

Fontys University Of Applied Science
Fall Semester 2023

REQUIREMENT LIST PORTFOLIO

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Version Control

V	Date	Change
1	2023/ 12/ 24	Document structure, Overview, Benchmark Creation study, Requirement .1 (From the Canvas FHICT) for each 3, Requirement 2 for the portfolio (Benchmark Creation)
1	2023/ 01/ 02	Continued the Requirement 2 for the portfolio (Benchmark Creation)
1	2023/ 01/ 03	Requirement 2 for the Reading guide and the Finding document (Benchmark Creation)
1	2023/01/06	Requirements from the teachers for all three deliverables (portfolio, reading guide and research document) and the conclusion

1. Overview

I decided to create this document because I got to the idea that I am lacking the requirements for making this portfolio and its related document to be a successful project that aligns with the semester requirements. I will be looking again into canvas FHICT to view the reading guide and the finding document requirements. Additionally, I asked peer students for help regarding the making of the portfolio, and they send me their websites, so I can take them as reference. What's more, I will also add some requirements from what I found previously. This document will have four sections, the portfolio requirements, the reading guide requirements, the finding research requirements and finally the conclusion.

2. Methods

For this research, I will be using several methods;

1. The Benchmark Creation
2. The Expert Interview
3. The Literature Research

Because of having multiple websites for reference of the same project I am making, it is possible to use the Benchmark Creation method. These available references are adapting the same solution strategy. As for the Expert Interview, I have asked the teachers over the semester for feedback about different things, I also asked a few questions that I believe are valuable to add. Why did I call it Expert Interview? Well, because I found out, it is possible to call these different small questions from time to time an interview. Furthermore, looking at the documentations on canvas FHICT is considered to be Literature Research.

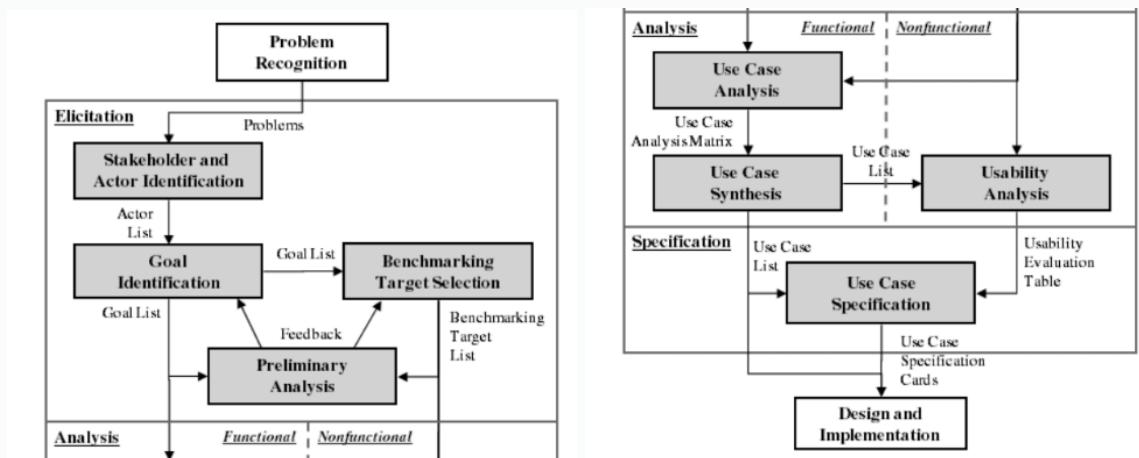
3. Benchmark Creation

Before I start with this method, I want to explain some things about it such as the steps and how is it helpful in making the requirements.

According to a study by the name of "A Benchmarking-Based Requirement Analysis Methodology for Improving Websites" (Pang, Suh, Kim, & Lee, 2009), In many Website creation and renewal projects, benchmarking has been used for requirement analysis, making it an essential component of the process. This study suggests a goal-driven strategy in combination with a requirement analysis technique based on benchmarking. The process links business needs to implementation specifics in a seamless manner through three phases: collection, analysis, and specification. Figure 1 illustrates the architecture of the methodology.

Figure 1.

The overall architecture of the benchmarking methodology.



Note: Adapted from "A Benchmarking-Based Requirement Analysis Methodology for Improving Web Sites" by Pang, M.-S., Suh, W., Kim, J., & Lee, H. (2009). DOI: 10.2753/JEC1086-4415130305.

To make the best use of this strategy, I will follow the same procedure that the research has followed. However, I need to study the steps they took to determine the efficiency of it. As a result, after reading the paper, I realised that this method is being used to improve a website. While I am trying to improve my understanding of the requirements and the project. Since I don't benefit from the majority of the steps, I chose the following ones from the study:

3. Goal Identification: This phase is about figuring out the objectives or the message each website intended to communicate to its viewers.
5. Preliminary Analysis: To obtain information about investor relations events.
6. Use Case Analysis: The process of creating use cases from the goal and existing websites.
7. Use Case Synthesis: To create a comprehensive and final list of use cases.
8. Usability Analysis: Is the phase in which the usability of the target and existing websites is evaluated
9. Use Case Specification: A comprehensive and lucid explanation of all the actions or features that users may carry out within the system is given in this specification.

The study's findings on benchmarking techniques for website enhancement emphasize how important it is to match company goals with benchmarking's means of execution. But my goal is to better understand the needs of the project. I've carefully chosen steps 3 and 5 through 9 from the research to methodically move through the procedure in order to accomplish this. In the next part, I will discuss how each stage is applied to properly summarize and state the project's requirements.

2.1 Using Selected Steps to Extract Requirements from Peer Portfolios

Goal Identification (3):

In this step, I will look at all the available website or reading guides and determine the goal of it and what the first page says.

Preliminary Analysis(5):

This step will involve me exploring the portfolio websites of my peers, with an emphasis on content relevant to teachers or hiring managers rather than investor relations events. In order to determine what could be necessary for an educational or professional portfolio, I will take notes on the features, and content of these portfolios.

Use Case Analysis(6):

I'll develop use cases based on these portfolios' objectives and current website features by looking through them. Finding the use case, for example, in which a portfolio offers an obvious representation of work experiences or academic accomplishments.

Use Case Synthesis(7):

I will create a list of use cases during the Use Case Synthesis phase by combining the many features and user interactions seen in peer portfolios. This will provide a compiled list of the key elements and activities that make up a professional or academic portfolio.

Usability Analysis(8):

Evaluating these peer portfolios' accessibility and navigability is part of the usability analysis process. In order to determine what functions well and what requires improvement, I'll assess how simple it is to locate important information, how intuitive design aspects are, and how the user experience is overall.

