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ICS4U

Ms. Coderre

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**Concept Document**

**Team Roles:**

Chris Zhu - Project Manager & Developer

Kevin Sun - Lead Developer

Danny Oh - Visual Designer & Researcher

**Stakeholder Analysis:**

1. ***Primary Stakeholders***

Though the students of any OCDSB SNC1D and SNC2D classes may use and benefit from the project, within our environment, the main end users will be Ms. Stackpole’s grade 9 and 10 classes. This is the result of the program’s specifications and requirements coming solely from Ms. Stackpole’s knowledge and expectations of the courses. As such, the project’s primary stakeholders would be Ms. Stackpole and her grade 9 and 10 science classes.

These primary stakeholders will both want information such as its program specifications and the release date. As high school students, the users will have a general understanding of the course information as well as an understanding of how to interact with the program via mouse, when approaching the program. The goals for the project from both primary stakeholders are that the program can aid the students in reviewing the course expectations for their summatives and exams.

Both the students and Ms. Stackpole are greatly impacted by the quality of the final product, however the students’ input in the project development is minimal. Communication will be maintained between our team and Ms. Stackpole via emails and scheduled meetings. We will also demonstrate the finalized program to Ms. Stackpole’s classes through a release workshop.

1. ***Secondary Stakeholders***

One secondary stakeholder to the project would be the Earl of March science department (as a singular, whole entity), as they would be negatively affected should our program contain any incorrect information. Specifically, if any students wished to continue with high school sciences, grade 9 and 10 science is required as a prerequisite, and so an improper understanding of the curriculum could cause students a great deal of confusion. As a result, the other department members’ feedback may affect the development process.

Communication with the department as a whole will take place through Ms. Stackpole. Specifically, she would be consulting her colleagues within the department to clarify course expectations before relaying the requirements to our group. As such, their feedback will be given the same level of priority as with Ms. Stackpole’s requirements.

1. ***Tertiary Stakeholders***

A tertiary stakeholder to the project are the parents who are also invested in their child’s academic performance, as they would want the project to be able to effectively aid students in reviewing the course curriculums.

Despite communication with the students’ parents being highly improbable, their concerns will still be addressed. As the student’s academic performance is based on the course curriculum, properly following the department’s course expectations as issued through Ms. Stackpole should eliminate this concern.

1. ***Facilitating Stakeholders***

Ms. Stackpole, prototype testers and ourselves are all involved in the development and employment of the project. Ms. Stackpole’s inputs, as our client, hold the highest priority, followed by our prototype testers’ feedback and our own concerns. Communication will be maintained mostly through scheduled, physical meetings as well as through emails.

**Client:**

The client is Ms. Stackpole, a Grade 9 and 10 science teacher at Earl of March. We will communicate through planned group meetings and online via email.

**Target Audience:**

The product is aimed towards Ms. Stackpole’s grade 9 and 10 science class(es) as an interactive teaching tool to review the course in preparation for summatives or exams.

**Requirements (Needs):**

* Client discussions (specifications i.e: course information)
* Student accessibility
* Background images & objects related to the course topics
* Client and development time schedules

**Functionality:**

An educational hidden-object game plugin with an index for students to review topics within the course. Students may access the game at any time from the client’s course website, and resume their progress (via cookie/jStorage- based saving).

Students will be able to choose between units from the course and play through the corresponding ‘level’ (screen). Within the screens, students will be presented with several hidden objects with corresponding hints to each object. These hints and objects will be related to important topics throughout the units based on the client’s specifications.

**Features:**

* Inventory
* Stores objects currently found within the unit (‘level’) with a short summary of information on that topic
* Hint Coin System
* A game-wide ‘currency’ spent to reveal the answer to the hints within the game
* Gained by finding 3 correct objects on any screen
* Collections Tab
* Tab on the main menu screen which brings students to an index of the objects they’ve found for each unit
* Summaries of topics within each unit for student to review based on which objects they’ve found
* Upon completing any full unit, additional bonus is unlocked (additional hint coins, fun facts, etc.)

**Resources Required:**

* Computers and a Java development kit
* Contact with client (requirements, course information and topics)

**Platform:**

This game will be developed as a Java web-plugin (Java applet) to be integrated with the client’s own course website.

**Genres:**

* (Visual) Puzzle
* Trivia
* Educational

**Competition:**

Currently, there are many online games and apps which use the ‘hidden-object’ concept for entertainment purposes. However, this product will be specific to the client’s course specifications as well as be an educational reviewing tool for the client’s class. As such, there likely will not be any competition for our product for our client.