processor (or equivalent) 128MB of RAM 64MB of VRAM	Intel Core Duo 2.66GHz processor (or equivalent) 512MB of RAM 128MB of VRAM	Intel Core Duo 1.8GHz, AMD Athlon™ 64 X2 4200+ processor (or equivalent) 512MB of RAM 64MB of VRAM

E

65

How to install –

When you have the CD ready and waiting to be played, insert it into the disk drive and close it. It should play automatically when it has been inserted and when this happens then just play the interactive multimedia product. However if this is not the case and you have no idea to get it playing, then here is what you can do to get it working. Click on the start menu and go to 'my computer' as shown on the screen shot below:

Once you have clicked that link you would be left with a new window showing what devices you can click once the CD has been inserted.
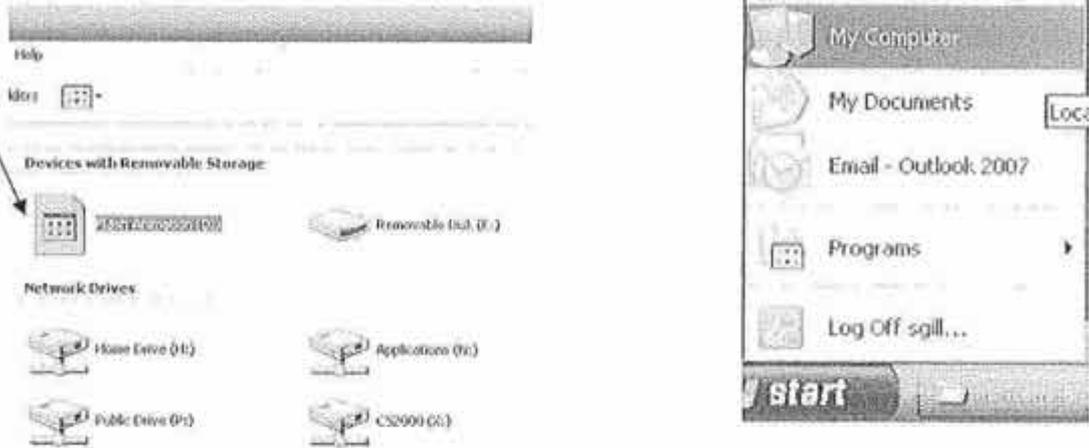
If you double click the highlighted Flash Animation icon, it will then upload the starting point for you in the multimedia product, in which you would click the start button and follow the story of Jack and the beanstalk.

Using the product –

When the product is ready to be viewed and played, click the start button and the animation should start to play. To control the sound go to the bottom right hand corner of your screen and where there is a little picture of a speaker, double click.

To adjust the volume move the 'master volume' (the circled section) bar up or down to the required volume and then restart the animation. To get to the volume control itself then all you need to do is to go to the button right hand corner of your screen and double click the image with the speak on.
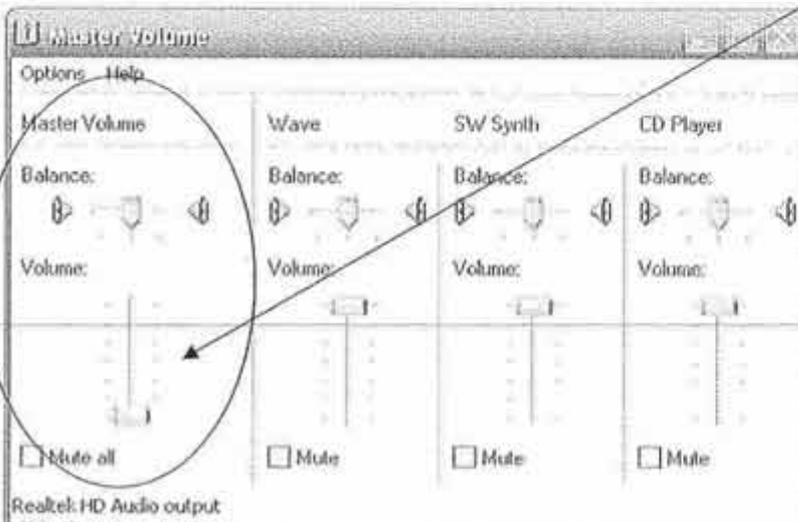
Throughout the product you will be required to choose between two things – this being presented to you via buttons in the shape of a magic bean. Just merely click on the bean you want the animation to take you too which is stated on the button itself.
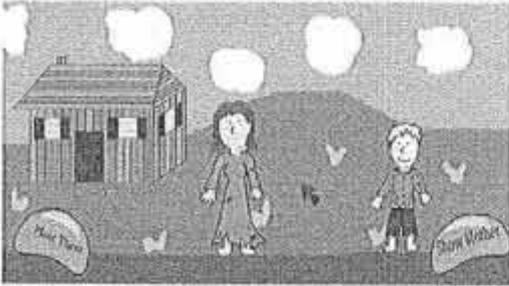
There will also be a quiz that you will have to answer, to answer the question from the three choices, just click on the word once to move on, if the answer is incorrect then choose another answer. An example of clicking an answer which is wrong is shown below. This therefore suggests that it has to be one of the other two answers which have not yet been clicked.