Use Case Specification(9):

In this section, I'll describe the behaviours or characteristics I noticed in peer portfolios. This will serve as the foundation for the specifications for my portfolio website, including features that are especially useful for work-related or educational settings.

I hope to simplify the criteria for my portfolio website and better match it with the expectations of instructors and hiring managers by using this approach on peer portfolios. I will try to make it as short as possible.

3. Portfolio requirements

Firstly, I will sort the requirements from the canvas FHICT, then I will look at the available website references and finally will add what I got from the teachers if there is something still missing.

3.1 From the Canvas FHICT (Literature Research)

Figure 2.

The modules for the portfolio.

▼ Portfolio and reading guide
Portfolio and reading guide - Introduction
Portfolio requirements
Reading guide requirements
Structure and visualisation of the portfolio

Note: From Canvas FHICT (2023), by fontys hogeschool, Retrieved [12/24/2023], from <https://fhict.instructure.com/courses/13150/modules>

Looking at these three models, I was able to draw the following requirements:

1. Diverse deliverables to demonstrate the learning outcomes. Some things like documents, prototypes, finally realized product, and more.
2. Connect the deliverables to learning outcomes by linking them on the website.
3. Build the portfolio by myself.
4. Portfolio Structure should be:
 - a. User-friendly.
 - b. Easy access for each deliverable to a specific learning outcome.
 - c. Clear navigation menu.
 - d. Sort the deliverables into distinct categories.
5. Show documents in PDF format.
6. The main page should be served as a navigation to the reading guide and the deliverables.

3.2 Available Website References (Benchmark Creation)

Goal Identification

I was able to find 4 websites that each one is trying to present and share a different thing somehow.

1. Maik Henckens's Portfolio
 - This website main goal is to show the connection of each deliverable to the learning outcomes. It is only meant for the assessors to see.
 - Its presentation style for showing the deliverables details, in my opinion, includes the document style.
2. Todor Georgiev's Portfolio
 - This website message is to communicate a professional style by showing Todor portfolio, some skills, and experience. It also aims to show a categorized and clean layout of the learning outcomes, reading guide the academic achievements over this semester.
 - It has a detailed description of deliverables, and clear categorization.
3. Frank Van Hassel's Portfolio
 - This website goal is to show the comprehensive overview of Frank professional identity and experiences in the field. It holds a very clear navigation and introduction, with some links to the academic achievements of this semester. The main goal here is to present his identity and then show his achievements of his semester as he also mentioned that on his research questions (extending his main portfolio).
 - He used a storytelling approach with a professional presentation style.
4. Presiyan Penev's Portfolio
 - This website prioritizes demonstrating Presiyan's work and directing visitors through his portfolio, with a minimalistic vibe and a structured layout. His "This semester" page also shows a clear roadmap to navigate across different activities of the current semester, portfolio prototypes, and other projects.
 - He focused on creating a hierarchy for important information, providing simple classification, using a neat minimalist style.

Preliminary Analysis (content analysis)

1. Showcase a diverse range of content types.

Figure 3.

Screenshot of Maik Website About Diverse Range of Content Types.

The screenshot shows a website layout with a sidebar on the left containing six learning outcomes:

- Learning outcome 1: User interaction (analysis & advice)
- Learning outcome 2: User interaction (execution & validation)
- Learning outcome 3: Software design and realisation
- Learning outcome 4: Future-oriented organisation
- Learning outcome 5: Investigative problem solving
- Learning outcome 6: Personal leadership

The main content area features a title "Learning outcome 1: User interaction (analysis & advice)" followed by a descriptive text about UX interventions. Below this are eight boxes arranged in two rows of four:

Doelgroep Analyse V1	Doelgroep Analyse V2	Concurrentie Analyse
Persoonlijke Portfolio	Persoonlijke Portfolio	Persoonlijke Portfolio
Technologiën Literatuur Studie	Trend Analyse	Inspiration Wall
Persoonlijke Portfolio	Persoonlijke Portfolio	Persoonlijke Portfolio
MoSCoW Tabel	User Requirements	
Persoonlijke Portfolio	Persoonlijke Portfolio	

Note: By Maik Henckens, Retrieved [12/24/2023], from <https://mhenda.com/learnings.html>

Figure 4.

Screenshot of Todor Website About Diverse Range of Content Types.

The screenshot shows a website layout with a dark header featuring navigation links: "Reading Guide", "Contact Me", "Portfolio", and "Learning Outcomes". The main content area is organized into seven columns representing different skills:

UI (analyse & advice)	UI (execute & validate)	Software Design & Realisation	Future-oriented Organisation	Problem Solving	Personal Leadership	Goal-oriented Interaction
Interviews	Survey Analysis	Online Analytics	Project Plan - Personal	Main Research Question Answers	Reflection on research	Contact with teachers
Trend Analysis	Usability Testing	Compare Software Chart	Project Plan - Group	Research Sub-Question Answers	Validation on choices	Contact with semester coaches
Literature Study - Portfolio	Brand Style Guide	Wireframe	Intro Week Document	CMD Research Methods - Portfolio		Contact with patrons
Literature Study - Group	Observe Sessions	Prototype - Portfolio	Foreign Week			Daily

At the bottom right, there is a "Powered by 000webhost" logo.

Note: By Todor Georgiev, Retrieved [12/24/2023], from <http://todorgeorgiev.space/index.html>

- Each achievement links to specific learning outcomes.

Figure 5.

Screenshot of Frank Website About Links to Specific Learning Outcomes.

Leeruitkomst	Bewijslast
Gebruikersinteractie (analyse & advies)	<ul style="list-style-type: none"> Interactief prototype portfolio Feedback gebruikerstesten prototype portfolio PSV competitive analyse onderzoek Expert interviews grafiek resultaten PSV fans PSV online analytics PSV persona tv kijker Mark
Gebruikersinteractie (uitvoering en validatie)	<ul style="list-style-type: none"> Kepler-452B logo design Kepler-452b Travel poster

Note: By Frank Van Hassel, Retrieved [12/24/2023], from <https://frank-ict.nl/portfoliobewijslast.html>

- Professional Presentation.

Figure 6.

Screenshot of Frank Website About Having A Timeline To Showcase Professional Growth.

Bachelor degree, ICT Media & Design FONTYS HOGESCHOOL TILBURG 2022 - 2024	Vakantiewerk herfst KRINKELS AUTOMATISERING B.V. okt. 2018 - 1 maand
Afstudeerstage ICT Media & Design FASTWARE B.V. BERGEN OP ZOOM feb. 2022 - jun. 2022 - 6 maanden	Vakantiewerk zomer KRINKELS AUTOMATISERING B.V. jul. 2018 - aug. 2018 - 2 maanden

Note: By Frank Van Hassel, Retrieved [12/24/2023], from <https://frank-ict.nl/index.html#about>

4. Consistency in Presentation.

- Maik maintained a consistent visual style across various achievements, using document style for coherence and professionalism.

