The purpose of the Immersive World Project Manual is to provide guidance to the students enrolled in KXH341 & KXH342 Immersive World Project A & B at the University of Tasmania during 2011.

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Introduction

Immersive World Project furthers a student's understanding of interactive and immersive experience\(^1\) development at both technical and professional levels. Students undertake a significant Immersive Experience development project using skills acquired from completing previous Human Interface Technology and Computing units. The student develops the critical professional skill of working within a project team on a task of substantial size and dealing with the associated challenges of communication and team management.

Immersive World Project is broken into two units, KXH341 Immersive World Project A and KXH342 Immersive World Project B, which must be completed over consecutive semesters in the same year. Students work on the same project in both units, unless circumstances prevent this.

Each student is placed into a project team of approximately 7 students. Team size may vary due to class or project size.

The teams are responsible for formulating the Immersive Experience. The lecturers will supply the key design elements for the project; all elements must have a significant presence in the Immersive Experience. The key elements will be announced in the first lecture.

In Immersive World Project A the team will take an Immersive Experience project from a suitable concept to a satisfactory prototype culminating in a significant design document and pitch to the review panel. If the project is given a green light by the review panel, it will be developed into a full Immersive Experience in Immersive World Project B.

Students are strongly discouraged from working on the project concept before the unit commences, concepts are to be formulated by the team after the first lecture. Likewise, students are discouraged from working on the project over the semester break as you should be doing exams in other units and you need a rest.

In both units each student will get an individual grade. This grade will be made up of a team component and an individual component. To pass each unit a student must get at least 45% of the marks allocated for each component and greater than 50% overall. Please see the assessment section for more information.

Each team member is responsible for:

• A professional approach to the project and to the other members of the team;
• Doing the tasks allocated to them at the team meetings by the specified date;
• Keeping all appointments with lecturers and team members;
• Contributing at team discussions and hence increasing team intellectual property.

**Good communication between everyone leads to success!**

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\(^1\) Immersive experience is defined as a computer generated activity that immerses and engages a user in an interactive activity within a three dimensional computer-generated environment. This activity may be a simulation, game, data visualisation or any represented 3D environment in which the user may work or play. Applications of immersive experiences include entertainment, health and well being, education, design and business.
Learning Outcomes

On completion of this unit, you should be able to:

1. in development of a substantial immersive experience, demonstrate foundational computing knowledge of:
   - programming, algorithms & data structures
   - systems and applications
   - historical and current trends
2. apply knowledge of computing and project management principles and technical skills to guide the development and implementation of a substantial immersive experience by:
   - using abstraction and computational thinking
   - evaluating strengths and weaknesses of potential solutions
   - creating artefacts using a variety of templates, techniques and tools
   - following a recognised software development methodology
   - adapting existing and emerging computing technologies.
3. act professionally by:
   - communicating in different modes to diverse audiences
   - adhering to professional and ethical codes of conduct
   - working independently and collaborating in diverse teams
   - considering economic, social, legal, and ethical consequences

Generic Attributes

Knowledge

- Students will be able to apply previous project management, systems analysis, and software development knowledge and independently learn new skills to build a significant immersive experience while adhering to deadlines;
- Students will be able to investigate and overcome issues and challenges associated with constructing a substantial piece of software;
- Students will develop research skills to identify and use appropriate systems design and development tools and other resources including the hardware/software that provides the immersive virtual medium, the technology for generating three dimensional models and the human factors associated with the representation and interaction constructs within the immersive experience;
- Students will be able to apply technical and information skills appropriate to the practice of project management in the ICT industry;

Communication Skills

- Students will demonstrate strong oral and written skills through effective teamwork situations, be able to organise and present well-structured information using communication technologies as appropriate;

Problem-solving

- Students will develop effective problem-solving skills, be able to conceptualize problems and be able to find, acquire, evaluate and manage and use relevant information in a range of media to formulate a significant immersive experience;
- Students will have ability to interact effectively with others in order to work towards a common outcome;

Global Perspective
• Students will be able to demonstrate mastery of skills appropriate to professional practice in preparation for the transition to an ICT working environment;
• Students will be able to recognise the critical importance of the field of project management in the development of software systems;
• Students will have ability to interact with members of the ICT industry;

Social Responsibility
• Students need to be able to acknowledge the social and ethical implications of their actions and appreciate the impact immersive experiences can have on society.
Team Management

Lecturers will form the teams, but you can indicate some of your preferences for team members. Teams will have approximately 5 or 6 members, though this may vary due to the class size or project size. The University of Tasmania encourages students to work with students of different nationalities to promote intercultural experiences.

Team Roles

Each person in the team should be given a management and/or coordination role. You should rotate roles each semester so that you each get different experiences or if you find some team members are not performing well to the detriment of the team (you can rotate roles during semester if you need to).

Project manager: A project manager manages the team, sets the agenda for and controls the meetings and ensures that someone is responsible for each task. The project manager needs to be a good communicator but also have good management skills. The project manager should ensure that someone is appointed to record the minutes (and update the team schedule) of the weekly team meeting (all team members must take a turn at writing the minutes).

Technical manager: The technical manager locates useful tools and software needed for the project. They also maintain program directories, source code, and handle the duties of configuration management (project files, make files, etc). This person coordinates the technical prototypes of the difficult parts of the project so that potential problem areas are investigated as soon as possible.

Art Director: The art director is responsible for visual consistency of the artwork, and maintaining the artistic vision throughout the project development. This person coordinates the prototypes of the art for the project, so that artwork is developed as productively as possible.

Report Coordinator(s) (only needed weeks 1-8 in semester 1, 14-17, 24-26 in semester 2): This coordinator is in charge of collating/archiving all the documents for the Concept Report, Design Report, Review Report and Final Project Report. Teams can have a different report coordinator for each report. The coordinator identifies sections/documents and ensures they are allocated at team meetings. They are not solely responsible for developing the reports, just the coordinating/collating. They need to have good written skills, and know how to produce professional documentation using Word or HTML.

Manual Coordinator(s) (only needed weeks 21-26 in semester 2): You should have two Manual Coordinators during weeks 21-26 (one for each manual). You could also have a coordinator for the in-built help system. They are in charge of ensuring that manual production is kept on track. They identify sections/documents and ensure they are allocated at team meetings. They are not solely responsible for developing the manual, just the coordinating/collating. They need to have good written skills, and know how to produce professional documentation.

Marketing Coordinator(s): You can have up to 3 different marketing coordinators – one for pitches, one for demonstration (semester 2) and one for webpage (semester 2). They are not solely responsible for developing these elements, just the coordination. The coordinator needs to have good communication skills, both verbal and written; artistic talent is useful.
**Team meetings**

Each team is required to have one formal team meeting each week. At this meeting you should discuss the project as a whole, check progress on individual tasks and allocate out tasks for the coming week. The minutes of this meeting should be recorded and the team schedule updated to reflect work completed and work allocated; team members should take it in turns to record the minutes and update the schedule. The project manager should organise times for weekly meetings.

It is important that you have other regular team meetings to work together on assessed items – minutes of these meetings do not have to be recorded. Changes to the task allocation can only be made if everyone affected is present and the changes should be recorded in the schedule as soon as possible (otherwise task allocation changes should be made at the next formal team meeting).

Your conduct at team meetings forms part of your assessment for professionalism. This is an individual mark. You should make sure every individual has an opportunity to contribute and that the minutes are accurate.

