SCVZK3993 ACADEMIC PROJECT 1

ACADEMIC PROJECT 1 GUIDELINE

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1. OVERVIEW

Academic Project 1 (AP1) is a crucial component of the Multimedia degree program, designed to allow students to apply the knowledge and skills acquired throughout their studies to a real-world project. The project requires students to demonstrate their ability to manage a comprehensive multimedia project from concept to completion, integrating technical, creative, and theoretical aspects. Students must prepare and deliver the needs analysis report, project proposal, and low-fidelity prototype.

2. COURSE LEARNING OUTCOMES

Upon successful completion of the AP1, students will be able to:

CLO1 – identify the issue(s) in the field of multimedia for research or project development (C4, LOC2)

CLO2 – defend a multimedia research or project proposal (C2, A4, LOC2, LOC3c)

CLO3 – construct a low-fidelity prototype for the multimedia project (P3, LOC3a)

CLO4 – Integrate ethics and professionalism in performing multimedia research or project development (A4, LOC5)

3. TYPES OF MULTIMEDIA PROJECTS

Students can choose between one of the following types of multimedia projects:

a. Client-Based Projects (With User and/or Client)

In a client-based project, the student works closely with a real user and/or client who provides the project requirements. The focus is on developing a tangible product that meets the specific needs of the user and/or client.

The student must engage in a detailed needs analysis, gather requirements, and continuously interact with the user and/or client to ensure the product meets their expectations. The final product should be fully functional and meet the user's and/or client's requirements. The student must also document the process and ensure the product to be evaluated.

b. Research-Based Projects (No Client but with User and Product Development)

A research-based project may not have a direct client but still involves product development. The project is typically focused on exploring research questions within the multimedia field.

The student must identify a problem or research gap, conduct a literature review, and develop a product that addresses the research questions. The product must be designed with a specific user group in mind and tested accordingly.

The final deliverable includes both the developed product and a scholarly article detailing the findings, design process, and how the product addresses the research questions. The product must be validated through user testing, and the research findings should contribute to the field of multimedia.

Students may choose to work on a variety of multimedia projects, but not limited to as presented in Table 1:

Table 1

Multimedia Projects

PROJECT AREAS	PROJECT DESCRIPTIONS
1) Animation - 2D, 3D, Graphic, Video, Simulation	Focus on creating visual narratives through various forms of animation, including traditional 2D, modern 3D, and graphic-based animations. Projects can also include video animation and simulations to bring concepts to life in an engaging visual format.
2) Game Development - Mobile, desktop, web, AR, VR etc	Develop games for multiple platforms such as mobile, desktop, and web. Projects can also explore innovative technologies such as Augmented Reality (AR) and Virtual Reality (VR) to create immersive gaming experiences.
3) Cinematics / Film / Video - PSA, short, Advertisement, Corporate, instructional, documentary, promotional etc	Projects in this area include producing various video content, such as Public Service Announcements (PSA), short films, advertisements, corporate videos, instructional videos, documentaries, and promotional content.
4) Web / Mobile / Application Content Design	Design engaging content for web and mobile platforms. Projects can include designing user-friendly interfaces and interactive applications that enhance user experience.
5) Immersive & Interactive Media - AR, VR, MR, Metaverse, etc	Create immersive and interactive media projects using AR, VR, Mixed Reality (MR), and Metaverse technologies to provide users with engaging and interactive digital environments.
6) Spatial Design - AR, VR, MR, Metaverse, etc	Design physical spaces through digital simulation using AR, VR, MR, and Metaverse technologies. It involves creating interactive, immersive

	environments for architecture, event planning, or virtual exhibits.
7) Simulation Design - 2D, 3D, VR, AR, MR, etc	Develop simulations using 2D and 3D models and VR, AR, and MR technologies to replicate real-world scenarios for education, training, or entertainment purposes.
8) Intermedia Advertising	Develop advertising content across multiple media channels, integrating different forms of digital media to create impactful advertising campaigns that are interactive and cross-platform.

4. PROJECT FORMAT: DIGITAL OR HYBRID

Digital or Hybrid: All projects must be completed in a digital format or hybrid (combining digital and physical elements). In addition, the project can be either interactive or non-interactive.

5. PROJECT FORMAT: INTERACTIVE OR NON-INTERACTIVE

The choice between interactive and non-interactive formats should align with the project or research objectives and the user's and/or client's expectations. For instance, an educational game would typically be interactive, while a documentary film might be non-interactive.

Interactive: Projects that allow users to engage with the content, such as websites, apps, or interactive videos.

Non-Interactive: Projects where users passively consume content like linear videos or animations.

6. INDIVIDUAL PROJECT REQUIREMENT

Individual Work: Each student must complete the project individually.

It ensures that every student demonstrates their ability to manage a project from start to finish, showcasing their skills and knowledge without reliance on group members. Individually, completing a project offers significant benefits, including full control over the process, enhanced problem-solving skills, and the freedom to express creativity fully. It allows the student to focus on personal interests, manage their time efficiently, and receive an accurate assessment of their abilities. This experience builds confidence, prepares students for real-world challenges, and provides a deep sense of accomplishment. By relying on the student's skills and decisions, they grow personally and

professionally, setting a solid foundation for future independent projects and professional endeavours.

7. OPEN-ENDED PROJECT TOPICS

Open-Based Projects: Students can choose any **ONE (1)** multimedia project, allowing for creativity and innovation based on Table 1 above. However, each project type has specific assessment rubrics tailored to its nature. For example, a video project must be assessed using video production rubrics, which may evaluate aspects like cinematography, editing, audio quality, and narrative structure. The rubrics will be designed to evaluate the skills relevant to the type of multimedia project undertaken. The rubrics align with the course's learning outcomes, ensuring students are evaluated fairly and consistently.

8. THEORETICAL SUPPORT AND JUSTIFICATION

Each project must be grounded in relevant theories or principles appropriate to the project's nature. For example, if students develop educational courseware, they should apply the Dual Coding Theory or Multimedia Learning Principles. These theories provide a framework for designing effective educational content that enhances learning through combined verbal and visual information.

The proposal and scholarly article must include the justification for the chosen theories or principles. This justification should explain how the theories or principles informed the project's design and how it is expected to impact the user experience.

9. SUPERVISION

Each student will be assigned a supervisor to guide the project.

The role of the supervisor includes:

i. Offering expertise and feedback on the concepts and creative aspects of the project.

ii. Monitoring the student's progress and ensuring that project milestones are met.

iii. Helping students to navigate challenges and refine their project scope.

iv. Assisting in the identification of resources and tools necessary for the project.

v. Meeting students at least **SEVEN (7)** times each semester to discuss progress and provide constructive criticism.

The role of the student includes:

i. Work with the assigned supervisor to set clear goals, deliverables, and a timeline for the project.

ii. Create a project plan with key milestones and deadlines to help track progress.

iii. Researching the latest multimedia trends and technologies to make sure the project is up-to-date and meets industry standards.

iv. Understanding the target audience's needs will help to create content that engages them effectively.

v. Prepare and defend the research or project proposal.

vi. Design and create multimedia content like graphics, audio, video, and animations, ensuring it looks good and works well.

vii. Meeting supervisor at least **SEVEN (7)** times each semester to discuss research/project progress.