Figure 7.

Screenshot of Maik Website About His Inspiration Wall.

The screenshot shows a webpage titled "INSPIRATION WALL". The page content includes:

- A research question: "Onderzoeksvraag 4 : Hoe kan ik een stijl voor mijn portfolio kiezen welke aantrekkelijk en professioneel oogt voor de doelgroep?"
- A section titled "1.Aanleiding" with text: "Eerder zijn d.m.v. een competitive analysis meerdere portfolio's bekijken, geanalyseerd en vergeleken. Echter is het noodzakelijk meer inspiratie op te doen, te kijken naar wat ik zelf interessant vind en hoe ik mijn persoonlijkheid kan verwerken in mijn portfolio."
- A section titled "2.Methode(s)" with a bullet point: "- Inspiration Wall (CMDMethods, 2023)
- A section titled "3.Resultaat" with text: "Gedurende dit onderzoek zullen verschillende portfolio's, functionaliteiten en ervaringen worden geanalyseerd en verwerkt in een overzicht van, voor mij, belangrijke punten. Deze zullen later samen met de gebruiker behoeften verwerkt worden tot user requirements en mijn eigen design."
- A link at the bottom: "PORTFOLIO - JOSHUAS.WORLD <https://www.joshuas.world/>"
- A footer note: "Duidelijke UX"

Note: By Maik Henckens, Retrieved [12/24/2023], from https://mhenda.com/onderzoeken/inspirationwall.html

5. Text Hierarchy:

- Presiyan established a clear hierarchy in presenting important information by highlighting them effectively.

Figure 8.

Screenshot of Presiyan Website Having A Text Hierarchy.

The screenshot shows a website header with the logo 'Presiyan' and navigation links for 'This semester', 'Learning outcomes', 'About me', and 'Reading guide'. Below the header, there is a section titled 'Phases' containing three paragraphs. The first paragraph is bolded and labeled 'Research phase'. The second paragraph is bolded and labeled 'Design phase'. The third paragraph is bolded and labeled 'Building and testing phase'. The text discusses the research, design, and implementation phases of the project.

Phases

Research phase: During the research phase of this project, I had set myself a requirements list, a criteria that I wanted to fulfill. To begin with, we had the freedom to select how we want to code our portfolio. **(1)so this is how I decided to code my portfolio.** Since I have never done a website portfolio before, I began my research on **(3)styling, components of portfolio, colors and structure.** After I learned more about structure and styling, I wanted to see how professionals do it and get inspired. I looked at professional portfolios and saw that they have a common structure and pages. I really liked some of the styles, components and decided to include them in my portfolio.

Design phase: After I was done with the research I began with some simple sketches, that slowly turned into a **(4)prototype.** I used Figma, for this project as it was easy to use and also accessible. With each **(4)teacher feedback,** the prototype underwent different phases and changes, until it was finally up to a state that could be implemented into code.

Building and testing phase: In the beginning I had run into some issues with my code, because Next.js had a big update and was now using app routing, where during my last work with the framework there was a folder called pages where all web pages would go. Eventually I managed to fix the error, I had to start over and there was an option to select the other method of working, the one I was used to. Coding a website is really time consuming and sometimes it can get really frustrating if there is an error that can not be found. I was constantly doing **(2)testings** with another colleagues of mine, which helped me resolve some of the issues and do some minor adjustments. I noticed an issue with some of my fonts not applying properly and some of the images not loading on some of the browsers. After looking up for possible solutions I found out that some old browser versions use different extension for fonts as for the pictures it was cache related issue that was quickly resolved. After several tests my website was looking already better and more final-look.

Note: By Presiyan Penev, Retrieved [12/24/2023], from <https://portfolio-school-six.vercel.app/portfolio-project>

6. Testimonials:

- Presiyan added the testimonials from peers, which increase his credibility, in my opinion.

Figure 9.

Screenshot of Presiyan Website Having Testimonials.

The screenshot shows a section of a website with a light gray header containing the name "Presiyan" and a navigation bar with links to "This semester", "Learning outcomes", "About me", and "Reading guide". Below the header, there is a testimonial from Todor Georgiev, followed by three other testimonial cards for Kim Oppers, Saditim Imam, and Mazoun Al Habsi. At the bottom, there is a section titled "Some Facts About Me".

During my studies I learned a lot and got to experience many professional working environments where all sides received positive outcome.

The people I have worked with say that I am a passionate and fun to work with.

By willing to achieve my dreams and goals, I look for inspiration and new ways to better my work with each project.

Todor Georgiev
Presiyan is a very hard working student, when I usually come around him, he is always highly concentrated on the project, so that in my opinion means that he is putting a lot of effort into everything.

Kim Oppers
Presiyan always brings good energy to group projects and works hard to reach his goals.

Saditim Imam
Opinion about me

Mazoun Al Habsi
Opinion about me

Negin Bokaeiolumousavi
Presiyan is incredibly supportive and hardworking, consistently bringing dedication to our team. Working with him is a real asset, and I appreciate the effort he puts in every day.

Some **Facts** About Me

Note: By Presiyan Penev, Retrieved [12/24/2023], from <https://portfolio-school-six.vercel.app/about>

7. Description of Deliverables:

- Todor included detailed descriptions alongside each portfolio deliverable, clarifying its relation to the connected Learning Outcomes.

Figure 10.

Screenshot of Todor Website About Detailed Explanations of Deliverables and Relation with LO.

practices in web and UX/UI Design: I used research tools, portfolio building best practices, pertinent keywords, and portfolio key points to perform a comprehensive search strategy. The literature analysis provided a strong framework for answering my research questions and was an invaluable resource in selecting the instruments and material for my portfolio.

← Dev - Portfolio Code Interviews→

LO1: User interaction (analysis & advice)
I conducted a thorough search plan using relevant keywords and selected quality resources, including academic blogs and articles.

LO2: User interaction (execution & validation)
The data was executed and validated, as a result of the research from validated resources, such as Fontys Canvas FHICT..

LO5: Investigative problem solving
Shaped the final conclusion based on the sub-questions - "What are the key criteria and expectations of the Advanced Media Design area regarding the content and presentation of a portfolio?" and "How to ensure that my digital portfolio design aligns with current best practices in web and UX/UI Design?"

