PROJECT PLAN

M2-CB02

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Made by:

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1) Team Composition

Ranim Mohammad	Facilitator	502848
Moussa	Team leader	4641590
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2) INTRODUCTION

This document shows the working process of our group project. In this document you can find out what this project is about, see our goals and preparations and our planning. We all worked together on a website.

For our project we must make a website for the media profile at Fontys. We want to make this study more attractive to new (international) students. On the website, we will showcase what we do at course-based, and demand-based profile, why it's exciting to do media and what kind of jobs you can do when you finish your studies.

We have a tasks to do different research about the study, find out what other universities have on their websites and make sure we put everything on the website the client (Fontys) wants.

3) PROJECT DEFINITION

In this chapter the reader can grasp the idea of our project. The reader can find answers such as why we made the project, for whom it is targeted and what the scope/limitations are.

3.1 Project background

We are creating branding for the Media Design's programme, in hopes of attracting more (international) students to choose this field of study. This has been assigned to us by our client, Fonty's University of Applied Sciences.

Fonty's welcomes anyone who wants to develop their skills. Education at Fonty's is founded in practice-based research. This means the students are given tasks and projects in a setting resembling a real-life work environment.

Media Design is relatively new at Fonty's, with the first generation of Media students currently in Semester 7. This year, the media class is smaller than in the past. There are not as many students choosing media in Semester 1, however many of these students end up switching to media throughout Semester 1 or 2. We hope to investigate why this is the case and take steps to change this.

We want to design a website that shows a clear idea of what this course is about, how technical it is (it's not just fingerpainting) and why it is a good choice from the start of their study. We want to advertise this course and inform future students of this possibility as it may not be as well known an option as some of the other longer standing courses that Fonty's offers.

The media design course focuses on more than just making things look pretty and design alone. The course aims to enable you to create valuable applications for new media and teach you to take a critical look at the role of media in society. You learn to build useful applications and you are given room to experiment and develop your technical and artistic talents. In addition, you will learn to

develop real software to bring your knowledge and ideas to life. You will work on interesting projects commissioned by clients from the field in groups, under the guidance of our teachers.

We hope to demonstrate the skills developed during this course throughout the website in hopes that this will excite future students and provide them with a good understanding of what is possible with this course.

3.2   Project goal

The main purpose of this project is to attract more students to Course Based and Demand based Media profile at Fontys ICT department. To achieve this, we will be creating a website for this course which advertises all of the best elements of this course.

We want to create branding for the media design course that is attractive, instantly recognizable as related to Fonty's, relatable and educational. This can include a website, posters or videos. We really want the design of this website to be at the forefront, as this is a perfect example of the work carried out in media. By creating an attractive website, we hope this will elicit a positive response from prospective students and they too will want to join media to create websites just like ours, and more!

We hope to show learning objectives throughout the website, to give new students a good idea of the type of things they can learn and create throughout this course. By displaying the work of current media students, we aim to entice other students to choose this profile.

The materials should also contain plenty of information so that the prospective students can be fully informed of the choice they would be making. We want to reach as many international students as possible.

As well as this, we want to ensure that students fully understand the difference between Media and the other profiles, particularly Software. Majority of the students that switch to Media come from Software and we want to lessen this by giving them a better overview of what this course entails.

3.3   Scope and limitations

For this project we mainly are going to focus on front-end. The group is responsible for making research and reports. The website will be made for the determined target audience and have a high-quality user experience.

The coding languages the group will be working with are HTML, CSS and JavaScript. The team members will be using Figma for the prototype.

Due to time constraint there will be a high chance to not be able to implement every code our team might want to add, such as a quiz or a better user interaction. The design ideas also cannot be fully implemented.

We hope to implement a quiz into the website which will tell you whether this course is a good fit. Due to the amount of programming, this may not be possible as it's only a small portion of the overall product. We may end up using another program to run the quiz and have it embedded should the programming prove too time consuming.

4) RISK ASSESSMENT

In this chapter, our team presents major risks that may be experienced during the duration of the project.

