IMD07101 Briefing Sheet

Welcome to the briefing session for coursework 4. Last Friday’s lecture session ensured that your group all met each other as early as possible, that you learned a little more about each other, and in particular now appreciate which course each of you is on and which skills you will contribute.

Please notify Tom McEwan before noon on Thursday 2nd April which of you will act as the Project Manager. That person is not in charge of the others, but rather monitors progress and will make a brief email report on progress to Tom at the end of each day, and advise if any team members are missing.

I hope you find this experience both enjoyable and rewarding. In previous years 95% of the class participated and all of the projects passed. We’ve have less time this year so we have simplified it considerably and supplied you with the code to adapt.

## Roles

The following are aspects of the group work that have tended to be performed mainly by people from the listed degrees. But every individual is different and some may be both technical and creative, for example.

|  |  |
| --- | --- |
| Time planning and project management | Any, but particularly BSc BIS and BSc Computing |
| Understanding the scenario and the target user | WDD CSF |
| Establish requirements/features | GD, CSN |
| Research existing game javascript | all |
| Design the visual appearance | WDD, Mktg/DM, GD |
| Design game flow | GD, WDD |
| Evaluate design | All |
| Create graphics/audio/video | All |
| Implement javascript | Any BEng, GD, BSc Comp |
| Test | All |
| Evaluate product | All |
| Prepare and Script Presentation | Mktg/DM, BIS, ITM |
| Rehearse Presentation | All |

Each group will present their finished project in a two-hour session along with 7 other groups on Friday 24th April at 9-11, 1-3, 3-5. By and large these will run in alphabetic order from A to W, but I may have to move some groups to accommodate their timetables that day.

In all cases you must attend your week 15 presentation session **for the full two hours**, and you will be invited to ask questions of the other groups at the end of their presentation.

All students are welcome to attend all presentation sessions and in particular, all other groups are encouraged to send at least one team member to attend the 9-11am presentation session to understand better what’s involved. There are **eight** presentations in each session, each of which will have **10mins** presenting time (**including changeover**) and **5mins** Q&A.

If one or more of your team members were not present at the briefing session, there may be a valid reason for this. Make contact with them, and find a way to bring them into the group and gain the benefit of their contribution. This project is about benefitting from each other’s special interests and expertise. But if a group member does not respond within the next twenty four hours, email Tom ([t.mcewan@napier.ac.uk](mailto:t.mcewan@napier.ac.uk)). Similarly if a group member is not contributing, then the rest of the group can request their removal from the group by all signing a request, and giving that to Tom.

Throughout the week, Tom, Malcolm, Emilia, Michael and Scotia will take turns to be present in the JKCC clusters which have been booked for you. Kirsty or another demonstrator may also be in attendance. We will advise the times on Moodle.

## Week 13 (aka week 15) IMD07101 Cluster Bookings 21-23 April

We have requested the following, and will let you know if there are any that become unavailable.

* M.Kilby.01 - Computer Pods – Tuesday 3-6pm, Wednesday 9-6, Thursday 3-6
* M.Kilby.02 - Computer Pods – Tuesday 1-6pm, Wednesday 9-6, Thursday 3-6
* M.Kilby.03 - Computer Pods – Wednesday 9-6
* M.Kilby.04 - Computer Pods – Tuesday 2-6pm, Wednesday 12-6
* M.Kilby.05 - Computer Pods – Tuesday 9-1pm, Wednesday 12-6

But your group should also plan to hold meetings away from computers to discuss the target users and design. You can create your design in InVision and share it with each other to comment. You can use Skype, Dropbox, Google Drive, live.com to cope with when you can’t meet face to face.

Agree ground rules, and if any of the team wants to work on this project over the easter holidays arrange tasks to suit them

## Schedule

The following times have been offered to groups to help them make progress at the key stages of the project. In each case participation will ensure valuable benefits to the group’s work, as well as helping keep you on schedule. But we understand that not all group members can make each session, and it may be better to select one or two members for each.

|  |  |  |  |
| --- | --- | --- | --- |
| **Groups** | **A-H** | **J-Q** | **R-X** |
| Notify team leader’s name to Tom | noon Thu 2nd | noon Thu 2nd | noon Thu 2nd |
| **Tuesday** 21st Scenario Discussion | 2pm | 3pm | 4pm |
| **Wednesday** 22nd Development and Testing | 2pm | 3pm | 4pm |
| **Thursday 23rd** Evaluation and Presentation | 2pm | 3pm | 4pm |

## Scenarios

This year we have decided to let the groups choose from the scenarios below. Please can the project manager notify Tom McEwan of your choice by 5pm Thursday 2nd

The description of each is below. The scenarios include some advanced features which we don’t expect you to code, but for this level of prototype, you can simulate – eg after 45s you could display a fictitious GPS location and display information about it.