LO6: Personal leadership
Reflection and conclusion on the whole process throughout preparing and analysing the literature review is all documented into the Research Document.

Powered by 000webhost

*Note: By Todor Georgiev, Retrieved [12/24/2023], from
<http://todorgeorgiev.space/phases/individual-page/literature.html>*

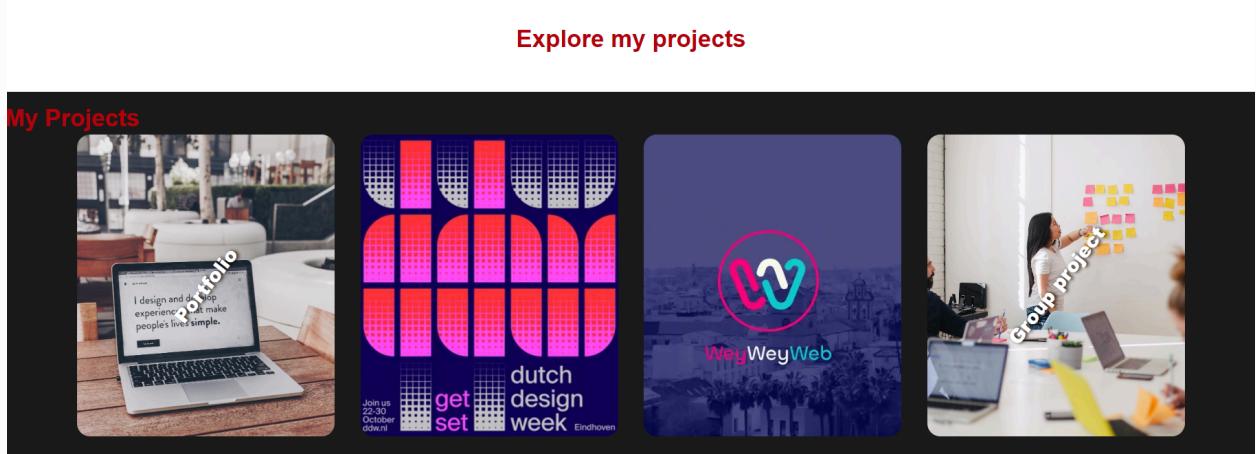
Use Case Analysis (objectives and features/ work experiences or academic achievements)

1. Clear Categorization:

- Presiyan organized the academic achievements of this semester into distinct and easily accessible categories.

Figure 11.

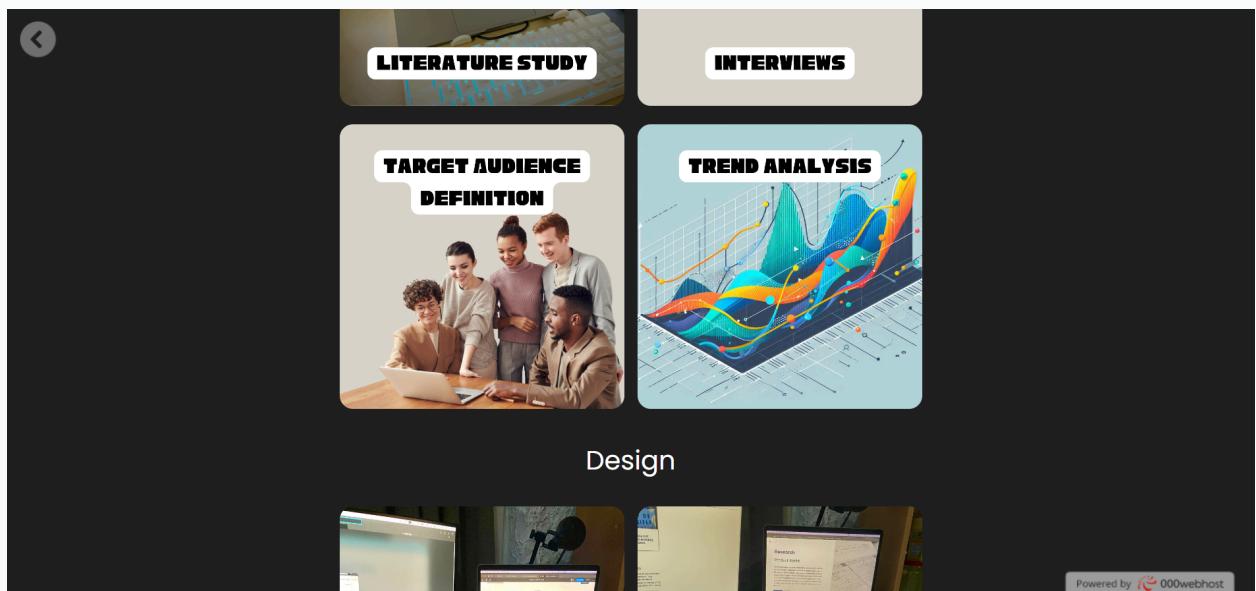
Screenshot of Presiyan Website Having A Clear Categorization of Various Settings.



Note: By Presiyan Penev, Retrieved [12/24/2023], from <https://portfolio-school-six.vercel.app/this-semester>

Figure 12.

Screenshot of Todor Website Having A Clear Categorization, Research, Design, Development.



Note: By Todor Georgiev, Retrieved [12/24/2023], from <http://todorgeorgiev.space/index.html>

2. Storytelling Approach:

- Frank crafted a somewhat narrative to illustrate the experiences to make the content exciting to read.

Figure 13.

Screenshot of Frank Website Having A Storytelling Approach of The Portfolio Making.

The screenshot shows a purple-themed website section titled "RESULT". It discusses the author's research into design principles and how they applied them to their portfolio. It also mentions creating a C4 model and a user flow diagram to map the website's structure.

RESULT

To answer my first sub-question:

"Which existing design principles and trends are currently widely used and that I could possibly apply?"

So I conducted several investigations. The final result that I got from these studies is that I gained certain information that subsequently helped me design my website portfolio. This information is about implementing the menu structure from a one-pager, how to distribute text and content on a page and how to apply hover animations and 3D effects to a website for more interaction. This is something I will certainly apply during the development period of my portfolio.

To answer my second sub-question:

"How can I visually map the structure of my website portfolio so that it can be understood by everyone?"

To answer this sub-question, I created a **C4 model** to represent the architecture of the website. I also created a **website user flow** to map the structure of the pages so that you can see schematically what the website consists of. The result I was able to get from this is that I gained a thorough insight into the structure and architecture of my portfolio website. This will help me analyze and understand the functional and technical aspects of my website allowing me to make a final choice in my navigation structure.

