# Audio Transcription

0:00:00

Discover any additional information resources that need to be included in the tool or on the website. Find the target audience of interest for the product so we can produce a better experience for them. Discover the main purpose of the tool, for example is it for advertising purposes or an informative guide. And find out about you and your company to get a better understanding of what you're looking for. We were going to record this interview, if that's okay, with using... which is safe and secure on the cloud. That's an oxymoron. We're safe and secure on the cloud. And you're going to destroy all digital copies. Sure, fine.

0:00:46

Okay, that's cool. Now a copy of that needs to be sent to the client. Are we going to scan it? Yeah, we'll probably scan it. So a copy can be used. Yep. So you talked about a tour. What is the tour that you think I'm going to be talking to you about? We're assuming that it's just going to be a tour through the campus. Yeah. Is this the virtual orientation?

0:01:51

Yes. Yes. Okay. So the reason why I ask that question is, as a client, I have a number of things on the go. And so I'm busy, busy, busy for meetings, and I just want to make sure that I'm talking about the right thing. So the virtual orientation. Cool, let's go. Okay, can you first tell us about yourself and your company? Okay. So my company have been contracted by ADA to create a virtual orientation experience for students.

0:02:37

Okay. We are marketing people. We don't have the technical expertise, which is why we're getting you guys to do the project. It's made up of myself and a team of three people who, as I said, do marketing, do research, put together the key messages and things like that. Okay.

What is the main purpose of the project? Is it to be informative or is it for marketing purposes? Okay. Not to be a pain, but it's going to give information and an experience to students who need to be oriented. But it also means that outside of orientation, it's available for anybody to look at and utilize. So it's big.

0:03:30

What target audience is going to be seeing this virtual tour? Okay, so based on what I said before, it's a combination of students who are new to the program, so they might be coming into the digital technologies computing program. They may have done something, they may know a bit about Ada, or they may not know a bit about Ada. experience tells me that those could be students that come out of high school, fresh out of high school, or it could be, or there could be students who are looking to change careers, so they don't know a lot about IT, but they know that they want to go into IT. So there's a bit of a range there. And then I guess that also follows that they may, some of the students may be very familiar with using technology, and maybe some mature students, or students who are changing careers, may not be so familiar with technology.

0:04:32

So that means that your solution, that you come up with, can't be too complex. Right. What devices will the users use primarily? Like, will it be mostly mobile users, or more like desktop? I can imagine it's mostly mobile, but it's likely to be tablet and iPad, desktop, laptop, anything that can go through a browser. But the majority of students will probably end up seeing it on their phone.

0:05:09

How many people are roughly going to view this? Um... Just thinking about the last orientation we did, there was probably about 50 to 100 new students will view it, have the potential to view it at the beginning of each semester, but because it's marketing, there will be more as well. I can imagine that we would take this out or we would make this available to students in their last year of high school and do that as well and maybe make it available through IT professionals or Canterbury Tech or something like that. So it has the potential to hit a large audience, which suggests to me that there could be a number of people using it at the same time. I don't know if that's an issue.

0:06:07

Just to expand on that question, I'm just wondering, you say it's from students coming out from high school. Does this also involve international students? That's a good point. It could involve international students as well. So would you suggest that we would have to find some sort of translation for students who have difficulty understanding the English language? I think translation is on the list of requirements, but let's prioritize it a bit lower. Let's get the content sorted and the look and feel sorted. But as you're doing that, think about, is there any smarts that you can put in to do with translation?

0:06:47

I have no idea. Okay. Okay, I have no idea how that would work. Whether you have to hold the text in different languages, or whether you would just make access, you know, how you can go onto a website and it says, do you want to translate this from Japanese to English? And I assume that's a Google thing. have a particular look and feel of the application? So we're talking about a virtual tour type concept. So that means that it looks and feels as if they're on campus and if they can move around on campus. And that there'll be, I mean, the typical things of a virtual tour, that there'll be places of interest, that there'll be places that there'll be, that we can link in resources to do with that place of interest.

0:07:50

So maybe we might say a place of interest in the virtual tour is enrolments. And so when they go to enrolments in the location, then I can imagine that they might have access to the enrolments form and the website and the program handbook about things. Maybe when I go to the reception area or the home of the IT program, maybe I've got an ability to see the faces of the tutors. OK? A timetable, something like that as well. So it's, yeah, go ahead. When you said that you'd want to maybe be able to click and go to the website, you're talking about ARA website, right?

0:08:43

Yes. Yeah. OK. Or any other relevant websites. And do you want the colour schemes to be similar to our website? Sure. And it might be something else you want to think about, in terms of the way you organise the information. You will need to have, I'm sure, a web landing site before you take people into virtual environments. So you need to be thinking about how you construct that as a starting point so that people can then tune in to get the information and to see things that are appropriate.