10. ASSESSMENT ITEMS

The assessment of the AP1 project will be based on **FIVE (5)** key components. Components i, iii, iv, and v are to be assessed by the **supervisor**, while component ii is by the **assessors** whom the AP1 committee will appoint:

i. **Needs Analysis Report** (**25% by the supervisor**): A document that identifies the client's or user's needs and how the project will address them.

ii. **Project Proposal Defend/Pitching** (**10% by the assessor**): A comprehensive presentation where students defend their project to the **assessor**.

iii. **Project Proposal** (**30% by the supervisor**): Students must submit a detailed proposal outlining their project idea, including objectives, methodology, and expected outcomes.

iv. **Low-Fidelity Prototype** (**30% by the supervisor**): An initial project version demonstrating its core features.

v. **Student's Ethics and Professionalism** (**5% by the supervisor**): An evaluation by the supervisor based on the student's engagement, effort, and progress throughout the project.

11. COURSE ACTIVITIES

Table 2

Course Activities

WEEK	CLO	ACTIVITY	ACTION REQUIRED	REMARKS
Before semester begins		Pre-briefing on Academic Project 1 (AP1)	**AP Committee:** Prepare related forms and rubrics to be given to students. Release a project registration form to students via Google Forms. A link will be given during the briefing session.	
1	1, 4	Briefing on Academic Project 1 (AP1)	**AP Committee:** Provide briefing on the criteria and requirements of the project. Assign a supervisor to each student before the semester begins. **Supervisor:** Meet with potential supervisees and explain the expectations of the project. **Student:** Attend the briefing. The students must approach the supervisor to discuss the idea of the project. Fill out the form and submit related information. The students need to select a topic of interest and potential supervisor. The students will be assigned a supervisor.	Briefing session Week 12 of the previous semester – Briefing session Week 14 of the previous semester - Submit Academic Project 1 (AP1) form
2	1, 4	Meeting with supervisor – pre-needs analysis (user/client)	**Supervisor:** Attend the briefing given by the AP committee. Discuss the information related to the needs analysis. Provide feedback to students. **Student:**	

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			Discuss in detail the selected project.	
			Analyse the needs and requirements of the project.	
			Prepare needs analysis documents (example: Permission letter, Consent form, Letter of Intent (LOI)).	
3	1, 4	Meeting with supervisor – pre-needs analysis (user/client)	**Supervisor:** Monitor student progress and provide feedback on the needs analysis requirement. **Student:** Meet with client/user. Students perform the literature search, fact findings, and discussion with their supervisors about the project scopes, objectives, and planning. Update the feedback from the client/user and supervisor.	Needs analysis report (End of week 3)
4 - 7	2, 4	Meeting with supervisor – Proposal writing	**Supervisor** Monitor student progress. **Student** Meet with client/ user if required. Meet with the supervisor and discuss their progress. The students start with proposal writing. Needs analysis must be included in the proposal.	Project Proposal Defend / Pitching slides
8	3, 4	Project Proposal Defend / Pitching	**AP Committee:** Provide a schedule for Project Proposal Defend / Pitching. Prepare for the Project Proposal Defend / Pitching Day. **Assessor** Evaluate the project proposal defence/pitching from the students' communication skills. **Supervisor**	Project Proposal defend / pitching Session

			Attend the proposal defence/pitching session.	
			Student Prepare presentation aids.	
9-12	2, 3, 4	Meeting with supervisor – low fidelity prototype design	**Supervisor** Monitor student progress. Provide feedback based on the progress of the low-fidelity prototype design. **Student** Meet with client/ user if required. Meet with the supervisor and discuss their progress. The students start with a low-fidelity prototype design.	
13-14	1, 3, 4	Meeting with supervisor – Low fidelity prototype design	**Supervisor** Monitor student progress. Provide feedback based on the progress of the low-fidelity prototype design. Assess student characteristics throughout the supervision process. **Student** Meet with client/ user if required. Meet with the supervisor and discuss their progress. The students start with the low-fidelity prototype design. Complete the low-fidelity prototype by Week 14. The students need to present the low-fidelity prototype.	Completed low-fidelity prototype **Suggestion:** **Construction of the fully functional multimedia prototype should begin before the semester of AP2 starts**

12. PROPOSAL DEFEND GUIDELINE

PART 1. PREPARATION

i. **Understand the Proposal:**

    a. Know the project inside out.

    b. Be clear on the objectives, methodology, and expected outcomes.

    c. Provide a 5-minute presentation aid and 5 minutes Q&A session.

ii. **Anticipate Questions:**

    a. Think about potential questions and prepare answers.

    b. Practice with peers or mentors.

PART 2. PRESENTATION

i. **Organise the Presentation Aid:**

    a. Introduction (Purpose and Objectives)

    b. Problem Statement (Issues/Problems)

    c. Literature review (Comparative analysis of current related project and key references – theories/models/principles/frameworks)

    d. Methodology (Design and development model)

    e. Expected project outcome descriptions

    f. Conclusion (Significance and future progress)

PART 3. DELIVERY

1. **Engage the Audience:**

    a. Maintain eye contact and use confident body language.

    b. Speak clearly and at a moderate pace.

2. **Use Visual Aids:**

    a. Incorporate charts, graphs, and images to illustrate points.

    b. Avoid putting too much information in the presentation aids.

This presentation aids layout is designed to guide students through the key aspects of defending their proposals effectively. The students can visualise the presentation aids with icons, bullet points, and minimal text to make it engaging and easy to follow. The students are free to determine the tools to create the presentation aid. The presentation's duration given is within **5 minutes**.

13. GUIDELINE FOR ETHICS AND PROFESSIONALISM FOR MULTIMEDIA PROJECT STUDENTS

Based on the ethics rubrics provided, here are essential guidelines to help students uphold ethics and professionalism in their multimedia projects.

1. Ethical Awareness

- **Understand Ethical Principles**: Students must clearly understand ethical principles such as fairness, respect, and responsibility in their project work.

- **Make Responsible Choices**: Consistently apply ethical principles in decision-making, such as ensuring that all multimedia content is sourced legally and with proper attribution.

- **Avoid Plagiarism**: Ensure all written content, images, audio, and other media are original or properly credited.

Example: When sourcing media for the project, ensure all materials are free to use or obtain proper licenses.

2. Integrity

- **Honesty and Transparency**: Be honest when reporting project progress, acknowledging challenges, or presenting the final product. Do not misrepresent the project's capabilities.

- **Stay True to Values**: Maintain personal and academic integrity by following deadlines, reporting accurate data, and presenting original work.

Example: If a project feature does not work as planned, be transparent rather than concealing or fabricating results.

3. Professional Responsibility

- **Fulfil Professional Standards**: Take ownership of the work and follow professional guidelines. Be accountable for your role in group projects and meet deadlines.

- **Commitment to Quality**: Consistently aim to deliver high-quality work and proactively seek feedback for improvement.

Example: In a team setting, clearly communicate responsibilities, ensure timely completion of tasks, and be accountable for any delays.

4. Work Responsibility

- **Task Ownership**: Take full responsibility for assigned tasks, ensuring they are completed on time and to the best of your ability.

- **Exceed Expectations**: Go beyond the minimum requirements by demonstrating initiative and ensuring the final product exceeds expectations.

Example: If you are responsible for coding a feature, ensure it works and is optimised for performance.

5. Work Ethics

- **Commitment and Punctuality**: Be committed to the project, demonstrate reliability, and meet deadlines consistently. Maintain a positive work attitude even under pressure.

- **Professional Behavior**: Always exhibit professional behaviour by being efficient, productive, and ethical. Treat supervisors and clients (if applicable) respectfully and fairly.

Example: Maintain a work schedule, regularly attend meetings and deliver your part of the project on time.

By following these guidelines, students will demonstrate professionalism and ethical conduct throughout the multimedia project, ensuring they adhere to high standards of honesty, integrity, responsibility, and respect. These qualities will contribute to the project's success and prepare students for professional environments.