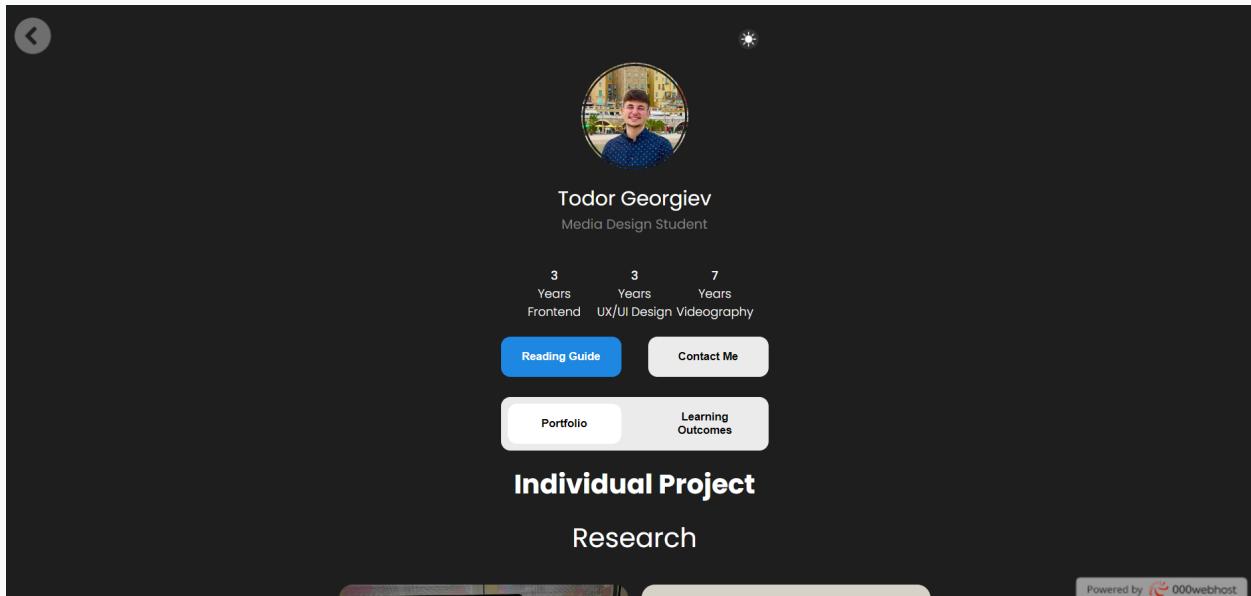
Note: By Frank Van Hassel, Retrieved [12/24/2023], from <https://frank-ict.nl/portfolio-project.html>

3. User Centric Design:

- Todor prioritize different user needs by structuring the portfolio based on need of teachers and hiring agents.

Figure 14.

Screenshot of Todor Website Having A Clear Categorization, Research, Design, Development.



Note: By Todor Georgiev, Retrieved [12/24/2023], from <http://todorgeorgiev.space/index.html>

Use Case Synthesis (combining the features)

1. Connecting Learning Outcomes with Achievements:
 - Bringing together how each portfolio connects what was done with what LO by understanding how Maik, Todor, and Frank did it.
2. Include Diverse Content Types:
 - Combine a variety of content kinds to produce an extensive and appealing presentation.
3. Consistent and Professional Visual Style:
 - Maintain a consistent style across different achievements, to ensuring coherence and professionalism throughout the portfolio, just like Maik's and Frank's approach.
4. Establishment of Information Hierarchy:
 - A structured hierarchy, similar to Presiyan's strategy, effectively draws attention to important information in the portfolio.
5. Include Testimonials for Credibility:
 - Including endorsements from peer student, as observed on Presiyan's website, can enhance credibility and establish a social proof within the portfolio.
6. Detailed Descriptions of Deliverables:
 - Providing comprehensive explanations, as demonstrated by Todor, that clarify the connection between each portfolio delivery and the related LO.
7. Clear Categorization for Accessibility:
 - Having a system of clear classification, similar to that of Presiyan and Todor, so that different professional experiences or academic accomplishments are easy to find and navigate to.
8. Integration of Storytelling Elements:
 - Using storytelling techniques in Frank's portfolio to tell a compelling story and present events in a way that is both fascinating and compelling.
9. User-Centric Portfolio Design:
 - Arrange the portfolio in accordance with Todor's methodology, giving hiring agents' and instructors' needs first priority so that a user-centric design may satisfy the demands of a wide range of audiences.

Usability Analysis (accessibility and navigability)

In this section, I will talk about each website individually.

1. Todor's Portfolio:

a. Accessibility

- i. Easy access to his social accounts.
- ii. Easy access to all different sections like the reading guide, the learning outcomes and the different projects.
- iii. Responsive design for small devices, shown in figure 15.

b. Navigability

- i. Clearly labelled the navigation links.
- ii. Structured layout.
- iii. Some kind of categorizing to view different projects and deliverables.

2. Maik Henckens's Portfolio:

a. Accessibility

- i. Easy access to different learning outcomes and their connected projects.
- ii. No responsive design for small devices, shown in figure 16.

b. Navigability

- i. Clearly labelled the learning outcomes.

3. Presiyan Penev's Portfolio:

a. Accessibility

- i. Responsive design for small devices, shown in figure 17.
- ii. Did not clearly name the deliverables when connected to the learning outcomes, shown in figure 18.

b. Navigability

- i. Clear, simple and straightforward navigation menu.

4. Frank Van Hassel's Portfolio:

a. Accessibility

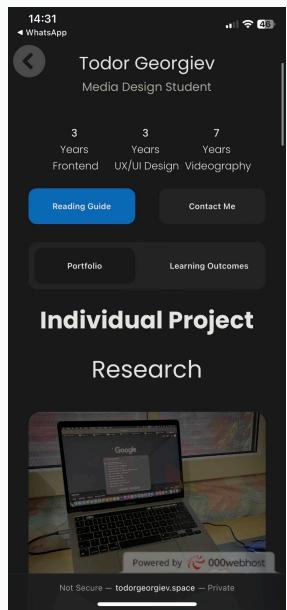
- i. Easy access to all different sections.
- ii. Responsive design for mobile, but the menu icon is not showing, which make it hard to access the menu.
- iii. Easy access to the proof of concept of the whole semester in a spirit page and with its meant links.

b. Navigability

- i. Clearly labelled the navigation menu and links.
- ii. User-friendly interface.
- iii. Consistent layout and designs across pages.
- iv. Easy access to specific projects from different sections.

Figure 15.