0:09:28

that people do in the VRCT program? Yeah. Okay. So let's link onto that. So launch onto that. So as part of the virtual orientation, it would be good if the people going on the tour could have access to work that students have done in the past. And the way that we show our work in the past is with posters.

0:09:53

So there is this thing called the Merge Exhibition, which happens at the end of each semester, where third year project students create a poster, an A1 poster, and a short, a couple of minutes short paper, which is a real showcase of what they've done, but also what our students can get involved with. So that takes us more into that idea of the marketing side of it. So maybe in the virtual tour, they go to a location which is, I don't know, showcase or a merge exhibition or something.

# Audio file

[Client Interview Audio - Julan.m4a](https://tewaka-my.sharepoint.com/personal/jch233_arastudent_ac_nz1/Documents/Transcribed%20Files/Client%20Interview%20Audio%20-%20Julan.m4a)

# Transcript

Machines that you want.

OK. Yeah.

Discover any additional information resources that need to be included in the tour or on the website. Yeah, find the target audience of interest for the product so we can produce a better experience for them. Discover the main purpose of the four for. Example is it for advertisement purposes or an informative guide? And find out about you and your company to get a better. Understanding of what you're looking for.

Right.

We were going to record. This interview, if that's OK with that, we can. Using that you can record and transcribe.

And all this sort of stuff. So we yeah that's that's. Transcribe the site.

More on with safety secured than about and. Going to destroy all digital copies.

OK, sure, fine.

OK, that's cool.

Now I'm copy of that needs to. Be given to. And for all of you and and.

Yeah. So you talked about.

Sure. What? What is what is the tour that? You think I'm going to be talking to you about?

We're assuming that it's just gonna be a tour through the campus, yeah.

Is this the? Is this the virtual orientation? Yes. So the reason why I asked that question is as a client I have a number of things on the go and so I'm busy, busy, busy from meetings and I just want to make sure that I'm. Talking about the right thing, so the virtual orientation. Cool, it's gone.

OK. Can you first tell us about yourself and your company?

OK. So my company have been contracted by other to create a virtual orientation experience for students. OK. We are marketing people. We don't have the technical expertise, which is why we're getting you guys to do. The project OK. It's made-up of myself and a team of three people who, as I said, do marketing, do research, put together the key. Messages and things like.

OK, what is the main purpose of the project? Is it to be informative or is it for marketing purposes?

OK, not to be a pain, but it's actually both. OK. So it's informative because it's going because it's going to give information and an experience to students who need to be oriented. But it also means that outside of orientation it's available for anybody to look at. And utilise so it's back.

OK. What Target's target audience is going to be seeing this virtual tour?

OK, so based on what I said before, it's it's it's a combination of it's students who are new to the programme. So they might be coming into the digital technologies computing programme. They may have done something, they may know a bit about other or they may not know a bit about other so. But new students to the programme. And experience tells me that those could be students that come out of high school fresh out of high school. Or it could be or they could be students who are looking to change careers. So they don't know a lot about it, but they know that they want to go into it. So there's a bit of a range there. And that I. Guess that also follows that they may some of the students may be very familiar with using technology. And maybe some mature students or students who are changing careers may not be so familiar with technology. So that means that your solution that you come up with. Can't be too complex.

Right. What devices will the users use primarily like? Will it be mostly mobile users or more like desktop?

Yeah, I I can imagine it's mostly mobile, but it's likely to be tablet and iPad, desktop, laptop, anything that can go through a browser. OK. But the the majority of of students will. Probably end up. Seeing it on their phone.

How many people are roughly going to view this?

Just thinking about the the last orientation we did. There was probably about. 50 to 100 new students. We'll we'll view it. Have the potential to view it at the beginning of each semester, but because it's marketing, it would be more as well. I can imagine that we would take this out or we would make this available to students in their last year at high school. And and do that as well. And maybe make it available. Through IT professionals or? Canterbury Tech or something like that. So it has the potential to have a large audience, which I which. Suggest to me that you could there could be a number of people using it at the same time I. Don't know if that's an issue.

Just to expand on that question, I'm just wondering you say it's from students from coming out from high school. Does this also involve international students?

That's a good point. It could involve. International students as.

Well, so would you suggest that we would have to find like some sort of translation for students have difficulty understanding the English language?

I think. Translation is is on the list of requirements, but let's prioritise it a bit lower. Let's get the content sorted and the look and feel sorted. But as you're doing that, think about is there any smarts that?

I have no idea how that how, whether you have to hold.

You can put. In to do with translation, I have no.

Idea OK.