14. AI USAGE POLICY

a) Purpose of AI Usage Policies

Integrating Artificial Intelligence (AI) into multimedia projects is increasingly common and can significantly enhance creativity, efficiency, and functionality. However, the use of AI must be governed by clear policies to ensure ethical practices, academic integrity, and the originality of student work. These policies outline the acceptable use of AI tools, the responsibilities of students, and the evaluation criteria for AI-assisted work in Academic Projects.

b) Acceptable Uses of AI in Academic Projects

- **AI for Creative Assistance**:
  - o **Design and Creation**: AI tools may be used to generate design elements such as graphics, animations, and visual effects, provided the student further customises these elements.
  - o **Content Generation**: AI can be utilised to generate ideas, draft scripts, or create content as a starting point, but it must not replace the student's original input and creative decision-making.

- **AI for Technical Assistance**:
  - o **Data Processing**: AI may be employed for tasks like image recognition and data analysis or automating repetitive processes that would otherwise be time-consuming.
  - o **Optimisation and Enhancement**: AI tools may be used to optimise multimedia content, such as enhancing video quality, improving audio clarity, or refining animations.

- **AI for User Interaction**:

  - **Chatbots and Virtual Assistants**: Students may incorporate AI-driven chatbots or virtual assistants into their projects to facilitate user interaction, provided the AI enhances the user experience and is not solely responsible for it.

  - **Personalisation**: AI can be used to tailor content or user experiences based on data-driven insights as long as the student develops the underlying design and logic.

c) Prohibited Uses of AI in Multimedia Projects

- **Plagiarism and Misrepresentation**:

  - **Complete AI-Generated Content**: Submitting AI-generated work as entirely original without significant modification or input from the student is prohibited. Projects must demonstrate the student's individual effort, creativity, and understanding.

  - **Unattributed AI Content**: All AI-generated content must be appropriately cited and acknowledged. Failing to disclose the use of AI tools or claiming AI-generated content as original work constitutes academic misconduct.

- **Overreliance on AI**:

  - **Lack of Human Input**: Projects that rely excessively on AI with minimal human intervention or creative input from the student are unacceptable. AI should complement, not replace, the student's work.

  - **Automated Decision-Making**: Relying solely on AI for key project decisions, such as content selection, design choices, or narrative direction, is not permitted. Students must demonstrate their ability to make critical decisions independently of AI assistance.

d) Student Responsibilities

- **Transparency and Disclosure**:

  - **AI Usage Documentation**: Students must document the extent and nature of AI usage in their projects. This includes detailing which AI tools were used, for what purposes, and how they contributed to the final product.

  - **Ethical Considerations**: Students are responsible for ensuring that their use of AI adheres to ethical standards, including respect for intellectual property, privacy, and fairness.

- **Skill Development and Originality**:

  - **Skill Enhancement**: The use of AI should be an opportunity for students to enhance their skills, not circumvent the learning process. Students are encouraged to use AI as a tool to deepen their understanding of multimedia production.

- o **Original Contribution**: The final project must reflect the student's original ideas and contributions, with AI serving as an assistive tool rather than the primary creator.

e) Evaluation and Assessment Criteria

- **Originality and Creativity**:
  - o Projects will be assessed based on the originality of ideas and the creative application of AI. Students must demonstrate how AI-enhanced, not replaced, their creative process.

- **Transparency and Ethical Use**:
  - o The transparency of AI usage and adherence to ethical guidelines will be evaluated. Students must clearly indicate where and how AI tools were used and ensure that all AI-generated content is appropriately attributed.

- **Balance Between AI and Human Input**:
  - o Evaluators will assess the balance between AI assistance and human input. The project should showcase the student's skills and understanding, with AI serving as a supportive tool rather than a crutch.

- **Technical Proficiency**:
  - o Students will be evaluated on their technical proficiency in integrating AI tools into multimedia projects. It includes how effectively they harness AI to enhance the project while maintaining control over the creative and technical aspects.

f) Consequences of Policy Violations

- **Academic Penalties**:
  - o Violations of these AI usage policies, such as submitting AI-generated work without proper disclosure or overreliance on AI, will result in academic penalties. It may include a reduction in the project grade, failure of the course, or other disciplinary actions as deemed appropriate by the academic institution.

- **Revisions and Resubmissions**:
  - o If a project is found to violate AI usage policies, students may be required to revise and resubmit their work, with the AI-generated content removed or significantly modified to meet the guidelines.

g) **Final Considerations**

- **Innovation Encouraged**:

    o While these policies set boundaries, they are also designed to encourage innovation. Students are encouraged to explore the potential of AI creatively and ethically, pushing the boundaries of multimedia production while maintaining academic integrity.

- **Ongoing Policy Review**:

    o As AI technology evolves, these policies will be reviewed and updated to reflect new developments and ensure they remain relevant and fair. Students are encouraged to stay informed about any changes to AI usage guidelines.

This AI Usage Policy aims to ensure that students utilise AI tools to enhance their learning experience while maintaining the integrity and originality of their work.
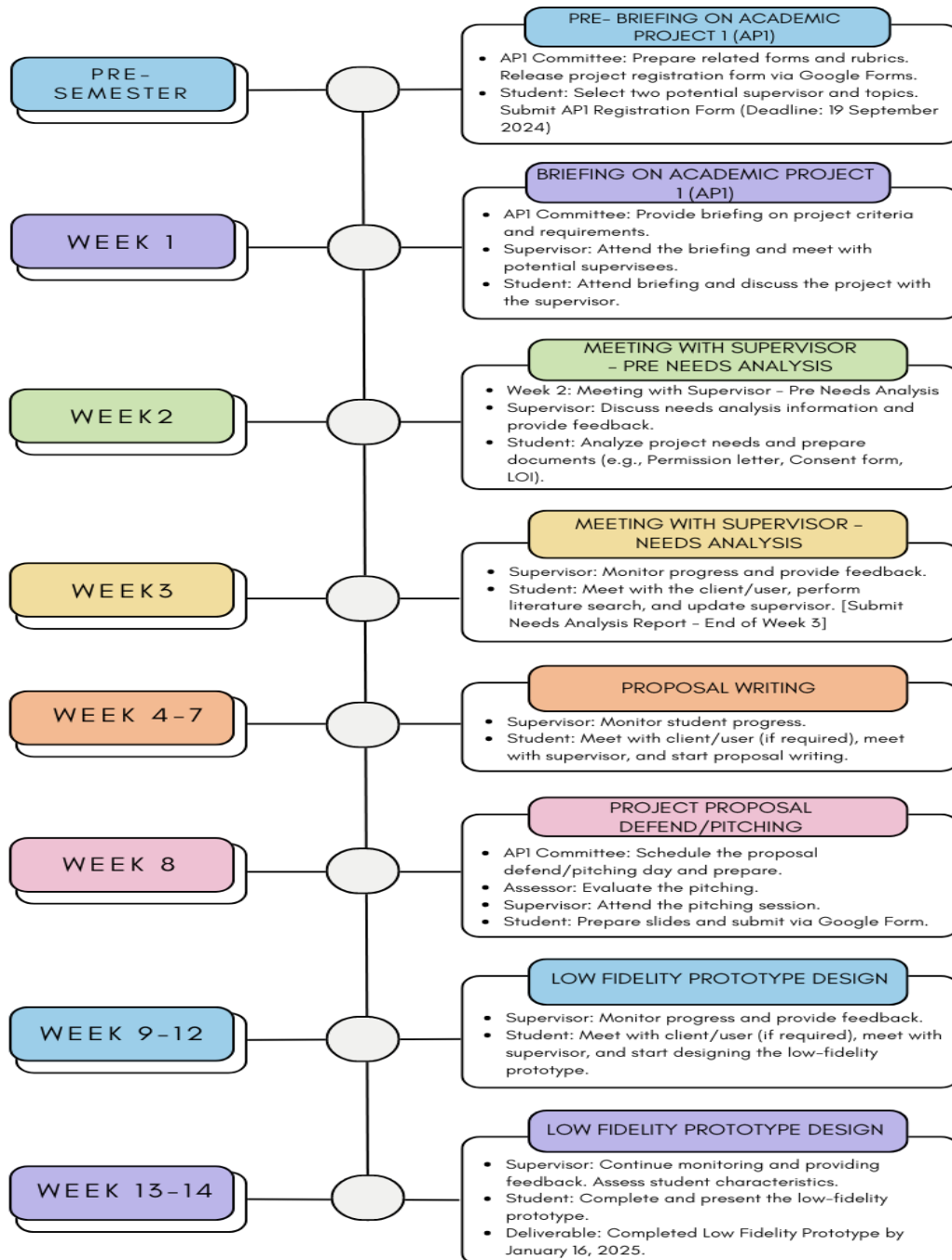
Figure 1