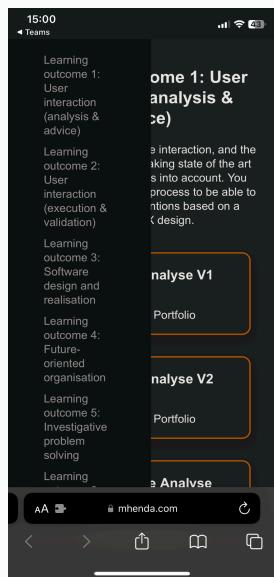
Screenshot of Todor Website on a small size screen.



Note: By Todor Georgiev, Retrieved [1/2/2023], from <http://todorgeorgiev.space/index.html>

Figure 16.

Screenshot of Maik Website on a small size screen.



Note: By Maik Henckens, Retrieved [1/2/2023], from <https://mhenda.com/learnings.html>

Figure 17.

Screenshot of Presiyan Website on a small size screen.



Note: By Presiyan Penev, Retrieved [1/2/2023], from <http://todorgeorgiev.space/index.html>

Figure 18.

Screenshot of Todor Website on a small size screen.

Learning outcome 6: Personal leadership
You methodically reflect on your professional identity and personal development.

- Item one
- Item Two
- Item Three

Learning outcome 7: Goal-oriented interaction
You communicate with different stakeholders and team members about the ICT assignment, taking into account an international context.

- Item one
- Item Two
- Item Three

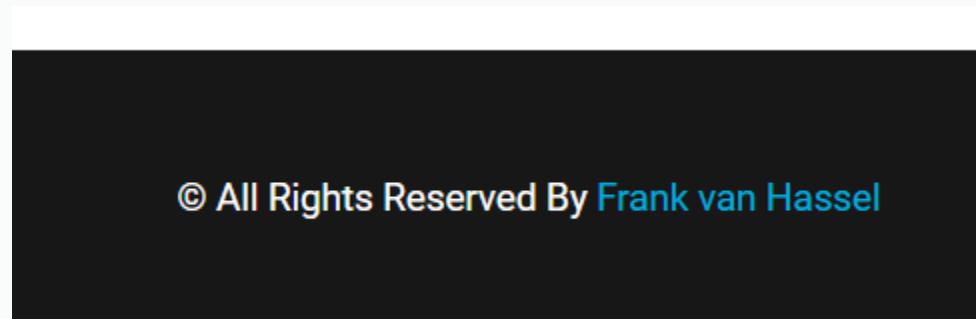
Note: By Todor Georgiev, Retrieved [1/2/2023], from <http://todorgeorgiev.space/index.html>

Use Case Specification (Specific Features)

5. Rights reserved section:

Figure 19.

Screenshot of Frank Website Reserved Rights.



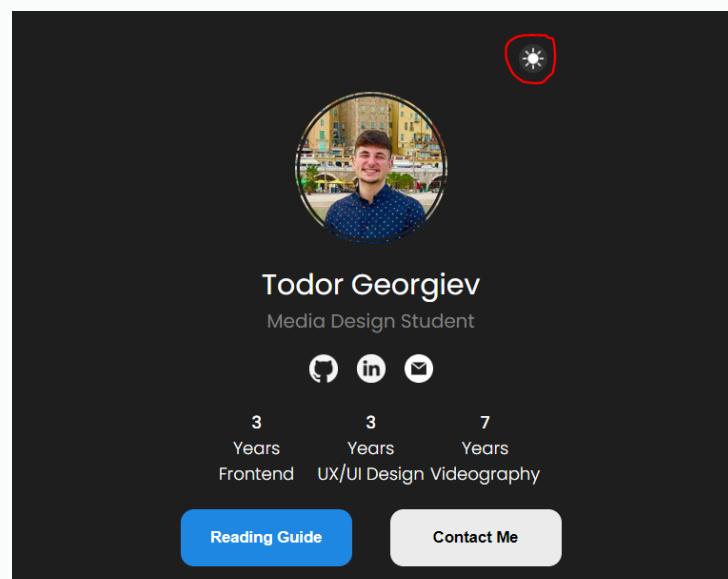
Note: By Frank Van Hassel, Retrieved [12/24/2023], from <https://frank-ict.nl/portfolio/project.html>

6. Night Mode Compatibility:

- Todor added a feature that is a customisable option, which changes the colour of the website to a darker shade for low-light conditions based on preferences.

Figure 20.

Screenshot of Todor Website.



Note: By Todor Georgiev, Retrieved [1/2/2023], from <http://todorgeorgiev.space/index.html>

3.3 From Teachers

I will list some comments I got from questions I asked in previous iterations about the portfolio. I asked 3 questions to 3 different teachers. The three question are:

- 1. how do you imagine the portfolio website to be?**
- 2. What do you specifically want to see in the website? What is most important for you?**
- 3. If you can act like a hiring employee (HR), what are the things that you would want to see in a portfolio website?**

The questions were asked on Microsoft Teams. Therefore, the answers are as follows:

A. From teacher Paul:

1. “Personal design that fits the current trends”.
2. “That it shows who you are (in the IT field) and that it conveys information in a simple, understandable way.”
3. “See projects that you are proud of, that it shows your skills/profession and what your passion is. It depends a bit on the job you are applying for. Programming/UX/Desing etc.”

B. From teacher Stan:

1. “I would like to see a clearly thought out website that takes in consideration the content that is displayed. Makes use of smart decisions in terms of UX and layout to effortless show the user the most important information. Furthermore a portfolio is something personal. So would be nice that it would be visual style that represents you as person.”
2. “For me as teacher, the learning outcomes. For me as an enthusiast, the personal style.”
3. “I would like to see actual examples of their work. And that the portfolio is clean and connects with the preferred job. So for a developer I expect that the code is clean and showcases his skills in animation, best practises and performance. But most important, examples of work and experience.”

C. From teacher Bradt:

1. “A professional portfolio for a semester 6 media design student should showcase a range of work that demonstrates their skills, creativity, and readiness for the professional world in an easy to navigate, readable format.”
2. “I find it most important to see and feel the autonomous and problem-solving character of the student. You could say I desire a certain whimsy portfolio.”
3. “As an HR person I would focus on the person (does her/his character fit in the companies culture). The look, feel and style of writing mean a lot there. Work Experience, or in case of juniors: internships, real life projects and their reviews would help me decide whether or not to invite someone for a job interview.”

In conclusion, design and creativity is important for all teachers, but what is more important is to show them how I solved the problem of showing the work and to really show it in a clear and understandable way with the connection to each learning outcome. As for the hiring against, to see how I fit in the company as an individual with a personality and with what I can provide to the company by showing my skills and projects.

4. Reading Guide Requirements

4.1 From the Canvas FHICT (Literature Research)

Figure 21.