**Workload**

KXH341 and KXH342 are time demanding units. You should work steadily on your project throughout the semester. To achieve a passing grade each person should be prepared to work for at least 8 hours per week for 26 weeks (208 hours). If you want to achieve a higher grade you should expect to put in more than 8 hours a week. University guidelines suggest you should spend 10 hours a week on a unit.

Students tend to overemphasize the importance of project, and spend too much time on it, to the detriment of other units and outside commitments. People who put in more than 20 hours a week have their priorities wrong.

The workload is spread out over the entire 26 weeks of the year, if you don’t put in the hours one week, you will find you have to make it up in later weeks. Do not just do work the week it is due. Marks are allocated steadily throughout the unit so leaving all the work to the end of semester (or near a deadline) will not result in a high mark.

Your work habits form a proportion of your individual professionalism assessment. You all get the same mark for the team component, but team members do peer assessment of each other that influences the individual component.

It is important that teams try to balance the workload so that each student is making an even contribution. It may turn out that some students in a team are simply aiming to pass the unit, while others are aiming for a HD. This means the HD student needs to be doing more work of a higher quality or work of a harder nature, but not taking work off the other students. Other team members will influence your mark.

It is the team’s project manager’s responsibility to make sure all the tasks are allocated. The decisions about who does what should be made in a collegial manner at a team meeting. The project manager should discuss (not dictate) task allocation.

This unit provides the experience of working in a team environment. This means that if one person has commitments elsewhere, or is ill, then the rest of the team needs to cover for them. It is essential that if you are going to be absent for any part of the unit that you let the rest of your team (and the unit coordinator) know as soon as possible. This means you can do extra work early to make up for the time and that they can adjust their loads to cover for you while you are away.
**Team break up procedure**

Once you are in a team you are there to stay for the year, though there is some flexibility in week 1. Unfortunately some teams do experience insurmountable problems (these are very rare) and in some cases it is necessary for an individual to leave a team. An individual could leave the team for the following reasons:

1. **Failure to complete work** – the student is not contributing to a level expected by the remaining members of the team.
2. **Failure of team to complete work** – the student feels that other members of the team are not contributing to the level expected.
3. **Extreme personality clashes** – the student is unable to continue associating with one or more members of the team.

An individual can *not* leave a team without either the student or team undertaking a three week probationary period unless the individual has found another team that they can join and *all* members of that team are willing to take on a new member, and (unless it is week 1) *all* members of the current team are willing to let that member leave. A student can, of course, choose to withdraw from the unit at anytime.

At the management meetings peer assessments and team management will be discussed, and a team or individual could be placed on three weeks probation. At the end of probation a student could be asked to leave the team. This student can then withdraw, or join another team if they know of one willing to have them, or form/join a team with other people removed from teams or if none of the previous are possible work as an individual on another project for the rest of semester.

If an individual or team is put on probation, some or all of the following will occur:

- The student or team will be advised to talk to the University Counsellor;
- The team will undergo a mediation session;
- The individual (or all individuals in the team) will write weekly individual contribution reports and be required to show the work to the lecturer;
- A lecturer will attend the weekly formal team meeting.
**Self and Peer Assessment**

Each team member will be assessing themselves and each other throughout the year. This assessment will take many forms:

- Peer Evaluation Surveys
- Individual Contribution Report
- Work Product Pay Packet

These assessments are due in weeks 5, 9, 13, 18, 21 and 27. Failure to submit an assessment form by the deadline (without a reasonable explanation) will result in a 0.5 reduction in your final grade (max -5).

It is tempting to have a pact with your team members to always give high ratings. You are advised not to do this. This encourages individuals not to do their share of the work and you will end up carrying them or submitting sub-quality work. You should respond based on your opinion of each person’s contribution. You should find that if you are honest with each other you will all learn more and improve, as students are often in a better position to provide one another with meaningful feedback regarding both technical and interpersonal performance.

**Peer Evaluation Surveys**

These surveys ask a series of questions about a team member’s performance at team meetings and about their work habits. These surveys will be used to evaluate each individual’s teamwork mark for professionalism, worth 5%.

**Individual Contribution Report**

With each submission (e.g., reports, software, manuals), an individual will be required to write a report stating what was their contribution to the submission. It is important to provide as much detail as possible. All team members will read this report and must indicate agreement/disagreement, with an explanation.

**Work Product Pay Packet**

With each major submission students will distribute $100 (virtual only, not real money) based on their opinion of the contribution by their team members, consider both quantity and quality. You do not have to give out the entire $100 (any remaining amount will be distributed by the lecturer). You can only use whole dollars (no cents).

For example, students will have $100 to distribute between their team members (including self). If a person believes everyone contributed equally then they should give everyone the same amount, or if they believe that someone did more work than others, they should give that person more, and others less.

If you believe an individual has done above what was required (or asked for) then you can give them a bonus. You can only give one person a bonus, and you can’t give it to yourself. You must provide an explanation of why you are giving a bonus. If you strongly believe more than one person deserves a bonus then you must choose one, but in your comment state why the other person also deserves a bonus.

The lecturer will use these dollar amounts in conjunction with the Individual Contribution Reports and Timesheets to calculate an individual mark for that work product for each student.
Teaching Team

The unit coordinator is responsible for:

- Overall design and administration of the units;
- Development of assessment criteria;
- Monitoring the progress of the team project;
- Monitoring the contribution of each individual;
- Assisting in resolving team conflicts, which appear to be affecting the project.

Coordinator and lecturers are responsible for:

- Providing sufficient unit material;
- Providing support and guidance to the team;
- Ensuring students receive feedback;
- Assisting the team to develop project management strategies;

Unit Coordinator:
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Lecturers:
Dr Kristy de Salas, ext 6220, Kristy.deSalas@utas.edu.au
Prof Tom Furness, tomfurness@me.com
Dr Winyu Chinthammit, ext 3975, Winyu.Chinthammit@utas.edu.au

Management Meetings

Each team will have regular management meetings with the unit coordinator. Management meetings are in weeks 3, 6, 10, 15, 19, 22 and 26. The meetings are on Monday morning. Times for the meetings will be organised early in semester. Teams or individuals can meet with any lecturer at any time to discuss project/team issues (this is strongly encouraged).

The purpose of the meetings is to provide high-level management and to receive feedback on your submissions. The progress of a project will be discussed. The unit coordinator is particularly interested in any issues that may exist in the team, and will facilitate mediation if the team requires some attention. These meetings will also give you a chance to notify the unit coordinator of other resources you require for completing your project and getting specific assistance with the next submission.

At these meetings students can be put on probation or removed from the team. The students need to take the meetings seriously and see them as part of the process. The management meetings are very important and failure to attend a management meeting (without a prior reasonable explanation) will result in a loss of one (1) mark.

Email is welcome at all times, and will be answered when possible. If you want feedback on a document do NOT email documents, put them in your project folder and send an email explaining where to find them and what you would like feedback on. You are strongly encouraged to seek feedback on documents before submission.
Project Reports

Each team must submit a Concept Report, Design Report, Review Report and a Final Project Report. All team members must contribute to each report. Each report is made up of a number of different documents. Some examples of the different documents are available on MyLO. All documents for all reports must be electronically submitted. Each document is assessed on the basis of accuracy, usefulness, and quality.

