# Fractal Explorer

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| **Student** | Louis Durston-Wyatt | | |
| **Teacher(s)** | Steve Wentworth | | |
| **Version** | 1.0 | **Date issued** |  |

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| Background |
| The problem my project will solve is the gap in truly interactive, high-quality fractal visualisers. It will be a useful educational tool for teaching students about fractals in the complex plane in a visual, interactive way.  My program’s aim is to generate and display a fractal in the complex plane (such as the Mandelbrot Set, Julia Sets and Newton’s Fractals, generated using iterative methods) that the user can traverse by panning and zooming. The fractal will regenerate at increasing levels of precision as it is zoomed into, creating the illusion of infinite detail. The user can then “record” a route through the fractal and press “generate”; a high-resolution video following this route through the fractal will be generated using compute shaders, where the GPU can iterate many complex inputs in parallel.  This lends itself to computational methods because generating the sets that represent these fractals requires repeated iteration of functions (such as the Mandelbrot equation, zn+1 = zn2 + c) which would be impossible without computationally performing the calculations to arbitrary detail. Also, displaying these sets on the complex plane cannot be done without a computer as millions of points need to be plotted.  Benefits for this project:   * Helps educate people about a high-level mathematics topic in an interactive way * Parallel processing on the GPU allows for a much quicker generation time than competitors |

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| Research |
| **Target Market**   * People interested in fractal mathematics who want to use the software recreationally * Teachers/professors who want to use the software as a tool to teach students * Students who want to use the software to further their understanding of fractal mathematics   **Alternatives**  Do research on competitor products which offer the same or similar features to what you are offering. For those competitors, look at the features they are offering, list these features here with some discussion as to whether you will include this feature or not (if you are including a researched feature then add it to your background section above success criteria below, if you are not including a researched feature make it clear in your out of scope section. |

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| Success Criteria |
| Success will be measured by how closely matches the given success criteria. At this stage, the criteria to be met will be detailed as a set of high-level aims below. In further stages, the success criteria will be made more detailed and specific, with additions being made by the stakeholders of the project.   * Menu where the user can choose which kind of fractal they wish to explore, and input the required inputs for the chosen fractal * A graphical fractal environment in which the user can pan around and zoom in/out (Explore Mode) * A feature that allows the user to record a path through the fractal * A Cinematic Mode that uses compute shaders to display the recorded path in high precision; a video can also be generated |

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| Out of scope |
| * Allowing the user to move around the fractal in cinematic mode; this is out of scope because the HSHL language for compute shaders cannot take inputs from the user while running * Other types of fractals, such as geometric fractals like the Koch snowflake; this is out of scope because the fractals I am generated are plotted in the complex plane |

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| Stakeholders / Responsibilities |
| **Stakeholders**   * Samuel So: A-Level Student at ULMaS, interested in fractal mathematics but would like to further understand the topic using Fractal Explorer. Motives are educational/recreational * Elysia Barker:   **Responsibilities**  My stakeholders will be asked to provide ideas for the requirements of the product based on their roles within academia; these different roles (student, teacher/professor, recreational) are representative of the target demographics of my project, allowing the development of the program to be adjusted to the needs of the average consumer.  These ideas for improvements can be given by the stakeholder at the end of each development cycle, of which there will be 3 to 5 before the product is completed. Each cycle will take approximately 1 month to be completed, with the final product being mostly developed by December 2022. This guidance could simply be in the form of an e-mail, in which the stakeholder lays out a few key points on how well the prototype of the product meets their needs as a consumer.  Stakeholders will also take part in user acceptance testing at checkpoints in the program’s development, most likely after each developmental cycle. This will only involve testing a prototype of the product and completing a form, in which they can provide feedback at a level of detail that seems suitable to the stakeholder. |

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| Ability |
| * Discuss your capabilities in Computer Science that suggests you are able to offer this computing solution. * Discuss the Computer Science techniques that will be deployed to solve this problem. * Discuss the development lifecycle that will be deployed on the project. * Discuss the programming languages that may be necessary in providing a solution to this problem. * Programming style e.g. procedural, embedded, Object Orientated. * Discuss what resources maybe necessary (hardware, software, devices, pay particular attention to hardware and software that you will need, that may currently not be installed on the school computers/laptops etc).   Which language to do it in  Will complete online tutorials in HSHL to |

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| Risks | | | |
| **ID** | **Risk** | **Action to address** | **Owner** |
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| Sprint Zero Requirements | |
| **Requirement No** | **Description** |
| 1 | High level requirements for entire project (including visual and user experience designs) |
| 2 | Detailed requirements for Sprint One |

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| Sign off | | |
| **Student** | Louis Durston-Wyatt | Image.jpeg |
| **Stakeholder** | Elysia Barker |  |
| **Stakeholder** | Samuel So |  |
| **Teacher(s)** | Steve Wentworth |  |