Integrated Group Project

CI536

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By

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Introduction:EMILY

Summary of project goals, what has been created including a link to a

short video demonstration, and achievements (One page)

Methodology:,MAJA

Explanation of choice of relevant methodologies such as project

Product Description:FERGUS

3.1

Requirements document/games design document:

3.2

Designs: interface and software:ELANI

3.3

Implementation.MUDIA

To execute the implementation of the web application in an organized manner, I segmented the web application into various parts. Starting with the navigation bar, hero section, game section (inserting the snake game created by other members of the group), Information page, and quiz section within the information page.

Navigation bar

The nav bar was made to help the user to navigate between the pages. I made an eye-catching logo with a title to indicate and redirect user to the home page. The rest of the nav bar were links to the information page, about us page and the accessibility toggle button consisting of accessibility features which changes the page for dyslexic users and colorblind users. Both are made with JavaScript to change the whole page. Although not being able to complete the implementation of the accessibility features, the general implementation is evident there.

A darker green was used to separate the navbar from the hero section.

Hero section

The hero section contains both the main game container containing the game and a learn button underneath which was meant to redirect the user to an interactive tutorial page for the game. Although quite simple, I made it so that the user knows how to play the game properly.

Game section

The game section container was created for the game's creators to place their game into. Quite simple to implement.

Information page and Quiz section

This page contains information about fractions and a quiz underneath each section. This was meant to be placed in year 4, 5 and 6. Each section has a quiz accessible with a button underneath the main fraction guide using JavaScript. The color of the chosen section is changed to make it easier for the user to differentiate which part they are on.

3.4

Testing

Legal and ethical issues

: A discussion of issues relevant to your project

Critical Review:

Describe the criteria by which your creation could evaluated to

evaluate its fitness for purpose, review success and areas for improvement,

evaluation of choices and outcomes, emphasise what has been learnt and how this

would affect future projects

References:

A full accurate list of references to all sources of information that you

have used including the source of any non-original material such as code and media

assets. This should be presented in Harvard format.

Appendices

Appendix 1: Record of team meetings

with information on what was discussed at

meetings, decisions that were made.

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Attendees | Discussion | Decisions |
| 1 | **Elienai Peprah**  **Emily McGovern**  **Fergus Chamberlain**  **Maja Solheim**  **Mudia Osagie** | * Form groups * Brainstorm ideas | * Formed a group |
| 2 | **Elienai Peprah**  **Emily McGovern**  **Chamberlain**  **Jayanshi Rawat**  **Maja Solheim**  **Mudia Osagie** | * Decided on weather to make a game a website or both combined . | * Created Trello accounts * Decided on a combination of both . * Added new member to the group |
| 3 | **Elienai Peprah**  **Emily McGovern**  **Fergus Chamberlain**  **Jayanshi Rawat**  **Maja Solheim**  **Mudia Osagie** | * Did research on game/website ideas | * Decided that we wanted to do an educational game for children in KS3 |
| 4 | **Emily McGovern**  **Fergus**  **Mudia Osagie** | * Discussed ideas and went through everyone’s website design idea , discussed what we liked and disliked about each one . * Chose between balsamiq and figma * Created balsamiq accounts | * Decided on a name for the website. * Decided on gender neutral colour scheme . |
| 5 | **Elienai Peprah**  **Emily McGovern**  **Fergus Chamberlain**  **Jayanshi Rawat**  **Maja Solheim**  **Mudia Osagie** | * Started to think about what roles we wanted to play in the group   project . |  |
| 6 | **Emily McGovern**  **Fergus Chamberlain**  **Jayanshi Rawat**  **Maja Solheim**  **Mudia Osagie** | * Discussed task scenarios * Discussed Huristics |  |
| 7 | **Elienai Peprah**  **Emily McGovern**  **Maja Solheim**  **Mudia Osagie** | * Discussed the possibilility of the walkthrough being a video. * Discussed accessibility | * Set a 2 week deadline |
| 8 | **Elienai Peprah**  **Emily McGovern**  **Fergus Chamberlain**  **Jayanshi Rawat**  **Maja Solheim**  **Mudia Osagie** | * Added tasks |  |
| 9 | **Fergus Chamberlain**  **Maja Solheim**  **Mudia Osagie** |  |  |
| 10 | **Elienai Peprah**  **Jayanshi Rawat**  **Emily McGovern**  **Mudia Osagie** |  |  |
| 11 | **Elienai Peprah**  **Emily McGovern**  **Fergus Chamberlain**  **Jayanshi Rawat**  **Maja Solheim**  **Mudia Osagie** |  |  |

Appendix 2: Source/Asset files.

Where appropriate, a link should be provided to an

external repository such as GitHub that contains the source code/asset files

required to build/create the project. The location/content must be agreed with the

LAB tutor.

Appendix 3:

Project management documents

e.g. bi-monthly Trello board screen

shots.

Appendix 4:

Any further resources you think are relevant to the project