In some scenes there will be a chance to hover over an object in which something will change, to do this, just merely place your cursor over the object to watch a difference as shown below.

How many bears are there in Goldilocks?

a. 1   Wrong

b. 2

c. 3
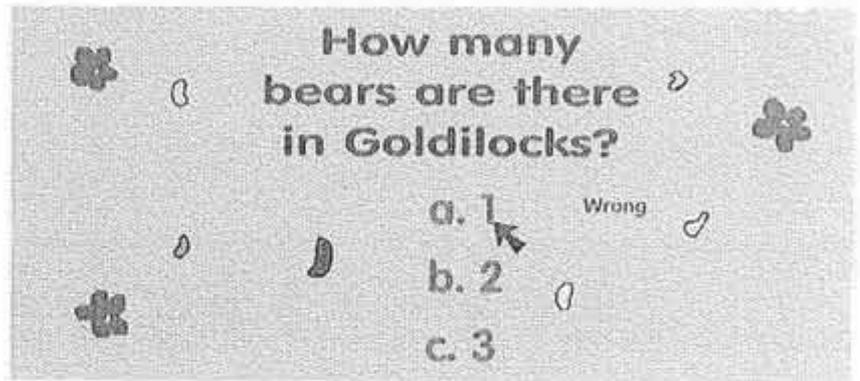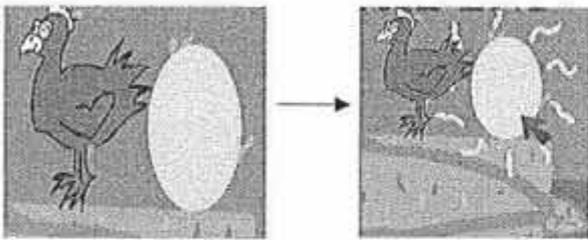
At the very end of the product there will be a drag and drop exercise that you may want to take part in. The way to carry out that task is in the name – **drag** one word and **drop** it on another, once all three are correct, you will have won and completed the exercise. The images below show how you would take and move the words from the right hand of the screen and place them on top of the words on the left. It will also have a screen shot of what message appears when all the words are in the correct place.