1. Child on translatlantic flight. 5-8 year old children, playing via browser (assume 800x600 screen on back-of-seat touch screen on a long journey. The game needs to be short due to their attention span, it should involve some educational aspect and the opportunity for a user to select an avatar or personalise in some way, making an automatic move or help instruction, if the child doesn’t move within a reasonable length of time. Game has to cope with interruptions due to cabin announcements and need to fasten seatbelt, with age-appropriate messages. Game should link up to other family members who are not in the same row (this need not be coded but instead examples can be faked. Game should display the time until destination, miles to go, in such a way that the child never has to say are we there yet. In a second mode the game can suggest alternative ways to spend the time if they indicate boredom.
2. Elderly on Trossachs coach tour. Assume that the typical user is aged 75-85, living alone in sheltered housing being taken with their neighbours on two hour coach trips into the Trossachs in Scotland, with the first hour fairly dull driving through city and then motorway. The game should get them in the mood for the second hour and allow them to share gameplay with another person on the coach, or play solo, on an 800x600 8” Android Tablet. The game should pause and alert them to the occasional scenic moment such as travelling over the Forth, and maintain awareness of where they are and where they are going. The game should keep score and alternate who starts first. It must have audio suppression to avoid disturbing other passengers.
3. Trainee astronaut for one-way Mars mission. Assume aged 25-35, extremely fit. Here the pilot’s interface should be as rich as the cockpit with hundreds of indicators constantly varying, all trying to distract the attention from the changes to the game state. Assume the game has an 800x600 space on a 1920x1080 overall screen. The challenge for the pilot is to maintain focus on the game. There should be a number of items that pop-up randomly which require a reaction. In a second mode the game has to keep them occupied on very long boring periods of time, challenging them and providing an appropriate level of memories of Earth.

## Relevant research resources:

Here are a few to get you started and we will add more on Moodle over the week. But you get extra marks for finding your own

* <http://www.ibm.com/developerworks/web/library/wa-objectorientedjs/index.html?ca=drs->
* <http://successpragmatiq.com/yahoo_site_admin/assets/docs/AmericanAirlines-CaseStudy.pdf> usability case study
* <http://en.softonic.com/s/pilot-training-simulation-games> - relevant to astronauts?

### UX/usability of inflight entertainment

* <http://cybertext.wordpress.com/2010/04/16/usability-of-in-flight-entertainment-systems/>
* <http://www.usercentric.com/blogs/uxnuggets/2012/02/07/user-experience-upgrade-united%E2%80%99s-flight-entertainment>
* <http://advancingusability.wordpress.com/2009/04/04/in-flight-entertainment-revisited/>

### Usability and 3D cockpits

<http://forums.x-plane.org/index.php?showtopic=52071>

### Journals

* <http://www.dtic.mil/cgi-bin/GetTRDoc?AD=ADA423591> – cockpit usability (2003
* [Integrating Gesture Recognition in Airplane Seats for In-Flight ...](http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=18&cad=rja&ved=0CHsQFjAHOAo&url=http%3A%2F%2Fwww.seat.id.tue.nl%2Fpublications%2Fjh-hl-mr-Edutainment2008.pdf&ei=J_7EULeyBKu00QX57IBw&usg=AFQjCNGjDvVcIMPYE-OlGZkCxE92R_j8vQ&sig2=uDrRUJjl4z8jtI4UrWZPSw)
* [www.seat.id.tue.nl/publications/jh-hl-mr-Edutainment2008.pdf](http://www.seat.id.tue.nl/publications/jh-hl-mr-Edutainment2008.pdf) by R van de Westelaken - 2008 - [Cited by 2](http://scholar.google.co.uk/scholar?hl=en&lr=&cites=376606637040185964&um=1&ie=UTF-8&sa=X&ei=J_7EULeyBKu00QX57IBw&ved=0CH8QzgIwBzgK) Keywords: **In-flight entertainment**, gesture recognition, air travel, air travel **....** **Usability** of basic principle; can the basic principle behind the idea be used for a **...**
* [In-Flight Entertainment System](http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=19&cad=rja&ved=0CIUBEBYwCDgK&url=http%3A%2F%2Fdl.acm.org%2Fcitation.cfm%3Fid%3D1339065&ei=J_7EULeyBKu00QX57IBw&usg=AFQjCNFdd0l8utOmRMHeSs5xk2YViDEiuw&sig2=1zro2rM_yiCeyX_Z0R5eEg) dl.acm.org/citation.cfm?id=1339065
* by H Liu - 2007 - [Cited by 9](http://scholar.google.co.uk/scholar?hl=en&lr=&cites=7483924711321896226&um=1&ie=UTF-8&sa=X&ei=J_7EULeyBKu00QX57IBw&ved=0CIgBEM4CMAg4Cg) - **In-Flight Entertainment** System: State of the Art and Research Directions