The Concept Report consists of:

<table>
<thead>
<tr>
<th>Document</th>
<th>Extent</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Immersive Experience</td>
<td>Overview description of the Immersive Experience (not incl any prototyping).</td>
<td>10</td>
</tr>
<tr>
<td>Concept Document</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Release Schedule</td>
<td>Describes the 3 releases</td>
<td>3</td>
</tr>
<tr>
<td>Technical Report</td>
<td>Use template</td>
<td>2</td>
</tr>
</tbody>
</table>

The Design Report consists of:

<table>
<thead>
<tr>
<th>Document</th>
<th>Short Description</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updated Concept Report</td>
<td>Update any documents where changes were identified by the lecturer or team</td>
<td>change CR mark</td>
</tr>
<tr>
<td>Risk Log</td>
<td>Use template to identify risks</td>
<td>2</td>
</tr>
<tr>
<td>Market Report</td>
<td>Detailed description of the market that your immersive experience will compete in</td>
<td>3</td>
</tr>
<tr>
<td>Asset Artwork Prototype Report</td>
<td>Report detailing the process taken to prototype the artwork for each asset.</td>
<td>5</td>
</tr>
<tr>
<td>Technical Prototype Report</td>
<td>Research report for resolving any decisions about tools or methods for implementation.</td>
<td>4</td>
</tr>
<tr>
<td>Asset Management Report</td>
<td>How create assets, and get in format for immersive experience (pipeline)</td>
<td>3</td>
</tr>
<tr>
<td>Immersive Experience Design Document</td>
<td>Detailed descriptions of proposed Immersive Experience, possibly include scenarios, storyboards, and UML</td>
<td>10</td>
</tr>
</tbody>
</table>

The Review Report consists of the following:

<table>
<thead>
<tr>
<th>Document</th>
<th>Short Description</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk Log</td>
<td>Update Risk Log</td>
<td>1</td>
</tr>
</tbody>
</table>

The Final Project Report consists of the following:

<table>
<thead>
<tr>
<th>Document</th>
<th>Short Description</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercialization Report</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Postmortem Report</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Testing Report</td>
<td>Describe the results of the testing process</td>
<td>7</td>
</tr>
</tbody>
</table>

Assessment Templates for all these documents are available on MyLO. It is strongly recommended that you read these to ensure you cover the correct material.
**Immersive Experience Concept Document**

There is a learning module available on MyLO that describes how to complete this document. This document should overview details such as the genre, immersive experience 3D world model, representation and interaction constructs, virtual entities (if any), simulation engine (if any), story (if any), and if appropriate the operating protocols for the immersive experience (e.g., game play). The document should give an overview of what the user does within the immersive experience. The following should be described (but the in-depth detail should be left for the immersive experience design document): purpose and market for the immersive experience, what are the underlying themes/issues expressed in the immersive experience, what is the primary and secondary goals of the immersive experience for the users, what actions can the user make, what is the proposed hardware and software platforms for the immersive experience, what are the restrictions and advantages of the chosen platform. If the immersive experience is a game, what is the storyline (simply set the scene, not the entire story), who/what are the characters, does the immersive experience involve networking or social networking.

The immersive experience concept document is a Word document and should be at least 10 pages long.

**Release Schedule**

There is a learning module available on MyLO that describes how to complete this document. The Immersive Experience concept document is a description of the overall Immersive Experience. It may not be possible for you to implement everything. You need to decide how much you can achieve over the year.

A release is a distribution of software functionality. Release 1 should constitute approximately 5 minutes of Immersive Experience interaction time but also include at least prototypes of all key assets of your Immersive Experience and provide enough detail for the review panel to decide at your final pitch if you should get the green light to continue with the project. Release 2 should describe what you will implement in semester 2. There may be some things that you just won’t have time to do as part of this unit, these should go into Release 3.

In first semester you indicate what you will have completed for each release. It is very rare that you complete everything you say you will by the end of release 1; students tend to overestimate how much they can do. At the start of second semester you can re-negotiate release 2 based on your experience in first semester.

The information about each release is presented in a release schedule. All teams need to do a release schedule. A release schedule is a Word document; it should be about 3 pages long. Each release description should be about a page long, though release 2 can be longer and release 3 shorter. Do not simply copy the Immersive Experience concept document. You are now describing what will by working at the end of each semester combined with how you are going to do it. It is very important that you identify what a player will be able to do with your Immersive Experience at the end of each release. The release schedule must look professional. It should be written in paragraph form, sections are optional. Do not present a list of dot points.
**Technical Report**

A template is available on MyLO along with a learning module that describes how to complete this document. This report is meant to be a one-page document. This report is primarily the responsibility of the Technical Manager, though its contents should be discussed with other team members – decisions are made as a team. It must describe your development platform, the programming language(s) you want to use, any development environments or tools you want to use. It must list any other items you will need, such as APIs or DLLs and the virtual medium hardware.

**Risk Log**

A template is available on MyLO along with a learning module that describes how to complete this document. The risk log identifies the possible risks to the completion of the project. It indicates the likelihood of the risk occurring and what impact it will have if it occurs. It also indicates some strategies to either avoid the risk, minimize the impact if it does arise or contingency plans if the risk arises.

**Market Report**

There is a learning module available on MyLO that describes how to complete this document. The market report should identify why the immersive experience is viable and should include such things as the target audience, distribution method (eg online, steam, facebook, appstore, etc) competitors, influencers, original aspects, social controversy, a SWOT analysis, economic environment (eg final price, competitor prices, current relevant economic situation of market), and a marketing/promotion strategy.

**Immersive Experience Design Document**

There is a learning module available on MyLO that describes how to complete this document. This document should thoroughly document the following aspects such as the immersive experience world, the representation and interaction constructs, and if appropriate the characters, story, mechanics and level designs. The following should be described: what are the underlying themes/issues expressed in the immersive experience, what is the primary, secondary and tertiary goals of the immersive experience for the user, what actions can the user make, what is the pacing of the immersive experience, if what is the artistic style, what is the storyline (if there is one), who/what are the characters and what are the interactions, does the immersive experience involve networking or social networking.

The design document could include scenarios for levels, storyboards or UML diagrams.

The immersive experience design document is a Word document and should be at least 10 pages long (probably a lot longer).
Asset Management Report

There is a learning module available on MyLO that describes how to complete this document. This report discusses how assets are created and how they get in the format for the immersive experience (pipeline). Think about how the 3D virtual environment (landscapes etc.), objects with their textures, sound and assets the users see, hear or feel are created for your immersive experience. Also, as in the case of game play or simulation for training and/or education, how do you measure the performance of the users and capture data such as high scores or does the player have the ability to save and load current position and status.

Typically data is stored in a database or is imported/exported using XML or data is simply imported/exported from a data file. If you are using a database the report should consist of a database diagram showing tables, attributes and relationships. The report should also contain a detailed description justifying the decisions about tables, attributes and types. If you are going to use XML in your project, you need to describe your document type definition or Schema, and show some example XML. If your software is going to read/write external text files (data files) you need to provide a detailed description of the purpose and format of these files.

Asset Prototypes

Note: It is the prototype report that is assessed, not the prototype.

It is important to prototype your artwork, this will mean you have something concrete to show at your pitches to get feedback. Prototyping is also a good opportunity to learn your development language and experiment with your development environment.

Generally speaking you should do a prototype for each key asset (eg main characters, main locations) and any menu screens (eg options, setup) and any initial introduction screens.

When prototyping an asset it is normal to design a number of versions on paper first, have a team meeting to decide which ones (or bits of ones) are worth implementing. The paper designs should then be implemented in the implementation language for the next stage(s) of the prototype. Once completed, have another team meeting, provide feedback and make changes, and then show them to people external to the team to get feedback, and then create the interfaces based on their feedback. Then possibly have another round of team feedback creating new versions after each set of feedback. Going through this process is how a prototype goes through a number of stages.