Giant

Cow

Hen

Giant

Cow

Hen

Yay Well Done!!
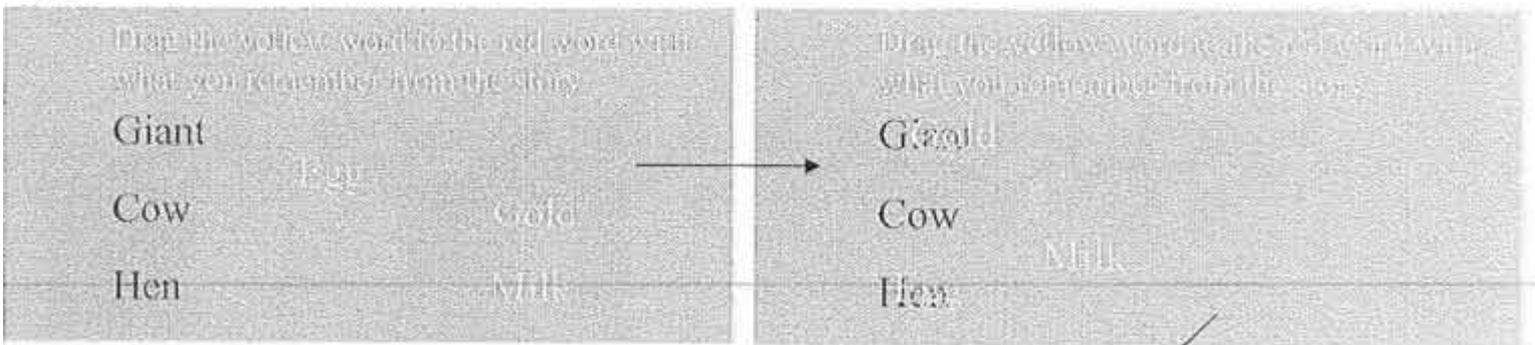
Restart

67

Once you have completed the animation there are two things that you can do. Either restart the story and go through it again or exit the product completely. To restart it all you need to do is to click the restart button which is in the shape of a bean as shown above on the screen shot. However to exit the product completely you would have to go to the top right hand part of the screen and click on the image which is shown as a cross. An example of this is shown below.
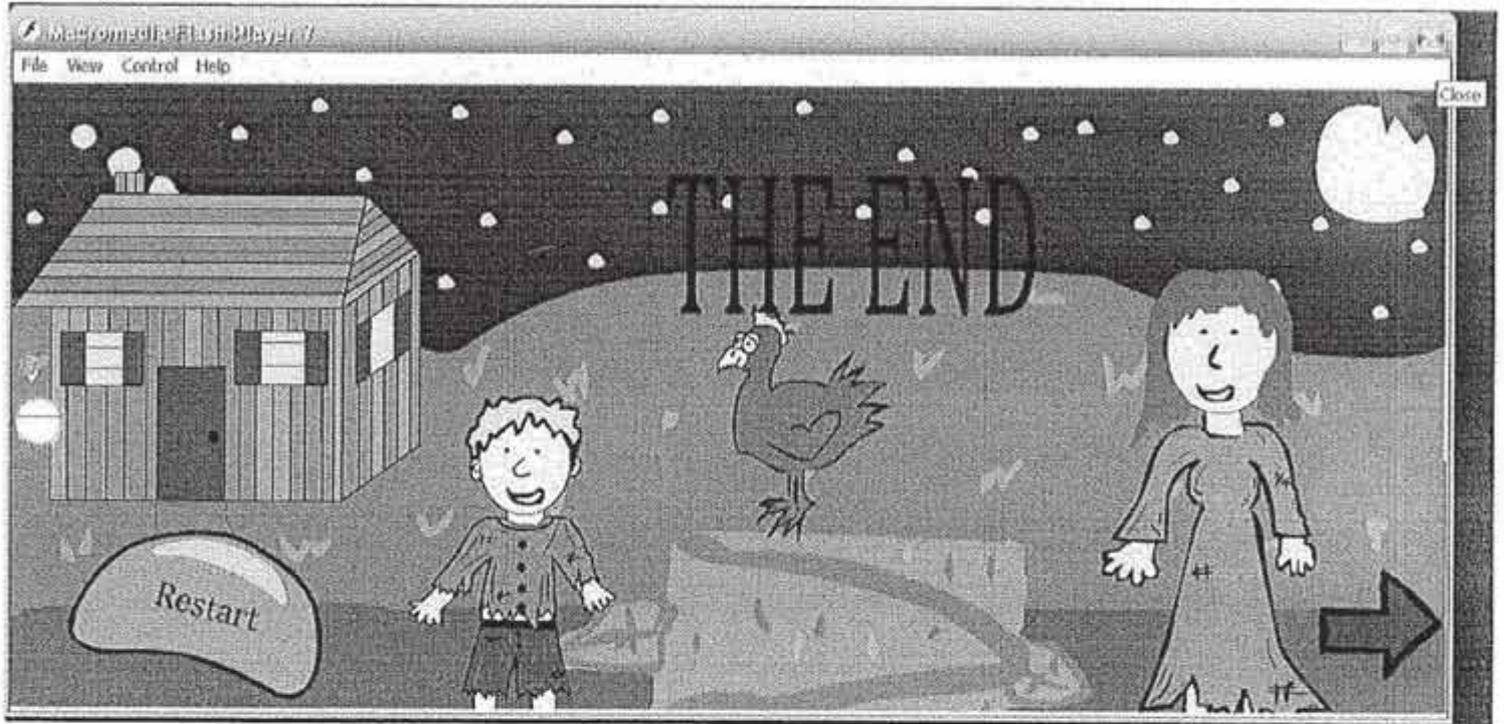
As you can see the red cross at the top of the animation results in the Flash Player being closed down therefore ending the animation.