Work Progress Activities

WORK PROGRESS
SCVZK3993 ACADEMIC PROJECT 1

PRE-SEMESTER

PRE- BRIEFING ON ACADEMIC PROJECT 1 (AP1)
- AP1 Committee: Prepare related forms and rubrics. Release project registration form via Google Forms.
- Student: Select two potential supervisor and topics. Submit AP1 Registration Form (Deadline: 19 September 2024)

WEEK 1

BRIEFING ON ACADEMIC PROJECT 1 (AP1)
- AP1 Committee: Provide briefing on project criteria and requirements.
- Supervisor: Attend the briefing and meet with potential supervisees.
- Student: Attend briefing and discuss the project with the supervisor.

WEEK 2

MEETING WITH SUPERVISOR – PRE NEEDS ANALYSIS
- Week 2: Meeting with Supervisor – Pre Needs Analysis
- Supervisor: Discuss needs analysis information and provide feedback.
- Student: Analyze project needs and prepare documents (e.g., Permission letter, Consent form, LOI).

WEEK 3

MEETING WITH SUPERVISOR – NEEDS ANALYSIS
- Supervisor: Monitor progress and provide feedback.
- Student: Meet with the client/user, perform literature search, and update supervisor. [Submit Needs Analysis Report – End of Week 3]

WEEK 4-7

PROPOSAL WRITING
- Supervisor: Monitor student progress.
- Student: Meet with client/user (if required), meet with supervisor, and start proposal writing.

WEEK 8

PROJECT PROPOSAL DEFEND/PITCHING
- AP1 Committee: Schedule the proposal defend/pitching day and prepare.
- Assessor: Evaluate the pitching.
- Supervisor: Attend the pitching session.
- Student: Prepare slides and submit via Google Form.

WEEK 9-12

LOW FIDELITY PROTOTYPE DESIGN
- Supervisor: Monitor progress and provide feedback.
- Student: Meet with client/user (if required), meet with supervisor, and start designing the low-fidelity prototype.

WEEK 13-14

LOW FIDELITY PROTOTYPE DESIGN
- Supervisor: Continue monitoring and providing feedback. Assess student characteristics.
- Student: Complete and present the low-fidelity prototype.
- Deliverable: Completed Low Fidelity Prototype by January 16, 2025.

16. DOCUMENTATION TEMPLATES

PART 1: NEED ANALYSIS WRITING

Students must write a needs analysis report for a multimedia project, covering the project's purpose, target audience, and available resources. Use surveys, interviews, and/or other activities to gather data, prioritise needs, and provide recommendations. Conclude with a summary and next steps, including any data tools or references.

NEED ANALYSIS CONTENT

The report should follow the following content.

Project Title: [Insert Title]
Date: [Insert Date]
Prepared by: [Your Name]

1.0 Executive Summary
- **Overview:** Briefly summarise the needs analysis's purpose, scope, and key findings.
- **Key Findings:** Highlight the most critical needs identified.
- **Recommendations:** Summarise the recommended actions or solutions.

2.0 Introduction
- **Purpose of the Needs Analysis:** Explain the objectives and reasons for conducting the needs analysis.
- **Scope of the Project:** Define the boundaries of the analysis, including the specific aspects of the multimedia project that are being evaluated.

3.0 Identifying Users and Uses
- **Primary Users:** Identify the main stakeholders who will use the results of the needs analysis (e.g., project managers, instructional designers, teachers).
- **Intended Uses:** Clarify how the needs analysis will be used (e.g., to inform project design, to allocate resources, to guide content development).

4.0 Description of the Target Population and Service Environment
- **Target Population:** Describe the demographics, characteristics, and specific audience needs the multimedia project aims to serve.
  - Age group
  - Educational background
  - Technological proficiency
- **Service Environment:** Outline the context in which the project will be implemented, including:
  - Existing technology infrastructure
  - Access to resources (hardware, software, internet)
  - Organisational culture and readiness for multimedia integration

5.0 Identifying Needs
- **Data Collection Methods:** Describe the methods used to gather information about the target population's needs, e.g.,

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- o Surveys and Questionnaires
- o Interviews
- o Focus Groups
- o Observations
- o Document Analysis
- o Workshops and Brainstorming Sessions
- o Content Audits
- o SWOT Analysis
- o User Personas
- o Task Analysis
- o User Journey
- **Identified Needs:** List and describe the specific needs identified during data collection.
  - o Example Need 1: [Describe]
  - o Example Need 2: [Describe]
  - o Example Need 3: [Describe]
- **Current vs. Desired State:** Compare the current situation with the desired outcomes to highlight gaps.

6.0 Assessing the Importance of Needs
- **Prioritisation Criteria:** Explain the criteria for prioritising needs (e.g., impact, urgency, feasibility).
- **Prioritised Needs:** Present the needs in order of importance, with a rationale for their ranking.
  - o High-Priority Needs: [List]
  - o Medium-Priority Needs: [List]
  - o Low-Priority Needs: [List]

7.0 Recommendations
1. **Recommended Actions:** Provide detailed recommendations for addressing the identified needs.
   - o Action 1: [Describe recommended action and its expected impact]
   - o Action 2: [Describe recommended action and its expected impact]

8.0 Conclusion
1. **Summary of Findings:** Recap the key findings and the most critical needs identified.
2. **Next Steps:** Outline the next steps in the project development process based on the needs analysis.

9.0 Appendices
- **Data Collection Instruments:** Include copies of any surveys, interview guides, or other tools used to collect data.
- **Additional Data:** Provide any additional data or detailed information that supports the findings.
- **References:** List any sources or references used in conducting the needs analysis.

[Your Name]
[Your Title]
[Contact Information]

17. RUBRICS FOR NEEDS ANALYSIS REPORT (25%)

Rubric LOC2: Cognitive Skills

Cognitive skills involve thinking or intellectual capabilities and applying knowledge and skills. The capacity to develop intellectual skills progressively begins from understanding, critical/ creative thinking, assessment, applying, analysing, problem-solving, and synthesising to create new ideas, solutions, strategies, or new practices. These skills enable learners to search and comprehend new information from various knowledge and practices.

