# DE311 Interview with Phillip Roxborough.mp4

**Speaker1:** [00:00:00] So are you organized and you got things? Yes.

**Speaker2:** [00:00:08] Didn't know you were going to do it.

**Speaker1:** [00:00:11] I didn't know either.

**Speaker2:** [00:00:17] Nice to meet you. Hello. Firstly, we'll introduce ourselves. That'll be nice. I'm James. James Hutchinson. Good to meet you. I'm going. See you. Everybody okay? Yeah. Yes.

**Speaker1:** [00:00:32] Nice to meet you. Phillip Roxborough. He's a.

**Speaker2:** [00:00:36] You. What's your name again?

**Speaker1:** [00:00:38] I don't know.

**Speaker2:** [00:00:41] Okay. So what are we here for today? So we've. Dr. David Weir and Dr. Ruth von Zu has given us a brief overview of the project that you're wanting for us to create the best product for you and your company. We require some key information. Our objectives for this initial interview are to discover what areas of interest that need to be shown in the virtual tour. So like the locations that, you know, first off, discover any additional information, resources that need to be included in the tour or on the website. Yeah, find the type of audience of interest for the product so we can produce a better experience for them. Yeah. Discover the main purpose of the tour, for example. Is it for advertisement purposes or an informative guide? And ponder about you and your company to get a better understanding of what you are looking for. We were going to record this interview, if that's okay with using transcribers and audio. Sure. But firstly, we need some consent. Oh. Okay. What am I consenting to? That you can record and transcribe and all that sort of stuff. So we collect some information from you. We collect that information in this. Going to keep it safe and secure on the cloud.

**Speaker1:** [00:02:07] That's.

**Speaker2:** [00:02:07] That's an oxymoron. Doctor, we're safe and secure, but on the cloud. And you're going to destroy all digital copies. Shoreline. Okay, That's cool.

**Speaker1:** [00:02:33] Oh. And now a copy of that needs to be given to your client. But you need to scan it. Digital copy can be used to view and send to the client. Okay. Yeah.

**Speaker2:** [00:02:52] So you talked about a tour. What is what is the tour that you think I'm going to be talking to you about? Um, we're assuming that it's just going to be a tour through the campus. Yeah.

**Speaker1:** [00:03:05] Is this the. Is this the virtual orientation? Yes. Okay.

**Speaker2:** [00:03:11] 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 we're I'm talking about the right thing. So the virtual orientation.

**Speaker3:** [00:03:25] Go. It's gone.

**Speaker1:** [00:03:27] Okay. Can you first tell.

**Speaker4:** [00:03:29] Us about yourself and your company?

**Speaker1:** [00:03:37] Okay.

**Speaker2:** [00:03:39] So my company have been contracted by Arda to create a virtual orientation experience for students. Okay. Um. We are marketing people. We don't have the technical expertise, which is why we're getting you guys to do the project. Okay. 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.

**Speaker1:** [00:04:17] What is the main purpose.

**Speaker4:** [00:04:18] Of the project? Is it to be informative or is it for marketing purposes?

**Speaker2:** [00:04:23] Okay. Want to be a pain, but it's actually both. Okay. So it's informative because it's going to 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 utilize.

**Speaker1:** [00:04:45] So. Okay. Um.

**Speaker4:** [00:04:48] What target? The target audience is going to be seeing this virtual tour.

**Speaker2:** [00:04:53] Okay. So based on what I said before, it's a combination of it's students who are new to the program, so they might be getting into the digital technologies computing program. They may have done something they may know a bit about or they may not know a bit about either. So but new students to the program 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 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 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.

**Speaker5:** [00:05:54] Cannot be too complex.

**Speaker1:** [00:05:56] Right?

**Speaker4:** [00:05:57] Well, the basis for the users use primarily would be mostly mobile users or more like.

**Speaker2:** [00:06:05] 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. Okay. But that the majority of of students will probably end up seeing it on their phone.

**Speaker4:** [00:06:25] How many people are roughly going to view this?

**Speaker2:** [00:06:35] Just thinking about the last orientation we did. It's 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, it 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 at high school and do that as well and maybe make it available on through IT professionals or Canterbury Tech or something like that. So it has the potential to have a large audience which which. Suggest 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. Just to expand on that question, I'm just wondering, you say it's from students, from coming out from high school.

**Speaker1:** [00:07:30] But does this also involve international students?

**Speaker2:** [00:07:34] That's a good point. It could involve international students as well. So we do suggest that we would.

**Speaker1:** [00:07:38] Have to find like some sort of translation or understanding the English language.

**Speaker2:** [00:07:45] I think translation is 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? I have no idea. Okay. I have no idea how that how when you have to hold the text in different languages or whether you would just make access, you know how you go on, on a onto a website and it says, do you want to translate this from Japanese to English? And that's I assume that's a Google thing.