E
rl

Evaluation

Questionnaire for Jack and the Beanstalk Flash Multimedia

This questionnaire had been designed basically for feedback which I could then analyse and study, to hopefully make any other products that I make in the future a much better quality. The results will not go against you in any way and will remain strictly confidential.

Please would you fill out the form to the best of your ability, circling the appropriate answers where required and a short comment where need be.

Thank you for your cooperation.

1. Did you find it easy to load up the product?
   (Yes)   No

2. Did the start button at the beginning, result in the product itself actually starting?
   (Yes)   No

3. Were the sounds clear enough for you to understand?
   (Yes)   No

4. Did all the buttons work on all the scenes?
   (Yes)   No

5. Did you find the animation interesting?
   (Yes)   No

6. Did you clearly understand how to answer the quiz questions?
   Yes   (No)

7. Would you buy this product in the future?
   (Yes)   No

8. Did the drag and drop game at the end work well, for example were you able to easily drag and object and drop it on another? If no then please state what didn't work well for you?
   Yes   (No) *The cursor wouldnt allow me to place another word on top of eachother.*

9. Were you disappointed with the product in any way? If yes then please state why on the lines below.
   (Yes)   No   *The quiz and drag and drop wouldnt work properly*

10. On a scale of 1 – 10, 1 being poor and 10 being brilliant, please circle what you thought of the overall product.

1   2   3   4   5   6   7   (8)   9   10

11. What do you think could be done to improve the product?

add more movement to the characters so they animate more easily across the scenes.

Thank you once again.

F

Questionnaire for Jack and the Beanstalk Flash Multimedia

This questionnaire had been designed basically for feedback which I could then analyse and study, to hopefully make any other products that I make in the future a much better quality. The results will not go against you in any way and will remain strictly confidential.

Please would you fill out the form to the best of your ability, circling the appropriate answers where required and a short comment where need be.

Thank you for your cooperation.

1. Did you find it easy to load up the product?
    (Yes)   No

2. Did the start button at the beginning, result in the product itself actually starting?
    (Yes)   No

3. Were the sounds clear enough for you to understand?
    (Yes)   No

4. Did all the buttons work on all the scenes?
    (Yes)   No

5. Did you find the animation interesting?
    (Yes)   No

6. Did you clearly understand how to answer the quiz questions?
    (Yes)   No

7. Would you buy this product in the future?
    (Yes)   No

8. Did the drag and drop game at the end work well, for example were you able to easily drag and object and drop it on another? If no then please state what didn't work well for you?
    Yes   (No)   couldnt drag words.
    _____

    _____

9. Were you disappointed with the product in any way? If yes then please state why on the lines below.
    Yes   (No)
    _____

    _____

    _____

10. On a scale of 1 – 10, 1 being poor and 10 being brilliant, please circle what you thought of the overall product.

1   2   3   4   5   6   7   8   ⑨   10

11. What do you think could be done to improve the product?

Add more scenes and drag out story for a bit longer.

Thank you once again.

F

Questionnaire for Jack and the Beanstalk Flash Multimedia

This questionnaire had been designed basically for feedback which I could then analyse and study, to hopefully make any other products that I make in the future a much better quality. The results will not go against you in any way and will remain strictly confidential.

Please would you fill out the form to the best of your ability, circling the appropriate answers where required and a short comment where need be.

Thank you for your cooperation.

1. **Did you find it easy to load up the product?**
   (Yes)   No

2. **Did the start button at the beginning, result in the product itself actually starting?**
   (Yes)   No

3. **Were the sounds clear enough for you to understand?**
   Yes   (No)

4. **Did all the buttons work on all the scenes?**
   (Yes)   No

5. **Did you find the animation interesting?**
   Yes   (No)

6. **Did you clearly understand how to answer the quiz questions?**
   (Yes)   No

7. **Would you buy this product in the future?**
   Yes   (No)

8. **Did the drag and drop game at the end work well, for example were you able to easily drag and object and drop it on another? If no then please state what didn't work well for you?**
   Yes   (No)   *I couldn't get it to work properly*

9. **Were you disappointed with the product in any way? If yes then please state why on the lines below.**
   (Yes)   No
   The sound quality was poor and I found the story quite boring.