CRITERIA	NOT AVAILABLE (0)	BELOW BASIC (1)	BASIC (2)	PROFICIENT (3)	ADVANCE (4)
Problem Identification (*The process of recognising and identifying an issue that may cause a problem or conflict.*)	Fails to identify problems or misunderstands the core issues.	Identifies problems with limited accuracy, missing several key issues.	Identifies problems with moderate accuracy, though some key issues may be overlooked.	Identifies problems accurately, recognising key issues effectively.	Clearly identifies complex problems and underlying issues with depth and clarity.
Analysis (*The process of separating or detailed examination of gathered, measured, or collected data, into smaller elements for decision-making or interpretation*)	Lacks analysis or misinterprets the data and information provided.	Conducts limited analysis, addressing only a few relevant factors or relationships.	Conducts basic analysis, addressing some relevant factors and relationships.	Conducts thorough analysis, considering most relevant factors and relationships.	Demonstrates sophisticated analysis, systematically examining all relevant factors and relationships.
Synthesis (*The combination or composition of small parts to form a whole idea, new solution, or system*)	Fails to synthesise information or generate new ideas or solutions.	Presents information without meaningful synthesis or originality.	Synthesises information adequately, generating some new ideas or solutions.	Synthesises information effectively, generating new ideas and solutions.	Integrates information and ideas creatively, producing original insights and solutions.
Decision-Making (*The thought process of selecting a solution from several alternatives.*)	Fails to make meaningful decisions.	Makes decisions impulsively or without adequate analysis or evaluation.	Makes decisions based on limited analysis or evaluation of options.	Makes sound decisions based on analysis and evaluation of options.	Makes well-reasoned decisions based on thorough analysis and evaluation of options.
Application (*The action of putting ideas or solutions into operation to solve problems*)	Fails to apply concepts and/or theories/ principles/gui delines to solve problems effectively.	Applies concepts and/or theories/ principles/guideli nes inconsistently or inaccurately to solve problems.	Applies concepts and/or theories/ principles/guideli nes adequately to solve basic problems in familiar contexts.	Applies concepts and/ or theories/ principles/ guidelines appropriately to solve problems in various contexts.	Applies concepts and/or theories/ principles/guidelines effectively to solve complex problems in a variety of contexts.
Comprehension (*Indicates that the individual able to understand and interpret information effectively.*)	Have difficulty understandin g even simple information.	Often struggle to comprehend complex ideas.	Can understand most information, but sometimes have trouble with certain concepts.	Generally able to understand and interpret information accurately.	Have no difficulty understanding and interpreting even the most complex information.
Performance	Very poor Performance	Poor Performance	Satisfactory Performance	Good Performance	Excellent Performance

(Indicates that the individual exceeded expectations, demonstrating exceptional skill, understanding, and execution.)					20
Completion *(Indicates that the task or activity was fully completed to a high standard, with no errors or omissions.)*	Not Completed	Partially Completed	Completed with Errors	Completed with Minor Errors	Fully Completed
TOTAL					**/32**
TOTAL PERCENTAGE					**/25%**

18. RUBRICS FOR ETHICS AND PROFESSIONALISM (5%)

Rubrics LOC5: Ethics and Professionalism

Ethics is the discipline of dealing with good and bad things with moral commitment and responsibility. University students should acquire academic responsibility and integrity and practice self-discipline to demonstrate ethics. Professionalism is how students respond to required standards and take responsibility for meeting them. Professionalism was applied through characteristics, behaviours, commitments, values, and goals. In contrast, professionalism leads to successful work and a positive reputation.

CRITERIA	NOT AVAILABLE (0)	BELOW BASIC (1)	BASIC (2)	PROFICIENT (3)	ADVANCE (4)
Ethical Awareness (*Students are able to demonstrate the ethical principles used/applied in the given task.*)	Cannot demonstrate awareness of ethical principles and issues.	Shows some awareness of ethical principles but inconsistently applies them.	Consistently demonstrates awareness of ethical principles and their importance.	Applies ethical principles effectively and consistently in decision-making.	Exemplifies exceptional ethical awareness and consistently acts in accordance with high ethical standards.
Integrity (*Students are able to demonstrate the integrity used/applied in the given task.*)	Does not perform a task with trust, honesty, sincerity, and transparency	Perform a task with limited trust, honesty, sincerity, and transparency	Perform a task with acceptable trust, honesty, sincerity, and transparency	Perform a task with trust, honesty, sincerity, and transparency in most situations	Always perform a task with trust, honesty, sincerity, and transparency in most situations
Professional Responsibility (*Students are able to demonstrate the professionalism applied in doing the given task.*)	Cannot take responsibility for professional responsibility and commitments.	Occasionally takes responsibility for professional responsibility but may require reminders.	Consistently accepts and fulfills professional responsibilities and commitments.	Takes proactive responsibility for professional responsibility and exceeds expectations.	Demonstrates exceptional dedication to professional responsibilities and consistently exceeds expectations.
Ethical Decision-Making (*If group task/peer evaluation*) (*Students are able to demonstrate ethical decision-making in doing the given task.*)	Struggles to make ethical decisions and often opts for shortcuts or unethical choices.	Occasionally makes ethical decisions but may not consistently choose the most ethical option.	Demonstrates the ability to make ethical decisions consistently and ethically sound choices.	Excels in making ethical decisions, consistently selecting the most ethical option.	Exceptional in ethical decision-making, consistently choosing the most ethical and principled course of action.
Respect for Others (*If group task/peer evaluation*) (*Students are able to demonstrate respect among peers in doing the given task.*)	Cannot display respect for the opinions and perspectives of others.	Occasionally shows respect for the opinions and perspectives of others.	Consistently respects the opinions and perspectives of others, promoting inclusivity.	Demonstrates a high degree of respect for others, fostering a diverse and inclusive environment.	Exemplifies exceptional respect for others, creating an inclusive and respectful atmosphere.
Work Responsibility (*Students are able to demonstrate the work responsibility*	Does not perform any assigned tasks.	Does not perform assigned tasks within the scope of work even with close supervision	Perform assigned tasks within the scope of work and meet expectation	Perform assigned tasks within the scope of work and exceed expectation	Perform assigned tasks beyond the scope of work and beyond expectation

applied through the given task.)

Work Ethics *(Students are able to demonstrate the work ethics applied through the given task.)*	Does not practice any working culture such as bad morals, no punctuality as well as being inefficient, unproductive, and unethical at work	Practice less appropriate working culture such as inconsistent behavior, less punctuality as well as being less efficient, productive and ethical at work in many situation	Practice good working culture such as good morals, punctual as well as being efficient, productive and ethical at work in general	Practice good working culture such as good moral, punctual as well as being efficient, productive and ethical at work in most situation	Always practice excellence working culture such as good moral, punctual as well as being efficient, productive and ethical at work in all situations
TOTAL					**/28**
TOTAL PERCENTAGE					**/5%**

PART 2: PROPOSAL WRITING AND DEFENSE

A. PROPOSAL WRITING

REPORT CONTENT

The report should follow the following content. The proposal **should not exceed 50** pages (excluding references and appendices).

COVER PAGE

TABLE OF CONTENT

ABSTRACT

INTRODUCTION

Background of Study
Problem Statement
Objective
Scope of Study

LITERATURE REVIEW
Previous Works
Multimedia principles/theories

RESEARCH METHODOLOGY
Introduction to the research method
Detail phases/activities

PROJECT REQUIREMENT
Requirement Gathering
Requirement Analysis
Target Audience
Eg – Demographics, Psychographics, Accessibility Needs etc).