In week 7 you should show your artwork to staff members (names will be given to you - they will be available on the Monday morning) to get feedback for this process. You should discuss it with each person independently to ensure you get independent feedback.
Asset Artwork Prototype Report

Note: It is the prototype report that is assessed, not the prototype.

There is a learning module available on MyLO that describes how to complete this document. A template for an Asset artwork prototype report is also available on MyLO. This report is a Word document.

Your software will consist of a number of Assets (eg game characters, locations, option screens, introduction screens, etc). For each distinct asset prototype you will create a number of different versions (stages), some you will like, some you will like bits of, culminating in a final version of the asset. Typically a team will prototype 5-8 assets, with 3-6 versions (stages) for each asset.

A prototype series has a definite single purpose, to create a particular asset. The end result should be something that you can use in the implementation. An asset is developed in stages, and you must write up every stage in the prototype report. It is important to understand that there can be a number of team members involved in the development of an asset each doing different stages. Receiving feedback from someone(s) generally concludes a stage. A stage is not complete without feedback.

Feedback should primarily come from people not involved in the development of that asset. Feedback for each stage should be from the OTHER team members not involved in any stages of that asset prototype, and for at least the final stages feedback should come from people external to the team.

An asset artwork prototype report consists of a number of documents, each writing up the development stages of a prototype of a particular asset. Each document should include the following sections:

1. An overall description of what asset (or part of asset) you were prototyping. Describe what the purpose of the asset is.
2. For each stage include: (most asset prototypes would have 3 or more stages)
   a. An iteration number
   b. The iteration number of previous prototype stage (not necessarily the one before)
   c. Name the developers
   d. A description of the goal of this prototype stage, include enough information to distinguish it from other stages. In particular describe the changes from any previous stage.
   e. A diagram, include screen dumps if possible
      i. hand drawn diagrams should be scanned in
   f. List of feedback (for each feedback provider)
      i. Who gave it and when (date)
      ii. What did they say (good and bad)
   g. Status
      i. Approach abandoned
      ii. Approved by most people and finished
      iii. Another stage required
**Technical Prototype Reports**

There is a learning module available on MyLO that describes how to complete this document. A template for a technical prototype report is available on MyLO. This report is a Word document.

A technical prototype report consists of a number of documents, each documenting a different decision or process. There are two types of technical prototype documents: Technical Decision document and a How-To-Do document. You must write a document for each different decision you need to make or each process you need to work out how to do. Typically a technical prototype report would consist of 1-3 documents.

**Technical Decision Prototype Document**

Typically each project requires you to make some technical decisions – eg what programming language to use, what hardware to use, what library to use, etc. These issues need to be researched and decisions made using a logical process. It is this process that is written up in a Technical Decision prototype document.

A technical decision prototype has a definite single purpose – eg choose development language, choose a particular piece of hardware. Generally speaking there are a numbers of options available to you and you have to make some sort of choice.

To determine an outcome it is normal to have some criteria on which to make the decision. For each criteria there should be a rating system so that each possible option can be ranked against the criteria.

A decision is made in stages. Each stage is investigating a different option against the specified criteria and giving it a rating. Once each option has been investigated, a decision is made on the basis of how each option rated against each criteria.

A technical decision prototype document should include the following sections:

1. An overall description of what decision you are trying to make.
2. A description of the criteria and rating system for each criteria
3. For each option include:
   a. A description of the option.
   b. Names of the people who did the research on this option
   c. An analysis of how this option rates for each criteria along with a discussion as to why it was given that rating.
4. A summary table of each option against each criteria and rating
5. A conclusion describing which option has been chosen and why.

**How-To-Do Prototype Document**

Typically each project requires you to undertake something that you are going to have to research how to do, it is not something that you have been taught in your other units. These processes need to be researched and a number of different methods investigated. It is this process that is written up in a How-To-Do prototype document.

A how-to-do prototype has a definite single goal – eg how to create a graphical asset. Generally speaking there are a numbers of options available to you and you have to make some sort of choice.

To determine how to do the goal you need to break the end goal up into meaningful sub-goals. Then research how to achieve each sub-goal. There should be a number of
paths you could follow to achieve each sub-goal and you need to describe a number of them and then explain why you have chosen the one that you have chosen. For the chosen path you need to then give a lot of detail so that any member of the team will be able to follow the steps to achieve the sub-goal.

A how-to-do prototype document should include the following sections:

1. An overall description of what you are working out how to do.
2. A description of how you have broken the end-goal up into sub-goals
3. For each sub-goal include:
   a. A description of the sub-goal.
   b. Names of the people who did the research on this option
   c. A brief description of each possible path that could be taken to achieve this sub-goal and an analysis of why you have chosen a particular approach.
   d. A detailed description of the chosen path (so that any member of the team could do the process)

Exception Report

A template is available on MyLO along with a learning module that describes how to complete this document. Any significant changes to the Immersive Experience concept document, release schedule, asset management report, and Immersive Experience design document requires the team to fill in an exception report for each change and produce an updated document as an attachment.

Testing, Commercialisation and Postmortem Reports

There will be learning modules that describe how to complete these documents.
Immersive Experience Help Documentation

Each team is required to produce an in-built help system, user manual and a reference manual in KXH342. The manual coordinator is responsible for coordination and layout and formatting, in particular the Table of Contents. Every team member should participate in the text and diagram production. The manual coordinator does not have to write everything. Some examples of previous manuals are available on MyLO.

Proof read the manuals!!! Every team member should do this!

In-built Help System

There needs to be help available to the user within the immersive experience. The style of this help is totally dependent on the style of the immersive experience. If a user is stuck they should be able to get some advice on how to continue (in the case of game play, it can be very general so as not to give away the plot or tricks/techniques in the immersive experience). The player should always be able to get help on how to use the immersive experience interactive controls and what things (such as appearance, sounds, etc) that they have the ability to change.

The level and detail of help that you should provide is something that you should try to glean from the people you have testing your program and from the questions that you are asked at the pitches.

User Manual

The user manual is written for the users or players of the immersive experience. It is assessed on how well users will understand what you are talking about. The user manual must have a very professional look and feel.

This document can be a paged document (.doc or .pdf) or online (.html). As a guide a 10-page document is expected, but could vary considerably.

You must describe the immersive experience only, not your team, not the course. You should have descriptions on how to operate your immersive experience, in particular the different controls.

Include the following:

- Introduction
- Explain what your immersive experience is about
- Include screen dumps (but do not overly repeat the same diagram)
- Explain every menu option and accompanying input field
- Starting and quitting
- Saving and loading
- Getting help
- Installing – this chapter may be in the reference manual.
- Trouble shooting – (explain all error messages)

You should think carefully about the order in which you present the information. Look at the layout of each page, where possible put text describing a diagram with that diagram. Make sure the text matches the diagram, eg close v cancel buttons. Do not make the document longer by having multiple copies of the same screen dump. Include page numbers.
Reference Manual

The reference manual is written for people with programmer or system administrator ICT knowledge, it is very technical. The main purpose of the reference manual is to aid people who want to change/update your immersive experience at a later stage.

The length of this document will vary considerably between teams, but less than 50 pages would be unusual. This manual should be in an interactive html format that can be accessed via an index.html file or can be a paged document (.doc or .pdf)

The introduction should explain what your immersive experience is about from a technical point of view. This should not be the same introduction that appears in your user manual but it will be similar.

You should explain the general structure of your immersive experience, e.g. client/server, stand-alone application.