The modules for the portfolio.

▼ Portfolio and reading guide
Portfolio and reading guide - Introduction
Portfolio requirements
Reading guide requirements
Structure and visualisation of the portfolio

Note: From Canvas FHICT (2023), by fontys hogeschool, Retrieved [12/24/2023], from <https://fhict.instructure.com/courses/13150/modules>

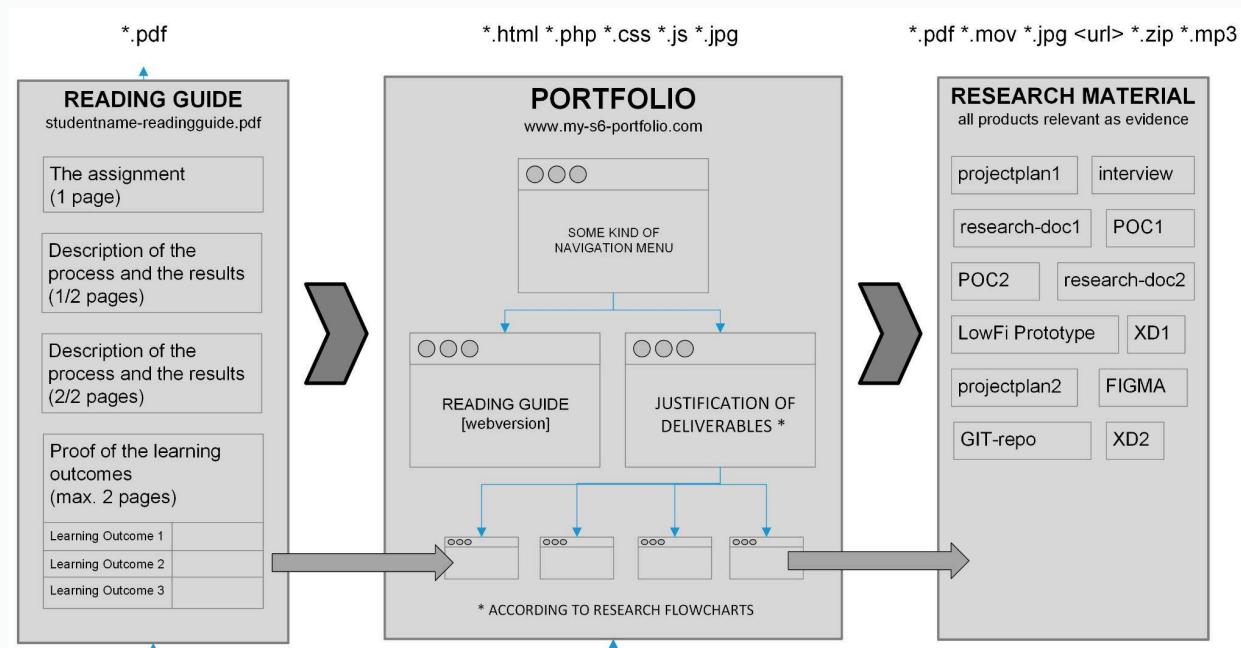
I was able to determine the following requirements by examining these models:

1. The sections of the reading guide should be: the assignment, the description of process and results, and the proof of the learning outcomes.
2. The reading guide should be accessed from the website portfolio from the navigation menu, as I understood from the provided image in Structure and visualization of the portfolio model. See figure 18 for more information.
3. The assignment description **should not exceed one page**. It should include:
 - a. The assignment with the problem.
 - b. The goals and context
4. It should include a section of the process and results and **should not exceed two pages**. This section should illustrate:
 - a. How the project progressed.
 - b. Collected results and their importance for the relevant stakeholders.
 - c. The reflection.

5. Burden of proof and **should not exceed two pages**. It should include:
- The portfolio's structure in connection to the learning outcomes.
 - Name each evidence to the learning outcome.
 - Reference each evidence in the portfolio.
 - Specify the research question with each used CMD method.

Figure 22.

The modules for the portfolio.



Note: From Canvas FHICT (2023), by fontys hogeschool, Retrieved [1/3/2023], from
https://fhict.instructure.com/courses/13150/pages/structure-and-visualisation-of-the-portfolio?module_item_id=964534

4.2 Available Website References (Benchmark Creation)

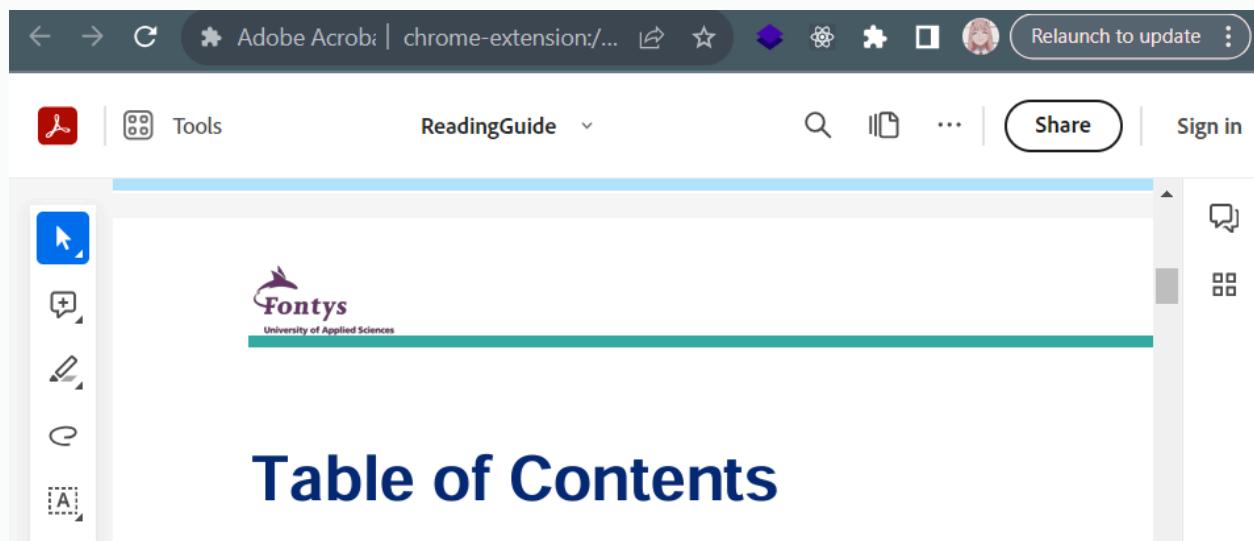
Since this document have become larger and the timeline is shorter, I will not specify each method that was taken on the study, but will talk about them all together on one go by specifying the requirements from each reference portfolio.