Risk	Description	Risk Level	Prevention & Solution
Sickness	Teammate can get sick and group members may encountered issues to work properly	High	Member should Inform the group about the situation and team members will discuss about the tasks of that member if is necessary
Being late to School	Teammate may come late, and it can arouse some repetitions and delay work process	High	Inform the group, if possible, via the WhatsApp group. Consequence: If group is not informed, add 1 strike.
Being absent on project days	Members may miss the project or meeting days and that can cause some incomprehension, misunderstanding or delay the work process	High	Inform the group, if possible, via the WhatsApp group and team members will discuss about the tasks of that member if is necessary Consequence: If group is not informed, add 1 strike per day. Only exception is if the student has a valid excuse, to be checked with teacher.
Argue in decision making	Arguing in decision during discussions too much may delay the work process	High	Friendly comprehension of the solution and respect will be necessary, in worse case we pass by consensus Consequences: Delays in work getting done.
No Finishing tasks on time	Members may not finish the tasks on time as planned	Likely	Inform the group about the situation and team members will discuss about the tasks Consequences: 1 strike
Git conflicts	During the implementation of the website, it may occur some git conflicts, like merging, pulling, or pushing which can cause some delay	High	Ask for help from members, students, or the teachers Consequences: Having to redo some work, possibility of lost files
Lost or deleting files	Teammate may lose or deletes some files unintentionally which can arouse some repetitions	Likely	Save and update all the necessary documents and commit with clear comments everything to GitLab and/or in OneDrive

			Consequences: Major delays, having to redo work
Bugs in Code	During the code implementation we may encountered some issues or bugs which may be hard to solve	High	Ask for help from members, students or the teachers Consequences: Website not working, error pages, incomplete product
Member may give up the group	Teammate may leave the group and members can get issues to proceed the work properly	Likely	Friendly discussions of the situation may solve the problem, in worse case check the project mentor and inform the team Consequence: Work has to be distributed throughout the group
Dispute between members	Discussions may provoke some trivial disagreement which can knock down the teamworking or loss of inspiration to continue work on the project	High	Friendly comprehension of the situation and respect will be necessary, in worse case, let's discuss with the teachers or mentor

5) DELIVERABLES
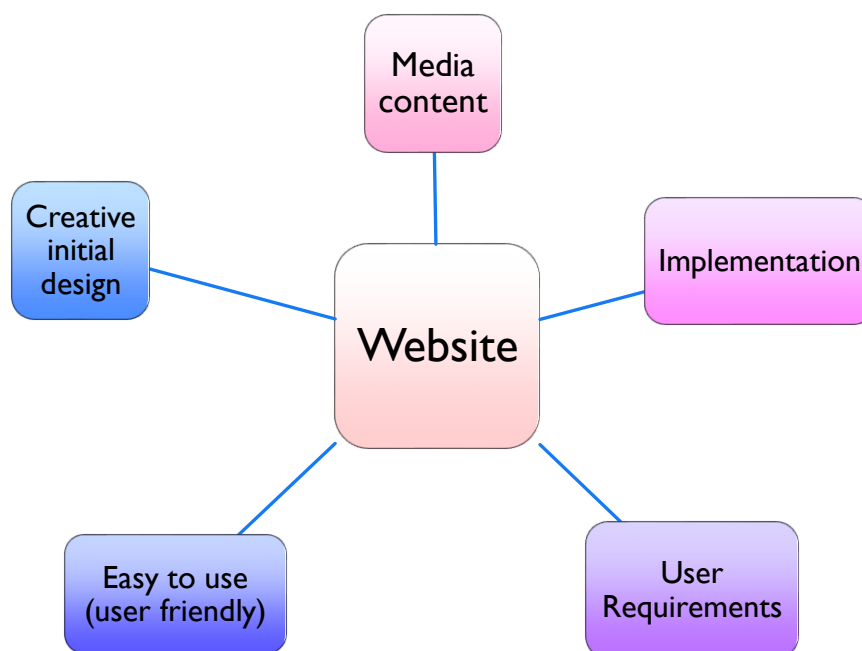
Deliverables	Description
Creative Initial Design	Creating a creative look for the design of our website to attract future students to join the Media course-based profile study at Fontys.
Media Content	Information and documentation about the ICT & Media course-based study to help future students know more about what to expect.
User Friendly (Easy to Use)	A user-friendly website which would mean that the user can navigate through the website and find the information what is searched for easily and efficiently.
User Requirements	The requirements set by the end user. This information will be gathered from doing research about the students of ICT & Media course based and demand based from students of semesters 1,2,3 & 7
Implementation	Implementing all the elements needed to create the website using the prototype and adjusting to the requirements that has been created.