10. On a scale of 1 – 10, 1 being poor and 10 being brilliant, please circle what you thought of the overall product.

1 — 2 — 3 — (4) — 5 — 6 — 7 — 8 — 9 — 10

11. What do you think could be done to improve the product?

·Add more scenes · Better sound
· Make drag and drop work
· could make the magic beans have different colours.

Thank you once again.

F

75

Questionnaire for Jack and the Beanstalk Flash Multimedia

This questionnaire had been designed basically for feedback which I could then analyse and study, to hopefully make any other products that I make in the future a much better quality. The results will not go against you in any way and will remain strictly confidential.

Please would you fill out the form to the best of your ability, circling the appropriate answers where required and a short comment where need be.

Thank you for your cooperation.

1. Did you find it easy to load up the product?
    (Yes)   No

2. Did the start button at the beginning, result in the product itself actually starting?
    (Yes)   No

3. Were the sounds clear enough for you to understand?
    (Yes)   No

4. Did all the buttons work on all the scenes?
    (Yes)   No

5. Did you find the animation interesting?
    (Yes)   No

6. Did you clearly understand how to answer the quiz questions?
    (Yes)   No

7. Would you buy this product in the future?
    (Yes)   No

8. Did the drag and drop game at the end work well, for example were you able to easily drag and object and drop it on another? If no then please state what didn't work well for you?
    Yes   (No) *I couldnt move the words around so I was stuck.*

9. Were you disappointed with the product in any way? If yes then please state why on the lines below.
    Yes   (No)

10. On a scale of 1 – 10, 1 being poor and 10 being brilliant, please circle what you thought of the overall product.

1   2   3   4   5   6   7   8   9   (10)

11. What do you think could be done to improve the product?

Just add a few tweeks to the drag and drop.

Thank you once again.

F

Questionnaire for Jack and the Beanstalk Flash Multimedia

This questionnaire had been designed basically for feedback which I could then analyse and study, to hopefully make any other products that I make in the future a much better quality. The results will not go against you in any way and will remain strictly confidential.

Please would you fill out the form to the best of your ability, circling the appropriate answers where required and a short comment where need be.

Thank you for your cooperation.

1. **Did you find it easy to load up the product?**
   Yes   (No)

2. **Did the start button at the beginning, result in the product itself actually starting?**
   (Yes)   No

3. **Were the sounds clear enough for you to understand?**
   (Yes)   No

4. **Did all the buttons work on all the scenes?**
   (Yes)   No

5. **Did you find the animation interesting?**
   (Yes)   No

6. **Did you clearly understand how to answer the quiz questions?**
   (Yes)   No

7. **Would you buy this product in the future?**
   Yes   (No)

8. **Did the drag and drop game at the end work well, for example were you able to easily drag and object and drop it on another? If no then please state what didn't work well for you?**
   Yes   (No)

   The cursor dissapears when you click on a word and you can't get it back again

9. **Were you disappointed with the product in any way? If yes then please state why on the lines below.**
   (Yes)   No

   The drag + drop game didn't wort, however overall the animation was interesting

10. On a scale of 1 – 10, 1 being poor and 10 being brilliant, please circle what you thought of the overall product.

1　　2　　3　　4　　5　　6　　7　　8　　(9)　　10

11. What do you think could be done to improve the product?

Sort out the drag + drop game.

Thank you once again.

Thank you

Evaluation

For this project I was asked to create an interactive multimedia product using Macromedia Flash MX and use a classic fairytale as the story for young children aged 5 years and over. For this I chose to use the Jack and the Beanstalk fable as I mentioned before in my brief. The purpose of this product is to basically provide children with a classic fairytale which is fun, interactive and lets the user navigate through the story at their own pace and allows them to pick what path the character should follow.

Evaluation of the solution – ✓

Various Elements:

Throughout my product I used a variety of elements to create a complex animation and in this section I will be analysing each element and by this I mean that I will discuss what was good and bad about them and how I could improve the use of them in the future.