Content Requirements
Eg - Types of Media, Content Style etc

Application/System Overview
Eg – ERD, DFD, Flow Chart, Information Architecture etc

Functional Requirements
Non-functional Requirements
Technical Requirements
Accessibility Requirements
(suggestion and not limited to)

FEASIBILITY STUDY
Budget
Gantt Chart

CONCLUSION

REFERENCES

COVER PAGE

ABSTRACT

The abstract should contain 200 -300 words. An Abstract summarises the significant aspects of the project. It is usually one paragraph long and should succinctly summarise the paper's purpose, methods, significant results, and author's imprecations and conclusions. **Avoid citing references** in the abstract. Use active rather than passive voice (but without personal pronouns). Abbreviations should be introduced at the first mention in the text. The abstract should be typed in **1.15-spaced**, using **Calibri** font with **11 points justified.**

- **Problem/Issues** – Describe the problem or current situation that drives the project proposal.
- **Purpose** – State the purpose of the proposal and provide the study's background.
- **Methodology** – Summarise the study's methodology, including the scope, the number and selection of participants, study design, procedures, interventions, or experimental manipulations, and primary outcome measures.
- **Expected Findings** – State the expected findings, including conclusions from the data and their implications.
- **Impact on Society (if applicable)** – Explain the study's potential societal impact.
- **Significance** – Identify the beneficiaries and highlight what is innovative or new about the study.

FORMATTING

The page size MUST be set to **A4 (210 × 297 millimetres or 8.27 × 11.69 inches)** on your Microsoft Word application's Layout—"Page Setup"—Paper tab. Set the document's margins to 1" for the top, bottom, left, and right margins. The text should be typed in one column and **1.15-spaced**. Use **Calibri** font with **11 points,** and **justify** for the entire paper. All paragraphs should have a consistent length of words, preferably between 150 and 180.

HEADING AND SUBSECTION HEADS

The Section Heading, primary Heading, or **First-Level heading** should be left justified, bold-faced, and capitalised using **12-point Calibre**. Sub-section heads, secondary headings, and second-level headings should be bold-faced and 11-point in upper and lower case, as shown. For subsection heads, a word like "*the*" or "*a*" is not capitalised unless it is the first word of the header.

LEVEL	FORMAT
1	**FLUSH LEFT, BOLD, UPPERCASE** The text begins indented as a new paragraph.
2	**Flush Left, Bold, Title Case Heading** The text begins as a new paragraph.
3	***Flush Left, Bold Italic, Title Case Heading*** The text begins as a new paragraph.

4	***Indented,*** **Flush Left, Bold, Title Case Heading** Text begins on the same line and continues as a regular paragraph.
5	***Indented, Bold Italic, Title Case Heading, Ending with a Period.*** Text begins on the same line and continues as a regular paragraph.

TABLES AND FIGURES

Tables and figures should be placed immediately after the paragraph in which they are mentioned. **All figures should be in high resolution and readable. Authors are encouraged to submit the original format and file of the figures if they are created using other software.** Number tables consecutively and use table numbers when referencing a table (Table 1, Table 2, 3...). Use uppercase and lowercase letters for the title of the tables, as shown here. The table caption must briefly explain the contents of the table. **Round off to two decimal digits of accuracy** while reporting correlations, proportions, and inferential statistics such as t, F, and x2. **The table and figure should be in a Word document, not an image.**

Table 1
Sample of Transformed Rainfall Data

Rainfall data	Normalised classes	Linguistic variable	Fuzzy discretisation
172.10	0.08	Very low	1
173.33	0.13	Very low	1
175.88	0.24	Very low	1
176.15	0.25	Low	2
178.54	0.35	Low	2
181.65	0.49	Moderate	3
183.19	0.55	Moderate	3

Place and label figure captions below each figure in sentence case letters. Use appropriate colours or shades for the chart. See Figure 1 for an example.

Figure 1
An Example of a Chart Represented in A Shaded Pattern
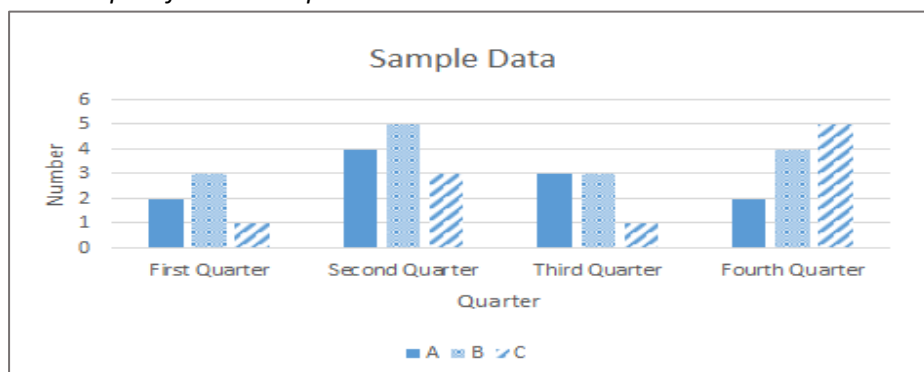
REFERENCES

References are using the **American Psychological Association (APA) 7th Edition**. All references must be relevant, cited and placed after the final section of the proposal. Each reference must be consistent and follow the stated referencing style**. Minimum** number of references is **twelve (12).**

In-text citations and references must be formatted using the **APA 7th STYLE**. References, only of works cited, should be listed in full at the end of the paper arranged alphabetically. Authors are encouraged to use Reference Manager, which includes EndNote, Mendeley, and Zotero, to organise the citations and references. Please remove the reference manager field codes when submitting a paper to the journal. Please refer to Table 2 for some examples of writing the in-text citations.

Table 2

Example of Writing in-Text Citations using APA 7th Edition

Number of authors of the reference	Citation at the end of the sentence	Citation in the sentence
1 Author	(Forouzan, 2007)	Forouzan (2007) proposed …
2 Authors	(Wegener & Petty, 1994)	Wegener and Petty (1994) suggested …
3+ Authors	(Morgan et al., 2017)	The study by Morgan et al. (2017) found …

Notes. In-text citations have been simplified and made easier: For works with three or more authors, include the name of only the first author and the abbreviation "et al." in every in-text citation, even the first time a citation appears.

SUBMISSION

- Ensure that the completed proposal follows the provided guidelines and template. Save the proposal as a **Word document**, naming the file with your matriculation number, name, and the assignment title (e.g., **MatricNo_Name_Proposal.doc**).
- The proposal must be screened for plagiarism using Turnitin.   The **similarity index** must be less than **20 %**.
- The Supervisor must endorse both the Turnitin Originality Report and proposal before submission to the system.
- **Submit** your proposal **before the deadline** set by your supervisor.

19. RUBRICS FOR PROPOSAL REPORT (30%)

Rubric LOC2: Cognitive Skills

The proposal will be evaluated using cognitive skill rubrics. Cognitive skills involve thinking or intellectual capabilities and applying knowledge and skills. The capacity to develop levels of intellectual skills progressively begins from understanding, critical/ creative thinking, assessment, applying, analysing, problem-solving, and synthesising to create new ideas, solutions, strategies, or new practices. These skills enable learners to search and comprehend new information from various fields of knowledge and practices.

CRITERIA	NOT AVAILABLE (0)	BELOW BASIC (1)	BASIC (2)	PROFICIENT (3)	ADVANCE (4)
1. Problem Identification (*The process of recognising and identifying an issue that may cause a problem or conflict which explain in the* **introduction** *section.*)	Fails to identify problems or misunderstands the core issues which stated in the **introduction** section.	Identifies problems and its related issues in the **introduction** section with limited accuracy, missing several key issues.	Identifies problems and its related issues in the **introduction** section with moderate accuracy, though some key issues may be overlooked.	Identifies problems and its related issues in the **introduction** section accurately, recognising key issues effectively.	Clearly identifies complex problems and underlying issues in the **introduction** section with depth and clarity.
2. Analysis - Previous Work (*The process of separating or detailed examination of gathered, measured, or collected data, into smaller elements for decision-making or interpretation in the previous work part*)	Lacks analysis or misinterprets the data and information provided in the **previous work** part.	Conducts limited analysis, addressing only a few relevant factors or relationships in the **previous work** part.	Conducts basic analysis, addressing some relevant factors and relationships in the **previous work** part.	Conducts thorough analysis, considering most relevant factors and relationships in the **previous work** part.	Demonstrates sophisticated analysis, systematically examining all relevant factors and relationships in the **previous work** part.
3. Analysis - Research Methodology (*The process of separating or detailed examination of gathered, measured, or collected data, into smaller elements for decision-making or interpretation research*	Lacks analysis or misinterprets the data and information provided in the **research methodology** section.	Conducts limited analysis, addressing only a few relevant factors or relationships in the **research methodology** section.	Conducts basic analysis, addressing some relevant factors and relationships in the **research methodology** section.	Conducts thorough analysis, considering most relevant factors and relationships in the **research methodology** section.	Demonstrates sophisticated analysis, systematically examining all relevant factors and relationships in the r**esearch methodology** section.