6) PLANNING

In the roadmap you see on the image above, is our plan divided by six sprints. Each sprint has three weeks that allow us to deliver the project on time. Each week has their own assigned color and their own milestone our group set a goal to achieve.

In order to get a board view of schedule the research team made a planning for the whole project, aside the roadmap. The divided tasks are also written in the image below.

7) STAKEHOLDER ANALYSIS

7.1   Who are the stakeholders?
- Potential clients:
  - Frank Henning – International Marketing
  - Michel Eekhout – Location Manager
  - Fontys ICT employees
- Students
- Project Team
- Company Partners
- University Partners
- Parents
- High school
- MBO
- Other university students

7.2   Stakeholder categories

STAKEHOLDERS	PRIMARY *DIRECT INFLUENCE ON THE PROJECT AND RESULTS*	SECONDARY *HAS INDIRECT INFLUENCE ON THE PROJECT AND RESULTS*
INTERNAL STAKEHOLDER *INVOLVED WITH THE PROJECT FROM THEIR OWN ORGANIZATION*	Project team Fontys ICT employees	Students Frank Henning Michel Eekhout
EXTERNAL STAKEHOLDER *INVOLVED WITH THE PROJECT FROM AN EXTERNAL PARTY*	Fontys ICT employees	Students Other university students
INTERFACE STAKEHOLDER *NOT INVOLVED WITH THE PROJECT BUT HAS A PURPOSE WITH THE PROJECT.*	MBO University High schools	Parents Company Partners University Partners

7.3   Priority the stakeholders
1. Frank Henning – International Marketing
2. Michel Eekhout – Location Manager
3. Project Team
4. Students
5. Fontys ICT employees
6. Parents
7. High school
8. MBO
9. Other university students
10. University Partners
11. Company Partners

7.4   Stakeholder approach

This information is related to how we have to approach the stakeholders, this will be shown in the table below. The colors explain the interest and influence of the stakeholder by their priorities.

Red: Influencer (keep them happy). Keep them happy because they have a big influence, and they can turn against your project if they are not happy.

Blue: Key figure (coddle). Can make or break your project that's why you must coddle them.

Pink: Spectator (monitor). Keep them watch don't give them too much of attention.

Green: Interested (inform them). Keep them happy by informing them well and consider their interests and needs for in the project.

		Interest for stakeholder			
		Low	Medium	High	Very High
Influence of stakeholder	Low		-Parents	-High school -MBO	
	Medium				-Other university students
	High		-University Partners -Company Partners		
	Very High			FONTYS ICT EMPLOYEES	-Students -Project Team -Frank Henning -Michel

7.5   Relations between stakeholders
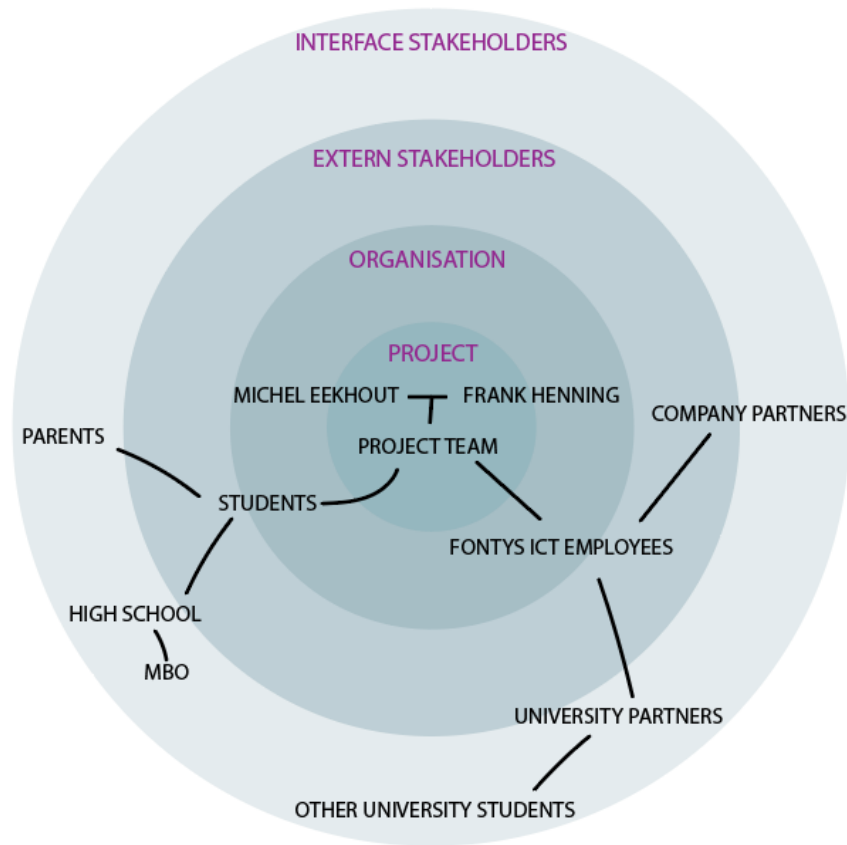
In this picture you can see the importance of the stakeholders in this project and the relations of those stakeholders. The stakeholders that are close in the circle have direct or indirect influence on each other, in this picture you can see that more clearly.