You need to explain each file, why it exists, and in general what is in it. You do not have to explain every method, so long as there are comments in your code explaining every method. You can use an electronic documentation creator, such as javadoc, to extract your comments that explain each file and method; this information should be put into an appendix.

If your program reads/generates external files or uses a database you need to explain the format of every text file or database table that accompanies your program. This will be very similar to what was in your asset management report.

You need a section that covers how to re-compile your program. In particular this must include a list of the source files needed and what versions of software you used to compile your program. You also need to describe the development tools used, including version numbers.

You need to have a section giving an example of how to change the immersive experience. You need to give a detailed description of steps a programmer should go through to change your immersive experience (including things like tools needed, important files that will need to be changed).

If it doesn’t appear in your user manual then you should have a chapter than covers installing your immersive experience. This may occur when the player of the immersive experience is not usually the person who installs it (for example, something that works over the Internet). It is very important that this chapter covers every step.

You may also want to include a trouble shooting section, particularly if you have had problems understanding how to get it to install or compile.
Web Page

Each project team is required to maintain a small web page describing their project. This should be in your /public_html/web folder. Create a file called index.html, this is the base for your web page. The web pages will be made available externally via the school webpage, for this reason you can not include any executable features in your webpage, no PHP.

Every website should have a title and menu, a corporate look and feel and be professional looking. The menu must have the following options:

- Home – (index.html) has a brief description of the Immersive Experience
- Team – first page describes team with team photo, linking to individual pages
  - Each member has page with short resume
- Tools – describes the languages and development tools used, including links to other relevant sites.
- Immersive Experience – a clear description of the Immersive Experience developed
  - Include screen dumps if possible, but not executables
  - Do not include copies or links to completed documentation
  - Preferably includes a trailer or equivalent

The web page will be assessed at the end of second semester, but an initial assessment is undertaken on Monday of week 22 (the Immersive Experience page does not have to be complete at this time). Teams are advised that all the publicity for demonstration day starts in week 22 and many industry members look at the pages in week 22/23, you are advised to make sure your web page is presentable and up-to-date at this time.

You can continue to change your webpage up to week 26. At the end of the year the web pages are moved to the past projects website and are available for eternity.
Pitches

Final Pitch
You must give a formal presentation at the end of semester 1. Lecturers and class members will be invited to listen and bring guests with them. Team members can invite other people (students, family, and employers) to listen. You should treat this process seriously and dress and act in a business-like manner. You should treat this final pitch as though you were tendering/competing to develop this Immersive Experience in the real world, you need to justify that it is going to sell. You are aiming to convince the review panel that you should be given a green light to develop the full-playable Immersive Experience in Immersive World Project B.

The final pitch will be held on Monday in week 13. You will be required to attend the final pitches by other teams (or the teams in KXX331).

The final pitch should be no longer than 40 minutes (less than 20 minutes would be too short); include a demonstration and a PowerPoint presentation. All team members should participate in preparing the presentation and demonstration. You can have a subset of your team do the pitch or you can all participate. All team members should be available to answer questions. Your final pitch should contain the following:

• An introduction of your team members
• A description of the Immersive Experience
• A demonstration of the Immersive Experience developed so far
• A description of the tools used
• Justification of the work to be completed in semester 2

Pitch Sessions
Each team will be required to regular present their progress (including Immersive Experience concept, Immersive Experience design, prototypes and implementation) at regular pitch sessions. The lecturers will use these sessions to provide feedback and suggestions.

These sessions will be held on Monday morning in weeks 2, 5, 8, 11, 18, and 21. Each pitch session is worth 2.5% towards your final grade. Your participation during the question and answer section of each pitch session is worth 0.5% towards your individual marketing mark.

Teams are required to keep minutes of the feedback and suggestions they receive and record decisions they make based on this input.
Demonstration Day

The demonstration will be a public demonstration of your final Immersive Experience. Staff, students and members of the Tasmanian ICT community will be invited to come and look at the final products.

Demonstration days are held in week 24. The Launceston version will run from 11am - 1pm on Monday.

Setting up demonstration day takes a considerable amount of time: typically one hour before it starts in the morning and one hour after it finishes. Students from each team will be required to help with the setup and pack up.

Demo Day Assessment

The assessment will be based on how well you market your Immersive Experience and how well you demonstrate the Immersive Experience.

Demonstration

You need to prepare a suitable demonstration of your Immersive Experience and be prepared to talk to interested people. At least two people from each group should be available at all times during demo day, and everyone should participate. You should organise a roster.

Your demonstration should contain the following:

• A description before starting to use the Immersive Experience of what the Immersive Experience was all about.
• A complete demonstration of all the standard type features of the Immersive Experience.

The complete assessment criteria will be discussed in the lecture and are available on the MyLO site. The demonstration is worth 6% of your final mark.

Marketing

You should decorate your display area (booth) using such things as project posters, pamphlets, name tags. Warning: each team only has limited space, around 0.5m x 1.5m (a computer bench).

The marketing coordinator should coordinate the marketing materials, but all team members should contribute text and diagrams and provide feedback and suggestions. Each item is assessed on the basis of appropriateness and quality. The money spent on an item has NO impact on assessment – do NOT spend too much money. Demo Day Marketing is worth 4% of the final assessment. There is an assessment of individual contribution to marketing using peer assessment tools.

Poster

You should prepare a poster for display on demonstration day. The poster should include the following: title, team members, description of the Immersive Experience, information about tools used, screen dumps that give a good impression of the interface.
**Pamphlet**
This is typically an A4 sheet of paper, possibly in 3-fold format that describes your Immersive Experience and team. You hand out these pamphlets to visitors to your stall. Printing these pamphlets is the financial responsibility of the team – we suggest no more than 20 pamphlets unless you expect to be extremely popular. Black and white pamphlets get the same marks as colour ones!

**Name Badges**
Each student should wear a name badge. Printing these is the financial responsibility of the team. Black and white versions get the same marks as colour ones!

**Immersive Experience Related Materials**
Depending on the domain of your Immersive Experience you can use interesting artifacts to decorate your area, e.g. sporting equipment for a sporting Immersive Experience.

**Giveaways**
In the past students have given away lollies or other things such as key rings. This is proving too expensive and this practice is being discouraged in 2011.

**Attire**
You should treat this process seriously and dress and act in a business-like manner. A coordinated team approach is best, for example matching t-shirts or tops or similarly coloured clothes. It is **NOT** necessary to buy a suit for the occasion.

**Attractiveness**
Displaying your materials is just as important as having them. Think about how to use your display space, do not overcrowd, use items to emphasize displays such as boxes to raise height or tablecloths. You will also be assessed on how you attract people to your area and interact with the people around your booth. Do not have too many team members in your area, so that visitors can not see your Immersive Experience.
Timesheets

Timesheets need to be filled in when you work on project to keep a record of how much each person is contributing to the project. These will show who is doing what, and that you are meeting the time requirements for this unit. Include lectures, all meetings, any reading you do, any programming, anything to do with the project.

You are required to spend at least 8 hours a week on Project on average. There will be weeks when you won’t do 8 hours; this is not a problem as you should make up the hours in other weeks. The lecturer will only be concerned if you consistently work less than 8 hours. Any excessive contributions will be looked at seriously.

The timesheet system is available via the project website. There is a paper version in appendix A. The timesheets should be kept daily as this is the best way to ensure accuracy. The web server goes down frequently; if the web server goes down on Monday night there will be no extensions granted, as all the times should not be entered at the last minute.