CRITERIA	NOT AVAILABLE (0)	BELOW BASIC (1)	BASIC (2)	PROFICIENT (3)	ADVANCE (4)
methodology section)					
4. Synthesis (Project Requirement - Gathering) *(The combination or composition of small parts to form a whole idea, new solution, or system)*	Fails to synthesise the **Project Requirement – gathering** Information to generate new ideas or solutions of the proposed project.	Presents information of **Project Requirement – gathering** without meaningful synthesis or originality.	Synthesises the information in **Project Requirement – gathering** adequately, in generating some new ideas or solutions for the proposed project.	Synthesises the information in **Project Requirement – gathering** effectively to generating new ideas and solutions.	Integrates information and ideas creatively in the **Project Requirement – gathering** in order to produce original insights and solutions.
5. Synthesis (Project Requirement - Analysis) *(The combination or composition of small parts to form a whole idea, new solution, or system)*	Fails to synthesise **Project Requirement - Analysis** information to generate new ideas or solutions of the proposed project.	Presents information of **Project Requirement - Analysis** without meaningful synthesis or originality.	Synthesises the information in **Project Requirement - Analysis** adequately, in generating some new ideas or solutions for the proposed project.	Synthesises the information in **Project Requirement - Analysis** effectively to generating new ideas and solutions.	Integrates information and ideas creatively in the **Project Requirement - Analysis** in order to produce original insights and solutions.
6. Decision-Making *(The thought process of selecting a solution from several alternatives.)*	Fails to make meaningful decisions in proposing **Budget & Gant Chart** .	Makes decisions impulsively or without adequate analysis or evaluation in proposing **Budget & Gant Chart** .	Makes decisions based on limited analysis or evaluation in in proposing **Budget & Gant Chart**	Makes sound decisions based on analysis and evaluation in proposing **Budget & Gant Chart**	Makes well-reasoned decisions based on thorough analysis and evaluation in proposing **Budget & Gant Chart**
7. Application (Multimedia Concepts/Principles) *(The action of putting ideas or solutions into operation to solve problems in mm principles/theory part)*	Fails to apply **multimedia concepts and/or theories/ principles/guidelines** to the proposed project effectively.	Applies **multimedia concepts and/or theories/ principles/guidelines** inconsistently or inaccurately to the proposed project.	Applies **multimedia concepts and/or theories/ principles/guidelines** adequately to the proposed project in familiar contexts.	Applies **multimedia concepts and/or theories/ principles/guidelines** appropriately to the proposed project.	Applies **multimedia concepts and/or theories/ principles/guidelines** effectively to the proposed project.
8. Application (Referencing Styles) *(The action of putting ideas or solutions into operation to solve problems style section)*	Fails to apply **the stated referencing styles** effectively in the proposal.	Applies **the stated referencing styles** inconsistently or inaccurately to proposal.	Applies **the stated referencing styles** adequately in the proposal.	Applies **the stated referencing styles** appropriately in the proposal.	Applies **the stated referencing styles correctly and** effectively in the proposal.
TOTAL					**/ 32**
TOTAL PERCENTAGE					**/30%**

PART B: PROPOSAL DEFENCE

GENERAL INFORMATION

- The proposal will be examined by **TWO (2)** accessors/panels that the AP1 committee will appoint. The students will be called to defend their proposal according to the schedule set up in week 7.
- The students must prepare the slide presentation and present the proposal in 10 minutes plus 5 minutes of Q&A.
- Presentations will be conducted face-to-face only; there will be no virtual sessions. The presentation schedule is final. Any changes are not allowed.

PRESENTATION TIPS:

- Practice your timing: Ensure your presentation is within the 10-minute limit. Practice speaking at a steady pace.
- Engage the panel: Maintain eye contact, speak clearly, and confidently explain your proposal.
- Anticipate questions: Be prepared for potential questions based on your proposal. Have detailed answers ready for the Q&A session.

PRESENTATION SLIDES

A. Slide Creation Tools:
   - Use tools like Canva or Microsoft PowerPoint to create professional and engaging slides.
   - Ensure slides are well-organised and visually appealing, using available templates for consistency.

B. General Structure:
   i. Introduction
      - Background of the Study / Problem Statement / Objectives / Scope of the Study
   ii. Literature Review
      - Previous Works / Multimedia Principles/Theories
   iii. Research Methodology
      - Introduction to the Research Method
      - Detail Phases/Activities
   iv. Project Requirements
      - Requirement Gathering Methods / Requirement Analysis / Target Audience / Content Requirements / Application or System Overview
      - Functional Requirements / Non-functional Requirements
      - Technical Requirements
      - Software, hardware, network infrastructure, and other technical tools required.
   v. Feasibility Study

- Analyse the feasibility of the project from various perspectives, including financial, operational, and technical.
    vi.   **Budget**
    vii.   **Gantt Chart**
    viii.   **Conclusion**

C.   **Design Tips:**
- Please keep it simple: Use minimal text on each slide. Aim for bullet points rather
- than long paragraphs.
- Consistency: Maintain consistent fonts and colours throughout the slides.
- Visuals: Use relevant images, charts, or graphs to support your points.
- Readability: Ensure that text is large enough to be read from a distance. Use
- Contrast colours between the background and text for visibility.

20. RUBRICS FOR PRESENTATION (10%)

Rubrics LOC3c: Communication Skills (Oral)

Communication skills generally refer to the student's ability to communicate effectively in oral contexts. It emphasises the skills needed to convey information, ideas, and arguments clearly through spoken presentations or discussions. Key aspects include proficiency in public speaking, effective listening, interpersonal communication, and adapting speech to diverse audiences and purposes. The outcome also highlights the importance of articulating ideas coherently, using appropriate tone, non-verbal cues, and body language to enhance the effectiveness of oral communication in both academic and professional settings.