8) USER REQUIREMENTS

In this chapter you can read about the user requirements we made out of the survey and the interview.

1- As a student I want to know more about the specialisations so that I can choose the best specialisations for me

2- As a student I want to have freedom of creativity and thought so that I can bring own contribution to the projects

3- As a media student I want to create a design so that I can have impact on people/users.

4- As a student I want to have a clear view of what to expect in the media course in order to choose which profile I want.

5- As a student I want to have in depth explanation of the syllabus on each (different) semester.

6- User prefers to having short videos and/or pictures that draw you attention, for explanation rather than only text

7- Students wants to have some graduate or experienced student in the profile to explain or provide you more information

9) TEAM SKILLS

B = Beginner

M = Medium

A = Advanced

Name	Soft Skill	Hard Skill	Weakness
Thimo	-Communicative -Solve problems -Listening	-HTML - M -CSS - M -JS - B -Drawing	-Writing reports easily
Moussa	-Planning -Collaborative -Leadership skills	-HTML - A -CSS - A -JS - M -Photoshop - M -Illustrator - M -Figma - M	-Stubborn -Writing faster research -Joking
Iris	-Planning -Communication	-HTML - M -CSS - M -After Effects & Premier Pro - M -Designing - M -JS - B -Figma - M	-Sometimes hesitant
Ranim	-Fast writing	HTML - M CSS - M JS - B	-Low focus
Melita	-Listener -Brainstorming	-HTML - M -CSS - M -JS - B -Figma/Adobe XD - M -Photoshop - B/M	-Slow (sometimes) -Communication
Agata	-Brainstorming -Art & design -Proofreading & report writing	-HTML – M CSS – M JS – B Figma – M Microsoft Office – A	-Low energy -Time constraints due to work

10) TASK LIST

For the research phase, we decided to divide ourselves into two groups.

Semester 2 & 7	Iris	Ranim	Agata
Week 1	Group creation & role assignment		
Week 2	Introduction	Project definition Scope & Limitations	Project Goal Project Background
Week 3	Gathered feedback from teachers and made improvements to project plan		
Week 4	Survey and interview questions		
Week 5	Semester 2 interview Empathy map		
Week 6	Semester 7 interviews Interview and Survey Analysis		

Semester 1 & 3	Moussa	Thimo	Melita
Week 1	Group creation & role assignment		
Week 2	Risk Assessment	Planning	Deliverables
Week 3	Gathered feedback from teachers and made improvements to project plan		
Week 4	Survey and interview questions		
Week 5	Stakeholder analysis Semester 1, 3 interviews Empathy map		
Week 6	Interview and Survey Analysis		

11) APPENDIX

11.1 User research

The videos, interviews, the resulting empathy map, and survey analysis can be found in separate documents due to the size of the files. You can find it on Git by following this link:
https://git.fhict.nl/I493558/fontia

Included in the git folder:

- Survey Analysis
- Interviews Transcripts
- Interviews Videos (as YouTube links inside the Interview Transcripts document)
- Empathy map (inside the interview Transcript)