Classify each of the tasks you do as one of the following job codes:

<table>
<thead>
<tr>
<th>Job Code</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| Meeting | Formal Team or Management meeting  
Preparing for any of these meetings eg arranging a time for the meeting, phone calls, etc |
| Admin   | Peer Assessment, Scheduler, reading/writing email relevant to project, writing up minutes of meeting |
| Study   | Reading project manual or online materials, reading other project management material  
Attending lectures  
Attending testing sessions.  
Reviewing past material from previous years (eg design docs, manuals, marketing materials)  
Web browsing for similar software or software tools  
Web browsing for project content, eg pictures, text  
Experimenting with other similar software,  
Learning programming languages  
Doing online tutorials about the tools or languages |
| Report  | Any work on a report (concept, design, review, final project), includes both development and proof reading  
Meeting to work as a team (or partial team) on a report  
Does not including prototyping, but does include time writing prototype reports  
Does not include testing, but does include time writing testing reports |
| Implementation | Creating software (programming, graphical modelling, whatever is involved in developing system)  
Meeting to work as team (or partial team) on implementation |

2 Some teams meet to do work on a specific item, eg requirements document. This should be classed as report not meeting. If the meeting was to work on software, then it should be classed as implementation, not meeting. It should only be recorded as meeting if there was no specific work product produced, just checked or allocated.
Developing prototypes
Meeting to work as a team (or partial team) on a prototype
Testing software
Meeting to work as team (or partial team) on testing your
Immersive Experience

Manuels
User Manual, Reference Manual,
Includes both development and proof reading

Marketing
Pitches, Demo Day, marketing materials, Webpage
Includes both developing material and attending

In the comment field you must describe in detail what you did, e.g. What particular
document you worked on and what you did to it; what type of meeting it was and
what you discussed. A comment entry would generally be about 10-30 words. Failure
to enter proper descriptions will lose marks.

Sometimes it may be hard to know what to classify a task as. Try to be as accurate as
possible. For instance, if you have a team meeting to primarily work on a document
then classify it as report, but if you have a team meeting to distribute out report work,
then classify it as Meeting. Sometimes you may do multiple things in the one session,
e.g. you may do some study, and then implementation, and then some administration.
You should break the timesheet entry up into separate entries reflecting the amount of
time you spent on each job code.

A timesheet spans from Monday to Sunday. A timesheet for the previous week must
be completed by the following midnight Monday. A timesheet is assessed based on
your level of participation and the following rules:

• Each weekly timesheet is worth 0.5%, to a maximum of 5%.
• The quality of comments may mean you do not earn the full 0.5%.
• If there are less than 5 entries in a week by Monday midnight you will get 0
  for that week.
• Any entries added after midnight Monday will be considered late, and will not
  be counted in the above rule.
• If you average less than 8 hours over a semester (including the late entries),
you will score 0 for each week you worked less than 8 hours.
• There are 13 weeks a semester; the three weeks with the lowest score will not
  be counted, allowing you to have some light work weeks with no penalty.

It is in everyone’s best interest if you each keep honest records. The data on your
timesheets (and the number of hours you spend on each work product) is used to
evaluate your individual mark for a work product. It is incredibly important that your
timesheets are accurate, and that you classify each job you do correctly. Team
members should look at each others timesheets and ensure that they are accurate. If
your team members are lying about the time they spend on project you should tell the
lecturer, as this can impact on your mark.

If it is not on your timesheet, you did not do it!
Minutes

Teams are required to keep minutes of each weekly formal team meeting – there is only ONE of these meetings each week and every pitch session (except final pitch). There is a template available for recording the team and pitch minutes on MyLO.

Teams are required to have an agenda for the formal team meeting, which should be sent to all team members 24 hours in advance. The project manager should prepare the agenda. At the start of the meeting a person should be identified to record the minutes, this means they will need to take notes during the meeting. This person is also going to update the team schedule at the conclusion of a team meeting. At a team meeting, for each team member you should check progress on previous tasks allocated, and provide feedback to that person on their contribution. At the conclusion of the meeting new tasks should be allocated for the following week(s).

At each pitch session a person should be identified to record all the verbal feedback and suggestions. Immediately after the pitch session the team should meet to discuss the feedback and suggestions received (including the written feedback) and decide what impact it has and on whom. The feedback and suggestions and the impact should be recorded in the minutes.

Each team member must take a turn at keeping the minutes; given the number of meetings most team members should record the minutes three times in semester one and twice in semester two. The name of the person who recorded the minutes should be identified in the minutes. The minutes that you record form part of your individual mark and also contribute to the team mark for minutes and schedule.

As soon as possible after the conclusion of the meeting (within 24 hours), the minute taker should write up the minutes of the meeting and also update the team schedule if it was a team meeting. Each team meeting minutes should include a screen dump (or exported .jpg) of the updated Team Schedule. This updated team schedule should reflect the progress made on the tasks allocated at the previous meeting and should also show the tasks allocated at this meeting.

Once the minutes and schedule are complete the rest of the team should review and approve the minutes (within 24 hours). If changes are required the changes should be made.

The minutes should be submitted after they have been approved/amended and are due by the following Monday midnight. The files should be .doc or .pdf and should be submitted into the minutes folder within the submission folder. The files must be named using the following format:

Team (Week number) – date of meeting – author userid.doc

Or

Pitch (Week number) – date of meeting – author userid.doc

For example:

Team (01) – 23-2-11 – mwu.doc
Pitch (03) – 05-05-11 – along.doc
Team Schedule

The project schedule should be developed using Microsoft Project. There is a template available on MyLO, you should add subtasks as you identify them. There will be lots of subtasks to add.

The schedule must contain accurate records of who has completed which tasks, and a plan showing who is responsible for completing tasks in the coming week or further ahead if decided at the team meeting.

Only tasks relating to project development should be recorded in the schedule. These things relate to anything to do with the production of the project reports, implementing the software, preparing the manuals, or tasks related to marketing materials. These tasks typically take longer than one hour; in fact most will take weeks. Do not put meeting attendance, administrative tasks, tasks that relate to professionalism in the schedule.

After each formal team meeting the person who is writing the minutes is responsible for updating the team schedule to reflect the outcomes of the meeting.

The schedule will be assessed as the minutes are assessed. A screen dump (or exported diagram) should be included in the minutes to show all the changes that the minute-taker has made.
Assessment

*Immersive World Project A Assessment*

- **42%** Reports
- **23%** Immersive Experience (SHHF)
- **20%** Marketing
- **15%** Professionalism

Immersive World Project A is 100% internal. Each student will get an individual grade that is made up of an individual component worth 40% and a team component worth 60%. To pass Project A you have to get 45% of both components and more than 50% overall. So to pass Project A you would have to get at least 18/40 for the individual component and at least 27/60 for the team component and at least 50/100. The individual component is made up of: 13% Reports, 8% SHHF, 6% Marketing, and 13% Professionalism. The team component is made up of: 29% Reports, 15% SHHF, 16% Marketing and 2% Professionalism. Each person in the team will get the same mark for the team component, so it is very important that you all work as a team and contribute to the best of your ability.

The lecturers will assess each report on the basis of quality, accuracy and presentation. There are two reports (Concept Report (15%) and Design Report (27%)) and the teaching team assesses both. Your contribution to the reports is worth 13% of the individual mark and is assessed by the coordinator using peer assessment tools.