**Speaker4:** [00:08:27] They have a particular like look and feel of the application.

**Speaker2:** [00:08:32] So so we're talking about a virtual tour type concept. So that means that they. Look. It looks and feels as if they're on campus. And if they can move around on campus and that there'll be the typical things of a virtual tour, that there'll be places of interest, that would be places that that there 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 enrollments form and the website and the program handbook about things. Maybe when I go to the the reception area or the home of the IT program, maybe I've got an ability to see the faces of the tutors. Okay, timetable, something like that as well. So it's yeah.

**Speaker1:** [00:09:51] When you.

**Speaker2:** [00:09:51] See that you'd want to.

**Speaker6:** [00:09:54] Maybe be able to click, click and go to the website. You're talking about our website, right? Yes. Yeah. Okay, cool.

**Speaker2:** [00:10:01] Or any other relevant websites.

**Speaker6:** [00:10:03] And do you want the color schemes to be similar to the website?

**Speaker1:** [00:10:08] Sure. And might be something else you want to think about in terms of the way you organize the information you will need to have. I'm sure a web landing site before you take people into virtual environments, right. So 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 send things that are appropriate. And so the Post is going to talk about this a bit more, but part of the marketing is what is the cool stuff that people do in the program? Yeah. Okay.

**Speaker2:** [00:10:58] So that's linked this link on to that. So launch on to 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 emerging exhibition, which happens at the end of each semester where third year project students create a poster and a one poster and a short a couple of short paper, 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 a merge exhibition or something. I'd like you to sort of think about this where they can see the posters. See.

**Speaker4:** [00:12:09] What about accessibility? Do we have to like, for example, have a high contrast mode for people that have vision impairment?

**Speaker2:** [00:12:18] Yes. Okay. So so I don't know the specifics of all the accessibility, but the more people that can utilize it, the solution, the more chance we have of reaching them as potential students and helping them as orientate them so hundred percent.

**Speaker4:** [00:12:38] Um. Do you want it to be like your own, or do you want it to be structured?

**Speaker2:** [00:12:46] Just. Just give me a little bit more. What's the difference between free and so.

**Speaker4:** [00:12:49] Assume like the users can go in whatever order they want to anywhere. Or is it like we are making them go through some track?

**Speaker2:** [00:13:01] Three one.

**Speaker6:** [00:13:02] So do you want, like, a map? A 2d map of Iowa. And they can click on those points.

**Speaker2:** [00:13:13] I to be a typical user? I actually want both. Want both. I want my. I want the free roam. So it's just. It's just like a game. We want story mode but we want, we want we want free roam as well because 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 is the is the ideal. But you give me feedback when you're working on this as to which one is easier. It's easier. They're both easier. Yeah.

**Speaker6:** [00:13:59] Everything is easy. Um, also, where would you like to start the virtual tour? Is there like a particular place? Enrollment? No. Um.

**Speaker2:** [00:14:10] That's a good question. David, what do we consider the entry point for the campus? There are.

**Speaker1:** [00:14:20] More than nine gate into things for other people will arrive at Boro from different directions. You need to be thinking about how you might give them appropriate virtual start points depending on where they choose to arrive. You might choose the main gate number seven, but then up here you've got gate number nine and you've got out the back, You've got the student car park, you've got more house. You might have some key places that will say, you know, where are you going to arrive from? And when they click on it, that's their starting point. Yeah, Yeah. Where are you trying to get to from there? You know, you need to think about that. How are you how are you going to give people an appropriate starting point? Because not everybody arrives, as you know, out. See you in gate number six and walks into the main entrance way.

**Speaker2:** [00:15:23] And we don't going forward, we don't we don't know where our hub or our home is going to be for the program. And currently it's in the place that you guys are familiar with the Sandy and meeting norms that. But that's not going to be the place.

**Speaker1:** [00:15:41] It will move.

**Speaker2:** [00:15:42] It will move. So if we.

**Speaker1:** [00:15:43] Absolutely moving.

**Speaker2:** [00:15:45] So so if we want to use this beyond what you create and use it going forward, it needs to be a bit flexible about that. So yeah, had a all for the multiple entry points.

**Speaker4:** [00:15:58] Um, how much of the campus will be covered?

**Speaker2:** [00:16:04] I've got a map. Yeah. The main facility. The main area. The main facilities. Which. Which map have you got there? Oh, my goodness. Going to point to 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 now. Yeah, okay. I'll show you. Okay. I think I think the real answer is not everything. It will be key things. But we want to be flexible enough because we're starting to teach in different locations that we haven't taught to taught in the last 5 or 6 years. So. You almost need a map and a map which has certain locations. So I'll make a note and I'll give you the orientation.

**Speaker1:** [00:17:00] The key, key, key things. But not everything. Yeah, yeah, yeah.

**Speaker4:** [00:17:06] Is it like the orientation designed for some specific courses, or is it like for everyone starting at.

**Speaker2:** [00:17:13] It's for every. It's in the middle. It's for everybody studying in the ICT program. So it could be diploma students or degree students, but it's only in that area. Yeah.