1. Todor's Reading Guide:

- a. He started with a title page with some links to his portfolio website.
- b. Having Fontys logo that to me increased the lability.

Figure 23.

Todor's reading guide with Fontys logo.



*Note: By Todor Georgiev, Retrieved [1/3/2023], from
chrome-extension://efaidnbmnnibpcajpcglclefindmkaj/http://todorgeorgiev.space/assets/ReadingGuide.pdf*

- c. He followed the provided template in FHICT canvas.
- d. On the assignment section, he talked about the background, the goal and then showed the timeline and some of the created documents in each phase.
- e. He talked about each sub question stating the used strategy, the method, process and results.
- f. He added some links to view different documents and files from the guide on the specific place.

- g. On the conclusion, he complained the reflection and the process taking to make his project successful.
 - h. He exceeded the limit of the pages to 16 pages.
- 2. Maik's Reading Guide:
 - a. I could not find the reading guide from his website.
- 3. Presiyan's Reading Guide:
 - a. He stated that the reading guide goal, but it is not yet finished, therefore it's hard to get some requirements from it.
- 4. Frank's Reading Guide:
 - a. Having the title page with stating the status of the reading guide.
 - b. Frank also added Fontys logo to his portfolio and the table of contents.
 - c. He followed the structure provided in FHICT, but not the exact template.
 - d. He stated the main questions and the sub questions, but the user has to read the text in to understand what each bold question is for.
 - e. On the assignment page after each sub question he mentioned how he solved it and what is the used method very briefly which in my opinion made the document very clean and tidy.
 - f. He also has some links to view different documents and files from the guide on the specific place.
 - g. His approach is easy to understand and clean, but he mentioned that this was for 3 weeks, which I believe was only for answering the questions and building the website.
 - h. After the approach, he talked about his planing, then he moved on to talk about the results of each question.

- i. The answer to the questions is very clear, he described what methods or documents he created, why he created it and in what way each document or work was valuable. Very briefly and clearly that was communicated.
- j. On the conclusion he only answers the main question which is very simple and clear.
- k. Then he showed a very brief evaluation and the proof of the concept.
- l. He nailed this reading guide by having 8 pages with an impressive brief of the portfolio and the achievements.

4.3 From Teachers

I will list some comments I got from questions I asked or received in previous iterations for the reading guide itself.

1. From the first iteration: The reading guide should be written after I finish the research document so it is more clear and consistent.
2. From the third iteration:
 - a. Ensure your reading guide meets the specified requirements.
 - b. Familiarize yourself with the "Reading Guide Requirements" section in Canvas for guidance.
 - c. Differentiate the content in your reading guide and research report.
 - d. Use the guidelines in Canvas as a checklist to ensure all criteria are met.

5. Finding document requirements

Firstly, I will sort the requirements from the canvas FHICT, then I will look at the available website references and finally will add what I got from the teachers if there is something still missing.

5.1 From the Canvas FHICT (Literature Research)

Figure 24.

The modules for the portfolio.

▼ Portfolio and reading guide
📄 Portfolio and reading guide - Introduction
📄 Portfolio requirements
📄 Reading guide requirements
📄 Structure and visualisation of the portfolio

Note: From Canvas FHICT (2023), by fontys hogeschool, Retrieved [12/24/2023], from <https://fhict.instructure.com/courses/13150/modules>

After examining these canvas models, I was able to identify the following requirements:

1. Straightforward classification of the documentations and their names.
2. PDF representations of the documentations or any kind of files.
3. Use APA style for the references.
4. Use CMD or DOT frameworks.
5. For each deliverable:
 - a. Related research question.
 - b. Used Method and justification.
 - c. Sources.
 - d. Results.
 - e. Conclusions.
 - f. Relation to the overall project.
6. The main portfolio should not exceed 7500 words.
7. Attachments are allowed, but should be placed on the appendix.
8. I should organize and maintain the files in relation to different activities and make sure each is connected to a specific learning outcome.
9. The document is needed to be saved as PDF format.

5.2 Available Website References (Benchmark Creation)

There are no provided full document of the provided websites. But I believe I can take some requirements from different done researches by the peer students.

1. Todor's Research Materials:
 - a. Todor did not directly add the different document on the website.
 - b. He briefly explained each phase with its related question, learning outcomes and its related method to the phase.
2. Maik's Research Materials:
 - a. Maik have a very clear structure of each research he makes, having the name, the reason of making it, the method, the research question, the found results, the conclusion, driven recommendation and finally some attachment.
 - b. His style of writing is very clear and straightforward, having large text for the main points, which makes it easier to find the info that the reader is looking for.
3. Presiyan's Research Materials:
 - a. It's not possible to find any documents from his website.
4. Frank's Research Materials:
 - a. He did not specify the questions, the methods or the reasons of creating a specific document like the others did, but he mainly showed the results of each done research. For example, in the user testing, he showed the collected results in tables and then a conclusion from it.

5.6 From Teachers

As for the research document;

1. From iteration one: When delivering documents with (sub) questions that you have not yet done, you do not need to delete them. This makes the document incomplete, like your main research question.
2. From iteration two:
 - a. Your documentation should communicate the iterative process of development and evaluation to stakeholders clearly.
 - b. Enhance your research skills by breaking down complex problems into manageable questions.
 - c. Apply scientific methods to find answers and use these findings to support your design decisions.
 - d. When setting up a research page, adhere to the following structure:
 - Research question (sub question, problem you want to investigate)
 - Which methods you want to use to find the answer.
 - Why you have chosen the method.
 - How you set up the method.
 - Conclusion or recommendation of your research.
 - e. Document all your research in a clear and understandable way.
3. From iteration three:
 - a. For your research, adhere to the structured approach we discussed earlier. Refer to the "Portfolio Requirements" in Canvas to understand this structure.
 - b. Differentiate the content in your reading guide and research report.
 - c. The structure of your research does not align with the guidelines provided previously. It's important to follow these structures for consistency and clarity.
 - d. Use the guidelines in Canvas as a checklist to ensure all criteria are met.

6. Conclusion

In conclusion, the requirements from the teachers and on canvas are the most important. The should requirements are the extra requirements I have about the design, while the could requirements are for extra design and animation.

Overall, after doing this research, I was able to understand more of the requirements from both the Canvas and the peer students portfolios. Now I have a better view of how I should do the reading guide, upgrade the design and write the research document.

7. Reference

Pang, M., Suh, W., Kim, J., & Lee, H. (2009). A Benchmarking-Based requirement analysis methodology for improving web sites. International Journal of Electronic Commerce, 13(3), 119–162.

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