The teaching team will assess the quality of the components of your immersive experience including software, hardware and human factors (SHHF) aspects. The assessment will be based on what you undertook to produce for release 1. The software/hardware/human factors assessment, worth 23%, will be performed at the final pitch. Your contribution to the SHHF is worth 8% of the individual mark and is evaluated by the coordinator using peer assessment tools.

The marketing mark is a combination of your mark for the final pitch and all the pitch sessions, worth 20%. The teaching team will assess the pitches. All students are required to actively participate in the pitches (or their preparation), which is worth 14% of your team mark. Your contribution to the pitches (or preparation) is worth 4% of the individual mark and is assessed by the coordinator during the pitches and by using peer assessment tools. The final 2% of individual assessment for marketing is based on your participation during the question and answer section of each pitch session and is assessed by the coordinator. The final pitch session is worth 10% of your final grade and each other pitch session is worth 2.5% of your final grade.

Peers and teaching team will assess professionalism. The student’s approach to working in a team will be assessed by their team members and form part of the individual component of professionalism (5%). It includes such things as your attendance at team meetings, contributing to the ideas and discussion at the meetings, completing work by deadlines set at team meetings, your ability to work with team members and perform your management/coordinator role. Assessment will be completed using the peer assessment forms. Each student’s level of professionalism can be discussed at management meetings with the coordinator.

The lecturers will assess timesheets, schedule and minutes. The assessment for the timesheets is ongoing throughout the semester and they are assessed using the rules.
under the section titled Timesheets, maximum 5% towards the individual mark. The assessment of the minutes and schedule is ongoing throughout the semester, and the minutes/schedule that you write up is worth 3% of your individual mark and 2% towards the team mark – make sure you record the minutes that you are allocated and that you check other team members minutes.

Various penalties will be applied throughout semester. Failure to submit a peer assessment form by the deadline (without a reasonable explanation) will result in -0.5 penalty to your individual mark. Failure to attend a management meeting or pitch session (or rude or abusive behaviour) will mean a -1 penalty to your individual mark, lateness to a management meeting or pitch session is a -0.5 penalty. Failure to have a team representative at a lecture (without a reasonable explanation) will mean a -0.5 penalty in the team mark. Maximum penalties (-5).

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<thead>
<tr>
<th>Item</th>
<th>Total</th>
<th>Team</th>
<th>Ind</th>
<th>Components</th>
<th>Worth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reports</td>
<td>42</td>
<td>27</td>
<td>13</td>
<td>max 20</td>
<td>Concept Design</td>
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<td>27</td>
</tr>
<tr>
<td>Immersive Experience</td>
<td>23</td>
<td>15</td>
<td>8</td>
<td>max 12</td>
<td>SHHF</td>
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<td>23</td>
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<tr>
<td>Marketing</td>
<td>20</td>
<td>14</td>
<td>6</td>
<td>max 8</td>
<td>Final Pitch Sessions</td>
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<tr>
<td>Professionalism</td>
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<td>Teamwork</td>
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</table>

Note: When peer assessment is used it is possible for a team member to get more than the amount allocated for the individual mark. In this case the excess can still be counted (up to maximum indicated) towards the student’s individual mark, so long as the combined individual marks do not exceed 40 and the total mark for that item does not exceed the number in the total column.
**Immersive World Project B Assessment**

20% Reports
35% Immersive Experience (SHHF)
10% Manuals
20% Marketing
15% Professionalism

Immersive World Project B is 100% internal. Each student will get an individual grade that is made up of an individual component worth 40% and a team component worth 60%. To pass Project B you have to get 45% of both components and more than 50% overall. So to pass Project B you would have to get at least 18/40 for the individual component and at least 27/60 for the team component and at least 50/100. The individual component is made up of: 7% Reports, 11% SHHF, 13% Professionalism, 6% Marketing and 3% Manuals. The team component is made up of: 13% Reports, 24% SHHF, 2% Professionalism, 7% Manuals, and 14% Marketing. Each person in the team will get the same mark for the team component, so it is important that you all work as a team and contribute to the best of your ability.

The lecturers will assess each report on the basis of quality, accuracy and presentation. There are two submissions: Review Report is worth 5% and the Final Project Report is worth 15%. Your contribution to reports is worth 7% of the individual mark and is assessed by the coordinator using peer assessment tools.

The teaching team will assess the Immersive Experience, worth 35%. The assessment will be based on what you have produced. The Immersive Experience assessment will be performed at demonstration day (by a panel consisting of one lecturer and some PhD students in week 24) and at the management meeting in your presence in week 26 (by the coordinator) and by the remaining teaching team members who will use your Immersive Experience in private in swot vac. Your contribution to the SHHF is worth 11% of the individual mark and is evaluated by the coordinator using peer assessment tools. The coordinator will assess the in-built help system on Monday in week 13, while using the Immersive Experience.

The marketing mark is a combination of your mark for the demonstration, marketing materials, team website and all the pitch sessions, worth 20%. A panel (lecturer and PhD students) will assess the demonstration (worth 6%) on demonstration day. The demonstration will be assessed based on how you demonstrate your immersive experience with its software, hardware and human factors components (i.e. the representational and interaction constructs). The coordinator will assess how you have marketed your project and how you attract people to your area (worth 4%). The web page will be assessed by the coordinator and is worth 4% of your mark. Layout, grammar, and having the required contents will be assessed. The teaching team will assess the pitches. All students are required to actively participate in the pitches (or their preparation), which is worth 5% of your mark. The marketing assessment will include a 5% individual component that is assessed by the coordinator using peer assessment tools. The final 1% of individual assessment for marketing is based on your participation during the question and answer section of each pitch session and is assessed by the coordinator.
Teams must produce a user manual (3%) and reference manual (7%) and is assessed by the teaching team. All items will be assessed at the end of the semester. Layout, grammar, and having the required contents will be assessed. Your contribution to the manuals is worth 3% of the individual mark and is assessed by the coordinator using peer assessment tools.

Peers and teaching team will assess professionalism. The student’s approach to working in a team will be assessed by their team members and form part of the individual component of professionalism (5%). Such things as your attendance at team meetings, contributing to the ideas and discussion at the meetings, completing work by deadlines set at team meetings, your ability to work with team members and perform your management/coordinator role. Assessment will be completed using the peer assessment forms. Each student’s level of professionalism can be discussed at management meetings with the coordinator.

The lecturers will assess timesheets, schedule and minutes. The assessment for the timesheets is ongoing throughout the semester and they are assessed using the rules under the section titled Timesheets, maximum 5% towards the individual mark. The assessment of the minutes and schedule is ongoing throughout the semester, and the minutes/schedule that you write up is worth 3% of your individual mark and 2% towards the team mark – make sure you record the minutes that you are allocated and that you check other team members minutes.

Various penalties will be applied throughout semester. Failure to submit a peer assessment form by the deadline (without a reasonable explanation) will result in -0.5 penalty to your individual mark. Failure to attend a management meeting or pitch session (or rude or abusive behaviour) will mean a -1 penalty to your individual mark; lateness to a management meeting or pitch session is a -0.5 penalty. Failure to have a team representative at a lecture (without a reasonable explanation) will mean a -0.5 penalty to the team mark. Maximum penalties (-5).