The text in different languages or whether you would just make access, you know how how you can go on onto a website. And it says do you wanna translate this from Japanese to English? And that's? I assume that's a Google thing. OK.

Do you have a particular like look and feel of the application?

So. So we're talking about a virtual tour type concept. So that means that. Look, they it looks and feels as if they're on campus, and if they can move around on campus. And that there will be, I mean the the the typical things of a virtual tour there could be. Places of interest. That would be places that that would be that we can link in resources to do with that place of interest. So maybe we might say a place of interest in the virtual tour. Is enrollments. And so when they when they go to enrollments in the location then. I can imagine that they might have access to the enrollment form and the the website and the programme handbook. About things. Maybe when I go to. The reception area or the home of the IT programme? Maybe I've got an ability to see the faces of the tutors. OK. A timetable, something like that. As well. So it's yeah, OK.

You see that you'd want to maybe be able to click, click, and go to the website you're talking about our website, right?

Or any other relevant.

Websites. And do you? The colour schemes to be similar to the rural website.

And might be something. Else you want to think about. In terms of the way you organise. The information. You will need to have, I'm sure. With the landing site. Before you take people into virtual.

Yeah. Thank you, David. Yeah.

Environments, right? So you, you'll need to be thinking about how you construct that as a starting point so that people can then choose to get the information and to see things that are appropriate. I'm going to talk about this. A bit more, but problem marketing. Is what is the cool stuff that people do? In the BRCT. Programme. Yeah. OK.

Let's link. Let's link on to that. Let's launch onto that. So as part of the virtual orientation, it would be good if the people going on the tour could have access to work that students have done in the past. And the way that we show our work in the past is with posters. So there is this thing called an Emerge exhibition, which happens at the end of each semester where third year project students. A A poster and A1 poster and a short couple, a couple of a short paper, which which is a real showcase of what they've done, but also what our students can get involved with so that so that takes us more into that, that idea of the marketing side of it. So maybe maybe in the virtual tour they go to a location which is, I don't know, showcase or emerge exhibition or or something. I'd like you to sort of think about this where they can see the posters.

What about accessibility? Do we have to like for example have a high contrast mode for people that have vision impairment? OK.

So so I don't know the specifics of all the accessibility, but. The more people. That can utilise it. The solution? The more chance we have of reaching them as potential students and helping them as orientating them so 100%.

Do you want it to be like free Rome, or do you want it to be structured?

Just just give me a little bit more. What's the difference between free?

Runs and like the users can go in whatever order they want to anywhere. Or is it like we are making them go through some track?

Free run.

So do you want like a? Map 2D map of click on those points.

I to be a typical user, I actually want both want both. I want my I I I want the free roam so it's just it's just like a a game. We want story mode. But we want, we want. We want. Free roam as. Well, because the the story mode or the structure is that, hey, I'm. A new student. I'm going through orientation. There are certain places that we want them to know about and therefore I want them to go with that. Now I don't know if you can do that, but then there's also. I want them to be able to free roam so they can go and and drill down further. Or something like that. So so both as the ideal, but you give me feedback. When you're working on. This as to which one is easier. OK, they're both easy, OK.

So where would you like to start? The virtual tour? Is there like a particular place?

That's a good question, David. What do?

We consider the entry point for.

And there are. More than 9. Gate entry points, whatever. People will arrive at Para from different directions.

OK.

You need to be thinking about how you might give them. Appropriate virtual start points depending on where they choose. To arrive, and if so, you might. Choose the main gate #7, but then up here. We've got gate number. Nine. And then you've got. Out the back with the student car parking a. Little more house. You might have some key places that will. So where are you going to arrive from? And when I click on it. That's the starting point, yeah. Where you where you're trying to get to. From there you know you you you need to think about that are. You are you going to live? People an appropriate starting book because not everybody. Just as you know out here in game #6 and walks into the main entrance.

At this point.

And we don't. Going forward, we don't we we don't know where our hub or our home is going to be for the ICT programme. OK, it's currently it's in the. Place that you guys are familiar with where Sandy and meeting normally, Sir. But that's not gonna be the place.

It will move.

It will move, so if we.

Absolutely. Moving, yeah.

So if so, if we want to use this beyond what you create and and use it going forward, then it needs to be a bit flexible about that. So yeah, cater. For all the all the multiple entry points.

How much of the campus do you? Want to be covered?

Yeah. The main facility, the the main area, the main. Facilities which which? What map have you got there?

Oh my goodness.

Got the point here, everything.