Sound – I feel that overall I used sound quite effectively throughout my product as I was able to record my own voices for the characters and using Audacity, I could change the pitch of had special effects to it such as fading out so the person sounded like they were getting further away from computer as shown in the Implementation write up document. However from reviewing my feedback that I received from the questionnaire forms I gave out, I could see that some people had trouble understanding the recordings which could be due to the type of microphone I used or the sound itself not being of good quality. As I recorded the sound myself and didn't use any from the internet I feel that for future reference I will include more sounds which have already been created by other people such as banging noises, rather than myself banging on the table and recording it. I personally think that this itself will make the user interact a little bit more, rather than having the same type of sound playing all the way throughout the animation, which could have made the animation a little bit dull.

Buttons – The buttons that I created really brought the story to life I think, it linked in well with the animation itself, this being a magic bean which moved and changed colour when hovered over or clicked. Throughout the product they navigated the user to the correct scenes thus being successful and although they were the same button being recycled over and over again but going to a different scene, I still think that the user was able to interact with it and because it was constantly used, it gives the younger user of around 5 years of age, an idea of what it does, rather than confusing them each time a button appeared as they would then have to figure out how to change scenes and carry on with the animation. From looking at my feedback I can see that the people that tested my animation for me didn't have any problems with them thus suggesting that they worked each time by going to the correct scene which was stated on the bean itself. If I were to improve my animation, I might change the colours of the buttons to give it a more drastic look and possibly add sound to them so that when they clicked on it, a noise would result which could make the user more interested in the animation itself.

Nested timelines – In my animation I made some of the symbols move about by embedding code into it so every time it appeared on the screen, it would do whatever was embedded in the timeline. For example I had some magic beans which I made move constantly as if they were dancing around the screen to show that they were miraculous and not real. I feel that this effect was quite successful because as this product is targeted at younger children, things like that really gets them involved a little bit more in the product. My questionnaires show that to improve the product, I should get the beans to change colour as well as move around on the screen and I think that they wrote this, so that it looked a bit more magical and would possibly attract the user a little bit more.

Custom cursor and drag and drop quiz – Some of the feedback that I received from my questionnaires seem to have a thing in common, the cursor on the drag and drop at the end of the animation doesn't work. The cursor that I used was one that I designed myself and replaced it from the simple arrow, I did this because I wanted to look like it fitted in with the animation as the product itself is very 'cartoony' so I felt that the original cursor would look silly with the rest of the flash document. Yet throughout the animation the cursor itself seems to work, when being clicked on something it does its job however at the end of the product, I included a drag and drop quiz in which the user has to drag the correct word to the correct answer which related to the story. Nevertheless when the word was clicked to be dragged across the scene, it only seems to do it once and the cursor itself disappears altogether. Therefore leaving the user stuck on that last scene. In every feedback form, the tester seems to mention the drag and drop

interactive feature each time thus suggesting that it doesn't work on any computer. As a result in the future, to improve the product I would either get rid of the drag and drop and replace it with something else or try to find out the reason for the custom cursor not allowing the words to be moved about on the screen.

Use of colours –Throughout the animation I had a wide variety of colours, ranging from dark blues to bright pinks. I thought that this effect proved to be very useful, especially for the audience group that this project is targeted at, as I feel like I mentioned in my researching, that colours attract the eye as such thus getting the user to pay more attention to the story itself. Although I didn't write a question about the colours used on my questionnaire, I felt that the users were happy with the colours that I chose to portray in my multimedia product as it made it seem more interesting and it also worked well with the fact that it was a classic fairytale being told in a cartoon way. If I was to improve the product in any way in terms of colours, I think I might add more brighter colours to the magical things such as the golden egg, magic beans and the castle to make them stand out a little bit more.

Hover spots – In my multimedia product I added a few hover spots to make the animation seem a little bit more fun to play with. Although they seem to work as button, they work without being clicked; only needing to be activated by the use of the cursor hovering over it. So if the user was to just scan the scene by running the cursor over everything, in some scenes, different things would happen. For example at the beginning of the animation there is a scene in which a start button needs to be clicked to begin, however if the cursor was hovered over the button and not clicked, a certain aspect of it would change. Like mentioned above, I felt that this was a good technique as it gets the user to interact more with the animation and it makes it a lot more interesting. However I also feel that I could of added more hover spots throughout the animation so that for example if a bean was hovered over, a sound resulted, or something along those lines to make it a little more appealing to play with for those of younger ages.