Attribute	Not Available (0)	Below Basic (1)	Basic (2)	Proficient (3)	Advance (4)
Knowledge and Content *(Demonstrates understanding and familiarity with the subject matter)*	Demonstrates a lack of understanding of the subject matter. Content is irrelevant or inaccurate	Shows limited understanding of the subject matter, with significant gaps in knowledge or relevance. Content is quite relevant and accurate.	Demonstrates a basic understanding of the subject matter, but some key points or details may be lacking or unclear. Content is relevant, and accurate.	Shows a strong understanding of the subject matter. Content is very relevant and accurate.	Demonstrates exceptional knowledge of the subject matter. Content is very relevant and thoroughly accurate.
Clarity and Delivery *(The ability to communicate well and organise thoughts.* *Delivery: Demonstrates effective and engaging presentation of information)*	Communication is extremely unclear, making it nearly impossible for the audience to understand the message. Articulation, pacing, and projection are severely lacking.	Communication lacks clarity, making it challenging for the audience to follow the message. Articulation, pacing, or projection needs significant improvement.	Communicates ideas with some clarity, but improvements in articulation, pacing, or projection are needed.	Communicates ideas clearly and with good articulation, pacing, and projection.	Communicates ideas clearly and effectively, with excellent articulation, pacing, and projection.
Engagement and Interaction *(The ability to engage and interact with the audience)*	Fails to engage the audience effectively. No interaction, hindering audience involvement.	Engagement with the audience is limited, and there's minimal interaction. Encouragement for questions and discussion is lacking.	Engages the audience to a satisfactory extent but could improve in terms of enthusiasm, and interaction.	Engages the audience well and demonstrating enthusiasm. Encourages some questions and discussion.	Engages the audience effectively through enthusiasm, and interaction. Encourages questions and discussion, creating an interactive and

					dynamic environment.
Expression *(Effective transmission of ideas, and intent through intonation, body language, and eye contact)*	No variation in tone and pitch, resulting in a monotonous or unclear delivery of the message. Rarely uses gestures or body movements, contributing minimally or not at all to the message. Poor or no eye contact with the audience.	Limited variation in tone and pitch, affecting the conveyance of emotions and emphasis. Uses minimal gestures or body movements, lacking in supporting or enhancing the message. Inconsistent or poor eye contact with the audience.	Adequate variation in tone and pitch, conveying emotions and emphasis reasonably well. Uses some gestures and body movements that complement the message, but may occasionally be distracting or not fully supportive. Maintains acceptable eye contact with the audience.	Demonstrates good variation in tone and pitch, effectively conveying the intended emotions and emphasis. Uses suitable gestures and body movements that complement the message. Maintains consistent eye contact, generally enhancing audience engagement.	Exceptional variation in tone and pitch that enhances the meaning and engagement of the message. Uses a wide range of appropriate gestures and body movements that significantly augment the message without being distracting. Maintains excellent eye contact throughout, enhancing audience engagement.
Adaptability and Response to Feedback *(Ability to response and adapt to audience or unexpected situation)*	Fails to adapt to unexpected situations, feedback, or questions. Responses are inadequate or inappropriate.	Struggles to adapt to unexpected situations, feedback, and questions. Responses lack depth and critical thinking.	Demonstrates some ability to adapt to unexpected situations, feedback, and questions. Responses are generally appropriate but could be improved.	Adapts well to unexpected situations, feedback, and questions. Responses are appropriate and display critical thinking.	Demonstrates exceptional ability to adapt to unexpected situations, feedback, and questions. Responses are insightful and demonstrate critical thinking.
TOTAL					**/20**
TOTAL PERCENTAGE				**(/20)*10**	**/10%**

PART C: LOW-FIDELITY PROTOTYPE

TYPES OF LOW-FIDELITY PROTOTYPE

Students must choose **ONE (1)** method to produce low-fidelity items to present the proposed concept or product.

STORYBOARD OR FLOWCHART

The recommended low-fidelity prototype is a storyboard for students producing animation, film, video, narrative-based apps, or instructional modules. Meanwhile, a flow board is the recommended low-fidelity prototype for students creating game apps. The following elements are recommended to be included in the storyboard or flowboard:
- Title
- Shot/sketch/scene/layout
- Description
- Duration
- UI Elements
- Navigations/continuity

WIREFRAME (WEB/APPS/AR/VR etc)

The recommended low-fidelity prototype for students developing apps, web content, AR, or VR is a **wireframe**. The following elements are recommended to be included in the storyboard or flowboard:
- Navigations
- Shot/sketch/scene/layout
- UI Elements
  - Navigation buttons
  - Text box
  - radio button
  - Dropbox
  - Option button
  - Etc

21. RUBRICS FOR LOW FIDELITY PROTOTYPE (30%)

Rubrics LOC3a: Practical Skills

Practical skills involve the application of theoretical knowledge to real-world scenarios, focusing on the ability to perform tasks accurately and effectively. Practical skills encompass techniques, methods, and procedures necessary for professional practice, ensuring students can operate equipment, use relevant tools, and adhere to industry standards. The aim is to foster problem-solving abilities, precision, and a capacity for practical innovation, preparing students for competency in a work environment.

Attribute	Not Available (0)	Below Basic (1)	Basic (2)	Proficient (3)	Advance (4)
Concept Clarity *(The process to transform core idea into meaningful storyboard/wireframe)*	No submission	The demonstration of functions in the storyboard/wireframe is unclear, making it difficult to understand how the product will work.	Function demonstration in the storyboard/wireframe is somewhat clear, but some functions are difficult to understand or require further elaboration.	Most functions in the storyboard/wireframe are clearly demonstrated, with only minor areas that may require further explanation or clarification.	The demonstration of each function in the storyboard/wireframe is clear and easy to understand, making it obvious how the final product will operate.
Functionality Representations *(Capability to preview potential final product capability from the storyboard/wireframe)*	No submission	Few core features of the storyboard/wireframe are previewed, and those that are included are incomplete or unclear.	The storyboard/wireframe only previews the main features, but some key functions are either missing or poorly illustrated.	Most core features in the storyboard/wireframe are well-previewed, though some minor aspects may be simplified or omitted.	The storyboard/wireframe clearly and accurately previews all core features and functions of the final product, providing a comprehensive overview of how the product will operate.
Research *(Apply the related theories/ principles/ guidelines in producing the storyboard/wireframe)*	No submission	Poor research has been carried out in the storyboard/wireframe to present the topic.	Minimal research has been carried out in the storyboard/wireframe to present the topic.	Good research has been carried out in the storyboard/wireframe to present the topic.	A thorough research has been carried out in the storyboard/wireframe to present the topic.
Work effort *(The time, energy and resources used to transform the concept to a prototype)*	No submission	The storyboard/wireframe elements were completed with minimum effort.	The student finished the storyboard/wireframe, but it could have been improved with more effort.	The storyboard/wireframe t was complete but with a bit more effort it might have been outstanding.	The storyboard/wireframe was completed, and students gave it effort far beyond that required.

Media and materials manipulation *(The process of using media and relevant materials to explain the concept via storyboard/wireframe)*	No submission	The storyboard/wireframe elements demonstrate minimal manipulation of media and materials in explaining the topic/theme.	The storyboard/wireframe elements demonstrate adequate manipulation of media and materials in explaining the topic/theme.	The storyboard/wireframe elements demonstrate good manipulation of media and materials in explaining the topic/theme.	The storyboard/wireframe elements demonstrate excellent manipulation of media and materials in explaining the topic/theme.
Techniques *(Methods, tools, and processes used to produce the storyboard/wireframe)*	No submission	Demonstrate poor techniques in producing the storyboard/wireframe to achieve the goal.	Demonstrate an adequate technique in producing the storyboard/wireframe to achieve the goal.	Demonstrate a good technique in producing the storyboard/wireframe to achieve the goal.	Demonstrate excellent techniques in producing the storyboard/wireframe to achieve the goal.
Visual appearance *(The overall looks of the storyboard /wireframe to present the concept)*	No submission	Appearance is only somewhat neat or not neat at all. Not thought out or evidence of effort was not made to create good storyboard/wireframe.	Appearance is neat but not thought out. More time was needed to show effort was made to create the storyboard/wireframe for fulfilling the concept.	Appearance is neat, well thought out, and obvious effort was made to create storyboard/wireframe to fulfil the concepts.	Appearance is neat, well thought out, and obvious effort was made to create storyboard/wireframe to fulfil the concepts.
Creativity *(The process of using imagination and innovation to produce the storyboard/wireframe)*	No submission	Shows limited creativity.	Demonstrates moderate creativity	Displays good creativity	Shows exceptional creativity
TOTAL					**/ 32**
TOTAL PERCENTAGE					**/30%**