**Speaker6:** [00:17:27] Um, is there any.

**Speaker4:** [00:17:30] Information on the slide showing the virtual tour? Faqs, Student Residences?

**Speaker1:** [00:17:39] Yes. Yes.

**Speaker2:** [00:17:41] 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. Okay. So I'll also make a note to asking for what we included in the orientation pack. So we had a series of slides. So that will give you an idea of what orientation can be as well. But also, I want you to think about yourselves, the students, and what you think is important. So utilize your own experience because that'll be useful for.

[00:18:19] That concludes the.

**Speaker6:** [00:18:22] Is there anything that you think we've missed that are as important?

**Speaker2:** [00:18:27] You know, I teach you to ask that question, and it's a really hard question. Um. I'm going to turn it back on you. To be fair, do you have enough? Okay. First of all, what is the next step? Uh, you're going to come back to me and give me some stuff, But what's the next step? What are you. When will you come back to me with something?

**Speaker6:** [00:18:55] In the week eight, I think it was, isn't it, when we're doing the after we've finished the low five. Yeah. You guys.

**Speaker1:** [00:19:03] I suspect that you'll be wanting more specific orientation information and lists of things from your client by the end of the week so you can start actually thinking about and including this in your write ups. Yeah, well, all the.

**Speaker6:** [00:19:23] Information that you require be on that orientation map.

**Speaker1:** [00:19:28] Now we will be making available a resource folder in the 311 and in that we'll put examples of what has been used for orientation in the past, including the PowerPoint and the maps and things that were available to the students. Yeah, yeah. And the.

**Speaker2:** [00:19:51] Image posters.

**Speaker1:** [00:19:52] And the image places. I think that that's a big beast. But what we'll do is give you the ones that were made available to the citizens conference probably as a subset of a place to start, because this is a proof of concept. Yeah.

**Speaker6:** [00:20:14] Yeah. Going off that, that it's a proof of concept. So we. We don't have enough time to deliver what you know, everyone would like. But is there any stretch goals that if we do have time, like would you like.

**Speaker2:** [00:20:32] Can you do searching, keyword searching?

**Speaker6:** [00:20:40] What about loading new virtual tours onto it or new posters.

**Speaker2:** [00:20:47] For a street? 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? Yeah, yeah, sure. So when is. When do I get to see something? Divisi Lo-Fi. Yes. Yeah.

**Speaker1:** [00:21:11] Okay. They are happy to give you their lo fi stuff. Yeah. No.

**Speaker2:** [00:21:14] Good. Okay, 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 hasn't 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.

**Speaker1:** [00:21:34] Let me reiterate what the process is. This is a group activity with regards to your information requirements. You'll be a group activity with regards to asset acquisition. But what each one of you produces is your individual interpretation. And so what the client is going to get is seven interpretations. Yep. All right. Which is great.

**Speaker2:** [00:22:03] Because because that will give you I hope that will give me a variation rather than what.

**Speaker1:** [00:22:09] You might say. That's really cool and something I don't really want that.

**Speaker2:** [00:22:13] I don't want seven things exactly the same. No.

**Speaker1:** [00:22:16] Right. So yeah, what you work on individually is important. So it's your what you think there will be some cheering 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. Yes. What do you do? What do you make happen? Is your interpretation? Yeah. And.

**Speaker5:** [00:22:42] Just just just.

**Speaker2:** [00:22:42] To reiterate, this is a role play. So I'm not the IT person. I'm not fill up the tutor. I'm fill up the client. Okay. 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 ATA. But don't assume I know the things technically. And.

**Speaker7:** [00:23:17] Um.

**Speaker4:** [00:23:19] So I forgot this question, but, um, how old browsers do we have to support?

**Speaker2:** [00:23:28] I don't know how old, but all the common browsers Chrome and Edge and Firefox all the all the all the common.

**Speaker5:** [00:23:42] Grasses.

**Speaker8:** [00:23:44] And the most important question, how big is the budget?

**Speaker1:** [00:23:48] How big is a budget? 50 hours.

**Speaker5:** [00:23:55] Okay.

**Speaker1:** [00:23:56] Yeah. Work for free.

**Speaker2:** [00:24:01] Getting a qualification out of this, so. Okay. Okay. Okay. So let's talk about locations, resources, target Audience Main purpose Unit Company. Yep.

**Speaker8:** [00:24:17] Thank you very much for your attention for your time. That's right. Thank you. Maybe you have any question. Do you have any questions to us? No, no, That's great.

**Speaker5:** [00:24:26] Thank you.

**Speaker2:** [00:24:26] Deliver me something amazing. Seriously amazing.

**Speaker6:** [00:24:31] We'll keep you informed.

**Speaker1:** [00:24:32] Good. Oh, yeah.

**Speaker6:** [00:24:33] What's your email? Can we find it on our to. You can find it on our. Oh, yeah. Yeah.

**Speaker1:** [00:24:38] And. It's the standard format for the box for a client. Yeah, that's. That's the email they'll be using. All right. No.

**Speaker2:** [00:24:53] All right. All phones turned off now. Yeah. Stop recording. Yeah. Thank goodness.

**Speaker5:** [00:24:57] Thanks for your time, Philip.

**Speaker1:** [00:24:59] Okay, just. Just.