Quiz – As well has having a drag and drop quiz at the end of my animation, I also included a short quiz which the user has to answer correctly to get past the castle gates. This mainly compromised of the words being created as buttons and when the correct answer was clicked, it moved to the next question. From looking at my questionnaires, the majority of people understood clearly how to answer the quiz question, therefore in the future for improvements, I would ensure that I clearly state how to answer the questions as I did on the drag and drop quiz. I would also add more questions to make the quiz slightly more interesting and challenging. Another improvement that I think that I would make would to be to include some sound which plays in the background while the user is answering the quiz, which would as a result make the product appear more appealing. Yet I felt that it was an overall success because when the wrong answer was clicked, the word 'wrong' would appear next to it, thus suggesting that the answer clicked was incorrect and when the correct answer was clicked, it would go to the next question.

Images – The images that I included in my product were all created by using the Flash Multimedia, the majority of which were designed from pure imagination. However I also used tutorials which I researched from the internet to create realistic cartoon hands (as shown in my implementation document). Another way in which I created scenes was by using an image from the internet and then traced over it, I felt that this was a quite a good skill because I could then change certain aspects of the graphic itself, for example change the overall colour or add/leave out parts. I think that I could have used more graphics and possibly taken a photograph and incorporated it into my scenes which could have been quite a sophisticated background.

Feedback from questionnaire: ✓

As mentioned above I got some users to test my multimedia product and to then fill in the questionnaire regarding the animation. As you can see I had a mix of comments, some being positive yet some being negative. Almost everyone, apart from one individual found that the product was easy to upload, therefore suggesting that the one that didn't find it easy may have used the product on a different computer which does not automatically start the CD which has been inserted in the drive, thus resulting in a little difficulty. The start button in all cases worked when clicked therefore suggesting that the animation began at scene one and ran until the end of the animation. However there were also some people that didn't find the animation interesting which could be due to a variety of reasons, ranging from the story itself was a boring choice, or that there wasn't enough interactivity for the animation to actually be interesting. Therefore for future reference as I have previously mentioned, I would ensure that there are a lot more interactive features appearing throughout my multimedia product to make it more exciting

and interesting. On the second sheet of my questionnaire, one of the questions was a scale of what people thought of my overall product, ranging from 1 – 10 (1 being poor and 10 being brilliant) and I managed to work out the average which was 8, thus suggesting that my product was interesting for some people but slightly disappointing for others. Another question which I asked was what they, the users themselves, think I can improve on, the main answer being to sort the drag and drop quiz out, the other being to get better quality sound, all of which I have mentioned above in the analysis of elements.

Evaluation of my performance –

Research:

For this task I had to analyse two different interactive multimedia products and compare the colours used, navigation, sound and loads more. I found this task quite easy to complete and this I think is due to my time management as I was able to plan it all out and stick to the plan thus resulting in leaving a little more time to re-read my write up and add anything extra. This task was carried out very independently as I had to research the two products and then analyse it without the help from any teachers. Researching and studying the two was quite useful to me as it made me realise what was good in certain multimedia products and also what was bad, therefore enabling me to take these skills and effects and use them in my own interactive children's story. I don't think I could improve my performance in the future if I was to redo this task because I managed to get the task in on time therefore meaning that there was some extra time for me to improve the document when it was needed.

Design:

This task required me to basically plan out what I wanted to create and by this I mean I had to choose the story, cut it down, and then create storyboards which overall gave a layout of how my story will be laid out. I used both the computer and paper to complete this task as my storyboards would have been too difficult to draw out on the computer. Once again this task was very independent as it was all based on our own ideas and designs thus no help from the teachers was required. I think that I managed this task quite well as I was able to once again complete everything on time, yet I think that in the future I would allow more time for the creation of the storyboards as I found it harder to draw out and create new ideas than I originally thought, thus spending more time than anticipated on drawing.