<table>
<thead>
<tr>
<th>Item</th>
<th>Total</th>
<th>Team</th>
<th>Ind</th>
<th>Components</th>
<th>Worth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reports</td>
<td>20</td>
<td>13</td>
<td>7</td>
<td>Release 2 Final Project</td>
<td>5</td>
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<td></td>
<td></td>
<td></td>
<td>max 9</td>
<td></td>
<td>15</td>
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<tr>
<td>Immersive Experience</td>
<td>35</td>
<td>24</td>
<td>11</td>
<td>SHHF In-built help</td>
<td>30</td>
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<td></td>
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<td></td>
<td>max 18</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Manuals</td>
<td>10</td>
<td>7</td>
<td>3</td>
<td>User Reference</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>max 5</td>
<td></td>
<td>7</td>
</tr>
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<td>Marketing</td>
<td>20</td>
<td>14</td>
<td>6</td>
<td>DemoMarket Demonstration Webpage Pitch Sessions</td>
<td>5</td>
</tr>
<tr>
<td></td>
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<td>max 8</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Professionalism</td>
<td>15</td>
<td>2</td>
<td>13</td>
<td>Teamwork Timesheets Minutes/sched Penalties</td>
<td>5</td>
</tr>
<tr>
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<td>5</td>
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<td></td>
<td>max -5</td>
</tr>
</tbody>
</table>

Note: When peer assessment is used it is possible for a team member to get more than the amount allocated for the individual mark. In this case the excess can still be counted (up to maximum indicated) towards the student’s mark, so long as the combined individual marks do not exceed 40 and the total mark for that item does not exceed the number in the total column.
# Unit Schedule

The amount of work can seem a little overwhelming, but you do not have to do everything at once, but you do have to work consistently.

<table>
<thead>
<tr>
<th>Week</th>
<th>Activities</th>
<th>Major Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lecture – 9-3pm</td>
<td>Concept Report</td>
</tr>
<tr>
<td>2</td>
<td>Pitch Session 9am</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecture 9:30-1pm</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Management Meeting 9am</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Pitch Session 9am</td>
<td>Design Report</td>
</tr>
<tr>
<td></td>
<td>Lecture 9:45-1pm</td>
<td>Start Implementing Release 1, when report finished</td>
</tr>
<tr>
<td>6</td>
<td>Management Meeting 9am</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Artwork Review</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Pitch Session 9am</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Lecture 11-1pm</td>
<td>Implement Release 1</td>
</tr>
<tr>
<td></td>
<td><em>Split Week for Easter</em></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Management Meeting 9am</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Pitch Session 9am</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Test Release 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prepare Final Pitch</td>
</tr>
<tr>
<td>13</td>
<td>Final Pitch 9am</td>
<td>Final Pitch</td>
</tr>
<tr>
<td>14</td>
<td>Lecture 9-1pm</td>
<td>Review Report</td>
</tr>
<tr>
<td>15</td>
<td>Management Meeting 9am</td>
<td>Implement Release 2</td>
</tr>
<tr>
<td>16</td>
<td></td>
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<tr>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Pitch Session 9am</td>
<td>Implement Release 2</td>
</tr>
<tr>
<td>19</td>
<td>Management Meeting 9am</td>
<td>Webpage</td>
</tr>
<tr>
<td>20</td>
<td><em>Double week</em></td>
<td>In-built help system</td>
</tr>
<tr>
<td>21</td>
<td>Pitch Session 9am</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lecture 11-1pm</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Management Meeting 9am</td>
<td>Integrate &amp; Test Software</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prepare Demo Materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Almost finish Webpage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-built help system</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>Test Software</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prepare Demo Materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In-built help system</td>
</tr>
<tr>
<td>24</td>
<td>Demonstration Day 11-1pm</td>
<td>Manuals</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td>Manuals</td>
</tr>
<tr>
<td>26</td>
<td>Management Meeting 9am</td>
<td>Update Webpage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Final Project Report</td>
</tr>
</tbody>
</table>

You must have one team meeting each week to do work allocation and other team meetings each week to complete work products.
All the lectures, management meetings and pitch sessions and Demo Day are on Monday.

The proposed schedule for the lecture in week 1 is:

- 9am – Lecture – Introduction & Administration
- 10am – Workshop – Team Formation Exercises
- 11:30pm – Lecture – Immersive Experience Concepts
- 1pm – Lunch
- 2pm – Workshop – Team Meeting
- 3pm – Finish

**Submission Schedule**

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timesheets</td>
<td>Weekly</td>
<td>Monday midnight</td>
</tr>
<tr>
<td>Minutes/Schedule</td>
<td>Weekly</td>
<td>Monday midnight</td>
</tr>
<tr>
<td>Concept Report</td>
<td>Week 4</td>
<td>Friday 3pm</td>
</tr>
<tr>
<td>Design Report</td>
<td>Week 8</td>
<td>Friday 3pm</td>
</tr>
<tr>
<td>Release 1</td>
<td>Week 13</td>
<td>At your final pitch</td>
</tr>
<tr>
<td>Final Pitch</td>
<td>Week 13</td>
<td>Monday</td>
</tr>
<tr>
<td>Review Report</td>
<td>Week 17</td>
<td>Friday 3pm</td>
</tr>
<tr>
<td>Webpage v1</td>
<td>Week 22</td>
<td>Monday 3pm</td>
</tr>
<tr>
<td>Demonstration</td>
<td>Week 24</td>
<td>Monday</td>
</tr>
<tr>
<td>Release 2 (including in-built help system)</td>
<td>Week 26</td>
<td>Monday in MM</td>
</tr>
<tr>
<td>User Manual</td>
<td>Week 26</td>
<td>Friday 3pm</td>
</tr>
<tr>
<td>Reference Manual</td>
<td>Week 26</td>
<td>Friday 3pm</td>
</tr>
<tr>
<td>Final Project Report</td>
<td>Week 26</td>
<td>Friday 3pm</td>
</tr>
<tr>
<td>Webpage v2</td>
<td>Week 26</td>
<td>Friday 3pm</td>
</tr>
</tbody>
</table>

Peer assessment forms are due Thursday 3pm in weeks 5, 9, 13, 18, 21 and 27. You have an additional 72 hours to do the agree/disagree part of the ICR.
Resources

Storage space
There is storage space in `\lawson\project_name` (Launceston). The space should be available on Friday in week 1. A team can ask the lecturer for an increase to their quota, if and when needed. The technical manager should organise the folders inside your project folder as follows:

- Reports
  - Concept Report
  - Design Report
  - Review Report
  - Final Project Report
- Manuals
  - User Manual
  - Reference Manual
- Marketing
- Downloads
- `public_html`
  - project (if necessary)
  - web
- Source
  - Release 1
  - Final Release
- Temp
- Submissions
  - Minutes/Schedule
  - Week 4
  - Week 8
  - Week 13
    - Presentation
    - Release 1
    - Source
    - Executable
  - Week 14
  - Week 17
  - Week 24
    - Marketing Materials
  - Week 26
    - Release 2
    - Source
    - Executable
    - Manuals
    - Final Project Report

If your project is a website then you will need the project folder in `public_html`. Source, Submissions, `public_html`, Reports, Manuals, Marketing, Downloads and Temp should be at the top level.

You can only place work relevant to the project inside your project folder.

E-mail
E-mail is a very powerful communication tool that will be used a great deal by the lecturers. It is recommended that you check your e-mail every day.

LPS
Each team can have an LPS account that you can all contribute to. You must share the cost of printing.

MyLO
There are extensive resources for project on the MyLO website, including examples of reports and other submissions.
Appendix A – Timesheet

Name: 
Team: 
Week number: 

<table>
<thead>
<tr>
<th>Date</th>
<th>Start</th>
<th>Stop</th>
<th>Interruption Time</th>
<th>Delta Time</th>
<th>Job Code</th>
<th>Comments</th>
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<tbody>
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TOTAL TIME