What I'm going to say is that we've done this orientation just recently and we put them on a scavenger hunt to find different places come to me and I'll show and I'll show you that map. Yeah, OK, I'll. I'll show you. OK. I think I think the real answer is not everything. Here will be key things, but we want to be flexible enough because we're starting to teach in different locations. That we haven't talked to taught in the last five or six years, so. We almost need a map, but a map which has certain locations, so I'll make a note and I'll give. You the orientation then.

thanks for not everything. Yeah.

Is it like the orientation design for some specific courses or is it like for everyone studying at ARA?

It's for every it's in the middle, it's. Everybody's. Studying in the ICT programme so it could be diploma students or degree students, but it's only in that area, OK yeah.

Is there any information you want us to like show in the virtual tour of FAQs? Student residences?

Yes and yes.

OK.

And I don't have a complete list so. In my head at the moment, but I'd like you to think about so again, we'll OK. So I'll also make a note to ask me for what we included in the orientation pack. So we have a series of slides. So that will give you an idea of what orientation capped as well. But also I want you to think about yourselves as students and what you think is important, so utilise your own experience because that would be useful for me.

That concludes the.

Yeah, I know. I teach you to ask that question. But it's a really hard question. I'm gonna. I'm gonna turn it back on you to, to be fair. Do you have enough? OK, first of all, what is the next step? You're gonna come back to me. Give me some stuff. But what's the next step when you? When? Will you come? Back to me with something.

In the weekend. Often for us, there's no you're doing. After we finish the log file.

And the Lofi prototype.

I suspect that you will be wanting more specific orientation information and lists of things from your client. By the end of the. Week so you can start to actually. Thinking about and leading yours. In your write ups.

All the information. You require beyond that orientation map.

We will be making available. Those folder in the E311. And in that we'll put 2 examples of what has been used for orientation in the past, including the PowerPoint and the maps and things that were relatable. To the students.

Yeah, and the emerge posters.

And the the image person, I think that. That's a big base, but what we'll. Do is review the ones that were made available. This different conference probably is a subset of. A place to start because this is a. Proof of concept.

Yeah, going off that that it's a proof of concept. So we. Can't we don't have enough time to deliver? What? You know everyone would like, but azuni stretch goals.

That if we.

Do have time. Like would you like?

Does it? Can you do searching? Keyword searching.

What about loading? New virtual tours on top or new posters? For strict yeah.

Yeah, that's a stretch goal. Yeah. The ability to rather than coming back to you and saying can you load these posters being? Able to do it ourselves. Yep, sure. So when I come back to when do? I get to see something. Do I see lofi?

Yes. Yeah.

OK.

And they are happy to give you their love for stuff.

Yeah, not good. OK. So I'd like to treat this, that you that you. You keep me in the loop along the way so I can see what you're putting together. So if there's any corrections or any not corrections as you've done anything wrong. But if I come up with any ideas. Or you guys? Have come up with some amazing ideas. Then we can. We don't need to wait until we get.

Let me reiterate processes. This is a group activity. With regards to your information requirements. Would be a group opportunity with regards to assets acquisition of what each one of you produces is your individual interpretation. And So what? The client is. Going to get. Is 7 interpretations.

All right.

Which is great because then because they would. I I hope that will give me a variation. Rather than 7.

Know what he might say? So I don't remove them.

I don't want seven things exactly the same.

Yeah. What you work on individually? Is important.

So it's your.

If what you think. There will be. Some hearing amongst the group because there will be some. Technologies that you'll be. Using in common, perhaps in terms of how do you make things happen? What do you do? What you make happen is your interpretation. Yeah, yeah.

Just, just just. To reiterate, this is a wrong play, so I'm not full up the IT person. I'm not Phillip the tutor. I'm Phillip, the client. OK, so and what I said at the beginning is that you guys are the experts from a. Technical perspective. You may not feel like experts, but you are the experts. I'm the experts from the content and the fact that I want to. Market it and I want to. Look after my students and all that sort of stuff. And deliver a solution to ADA but. Don't assume I know things technically.

OK.

Also, I forgot this question but. How old browsers do we have to support?

I don't know how old, but all the common browsers Chrome and reset the edge and. Firefox, all the all the common.

The most important question how big is the budget?

How big is the budget?

Thank you.

Yeah. Work for prayer.

Getting a qualification out of this? So priceless. Priceless. OK, so, let's see, we talk about locations, resources, target audience. Main purpose in the company. Yep.

OK, OK.

Thank you very much for your attention for your time.

That's all right. Thank you.

Maybe you have any questions do you have? Any questions to ask? OK.

Just deliver. Deliver me something amazing.

Oh, yeah, what's your e-mail?

You can find it.

It's a standard format Phillip dot boxberg. Yeah, that's that's the e-mail.

Could be a different e-mail.

Would be using.

Alright, are all phones.

Turned off now.