Implementation:

This task on the other hand was a lot more difficult than the others and I think that this was because I had to learn and practice new skills which I was originally taught and then learn new ones or advance on the ones that I had already knew. I spent a lot more time than I had planned creating this product and I think it was mainly due to spending extra time on drawing, rather than using the time for something a little bit more constructive such as learning action script and applying it to my animation. I think that another weakness I had was that sometimes I found the project a little bit boring so consequently I kept trying to put it off for as long as possible, the same applied for if I came across a problem which I couldn't solve, such as one of buttons not working and I didn't know why. I also made silly mistakes which I had to go back and change once everything had been completed therefore I lost time in correcting it, therefore I know for future reference to keep checking that each animation works before completing the product, thus saving time.

I stuck to the story board which I created in the planning section quite closely, resulting in the product following the same route as I had created on paper, yet there were some things that I did change, such as I added a drag and drop quiz at the end of the story which wasn't originally planned. I also used magic beans for buttons rather than the traditional boring arrow which in my eyes I see as a strength because it improved the product's appearance overall. Another strength from creating this multimedia product is that I worked quite independently once I had been taught all the basic skills. I did this by researching new skills and techniques myself such as the tutorial on drawing a hand and also how to get an earthquake effect as shown in the implementation document. I also learnt how to advance on the skills I had already been taught and applied it to my scenes.

Testing:

I found that testing my multimedia product proved to be quite tricky as I had to screen shot every aspect of my animation and explain what was going on, therefore it was quite tedious. Yet I managed to use my time constructively and get it completed very quickly. I feel that my weakness resulted when I had to create a testing plan as I couldn't really think of all the things that I needed to test, therefore I spent a bit longer than I originally anticipated.

Overall Strengths and Weaknesses of the Product –

I think that from looking at my feedback and also using the product myself, I can clearly see where I lacked and also where I thrived in implementing this product. The main strengths were that I used a wide range of interactive features throughout the product; I also included sound and made the product itself very bright and cheerful. I have also found that the way in which I got some objects to move every time they appeared on screen such as the magic beans and the bird at night was quite effective. I feel that although it did have its weaknesses, it would still be used quite regularly if I was to use this on a commercial basis, not through buying but I think that if I was to put this product on the internet and let users access it for free, then it would be quite successful. Yet I have also found that I was 'true' to the story this meaning that I designed the animation to actually follow the story overall, not adding in other stories nor killing Jack off therefore I think that the children can really interact with. Another strength that I think I have from creating this multimedia product is the things that I did visually, by this I mean that for example I cut off the top part of the giants body to emphasize his height and also made Jack shrink to therefore make him look a lot smaller compared to the table. I think that this was a useful effect because it really gets the children to see the differences in the sizes of the characters.

However the weaknesses, as mentioned in this analysis previously, lacked a wide range of sounds, although I did include a wide range of voices, I didn't really experiment and try to find sounds that could be used when for example the navigational beans were clicked. As shown in the feedback the main problem that users have with this product is that the drag and drop game at the end of the story doesn't work, only allowing the user to pick up one word and then the cursor disappears altogether. Therefore from looking at these strengths and weaknesses I am able to now act upon it and decide what I would do in the future to prevent the weaknesses from happening again, as shown in the conclusion below.

Conclusion –

Overall I think that my interactive multimedia product met the brief of creating a product for children in which they can follow a classic children's story, this being Jack and the beanstalk. The brief stated that the product should have been fun and interactive with a range of multimedia, which consequently I have included throughout thus meeting the requirements. From evaluating everything that I did for this product, I am now able to see what I would need to improve if I was to do this product again in the future. I would ensure that I managed my time more effectively, especially for the implementation of the product as I fell quite behind and had a few troubles along the way in terms of mistakes being made. I would also make sure that I include a different range of sounds and test them thoroughly before inserting them into my animation to check that they can be heard clearly. I also think that adding a few more effects which are more interactive would be useful and would hopefully therefore make my product more interesting and interactive. However I think that the product is quite fun for the targeted audience as there is quite a large range of interactivity and sound which I think can really entertain the children.

In conclusion I have found my performance of designing and creating an interactive multimedia product quite interesting, although there were some weaknesses along the way and things that I could have worked on a little bit more to make it look and run better, I think that it meets the brief of creating an interesting children's interactive multimedia product.

8.3