



**RIT Center for Digital Media:
an imperative for change**

by
James C. Parasole
for the purpose of fulfilling the
Master of Arts degree in Graphic Design
at the Rochester Institute of Technology

© 1996

Table of Contents

Approvals	3
Introduction	4
Research	5
Planning Report	6
Center for Digital Media Documents	8
Correspondence	9
New Media Centers Consortium Web Sites	10
Interviews	11
Application	13
Identity Development	14
Flowchart	14
Collecting Work Produced Through the Center	15
Personnel Material	17
Background Music	17
Text	18
Poster	18
Evaluation	19
Committee Meetings	20
Northern Illinois University	20
Graphic Design Department Meeting	21
Meetings with Malcolm Spaul and Steve Kurtz	21
Conclusion	23
Appendix 1	24
Appendix 1.1	
Appendix 1.2	
Appendix 1.3	
Appendix 2	CD-ROM
Appendix 3	CD-ROM

Thesis Advisor

Professor R. Roger Remington

Date *May 21, 1996*

Thesis Committee

Professor Bruce Ian Meader

Date *5-22-96*

Professor Frank Romano

Date *5-20-96*

Department Chairperson

Professor Mary Ann Begland

Date *5-22-96*

I, James C. Parasole, hereby grant permission to the Wallace Memorial Library of RIT to reproduce my thesis in whole or in part. Any reproduction will not be for commercial use or profit.

This report will document the process through which *RIT Center for Digital Media: an imperative for change* was completed.

Before deciding upon a topic for my thesis, I did a great deal of thinking and self-observation. Interactive media is something that I became involved with during my first year at Rochester Institute of Technology. I realized that my thesis should reflect this interest and so the Center for Digital Media became an obvious choice.

The Center for Digital Media is an interdisciplinary locus of faculty and staff that advocate for new media pedagogy by providing courseware, supporting projects, establishing models and training peers in the effective use of digital media at RIT.

The Center is still new and in order to publicize it, I felt a CD-ROM would be the best option, with a home page on the World Wide Web to follow.

Planning Report

During the beginning weeks of September, 1995, after a topic for my thesis was chosen, it was necessary to construct a planning report (see Appendix 1.1). This report would document how I would proceed in developing *RIT Center for Digital Media: an imperative for change*. The main subjects that were covered were Problem Identification, Planning Outline, Research Methodology, and Time Implementation Plan.

The Problem Identification consisted of three parts – Situation Analysis, Problem Statement, and Mission Statement. The Situation Analysis realized and conveyed the need for this endeavor, for the designer, discipline, and society, as well as to the Center for Digital Media. The Problem Statement communicated the essence of this project and established the content and audience. The audience, for this project would be the RIT community, as well as, all the members of the New Media Centers Consortium and anyone interested in the Center from post-secondary students to professionals, in an academic setting. The Mission Statement became a condensed version of the Problem Statement.

The Planning Outline was a listing of everything I needed to do in order to bring this project to completion. The first section of the outline was figuring out the necessary pieces to the Problem Identification (listed above). There were other concerns that needed to be met. Such as finalizing a cost analysis, which included determining number of Syquest cartridges and CD-ROMS that would be needed, as well as figuring out monies needed to cover phone calls, faxes, and mailing expenses. Once this was formulated I needed to determine financial support, if any, from the Center for Digital Media.

The next phase of the Planning Outline was determining a need for this kind of research and analysis. This included compiling information pertaining to the forming of the Center. Such as, doing research about how the Center was constructed, gathering and reviewing planning books, and interviewing key members of the Center. In addition to finding information about the Center for Digital Media, I also needed to detail the New Media Centers Consortium and all of its members.

I then had to review some of the existing applications that supported interactive media to decide which one to use for my project. I chose to do research on this part while I was constructing the Planning Report. I focused on what each application was capable of performing, as well as my own expertise with each. I determined that Macromedia Director was the most appropriate choice for me and this project.

Once that portion of the outline was completed, I needed to review all research and determine the most significant portions, as well as collect any other material that I would need for this project, such as images and copy.

The next section of the outline was Ideation. This entailed the kinds of drafts that would be needed throughout the project and determining how the elements of all the gathered research would work together.

The remaining sections of the outline dealt with evaluation and implementation – what measures would be taken to effectively evaluate this project and what kind of presentation would be the most appropriate for the thesis show.

The next part of the Planning Report was Research Methodology. It was important to start any research with the origins of the center, including the history of the center, what the center is, and why the center exists. It was also essential to look at other centers, as well as all those who have been affected by the center.

The last portion of the report was the Time Implementation Plan. I needed to determine when I was going to complete each item of the Planning Outline in relation to the RIT calendar and the general calendar.

Center for Digital Media documents

Following the completion of the Planning Report I needed to start looking at any and all material that was produced by parties that led to the inception of the Center and by the Center itself. This included the Multimedia Planning Report, Blueprint for a Center for Digital Media, and New Media Centers Consortium Proposal.

Born out of several discussions, initiated by Dean Margaret Lucas of the College of Imaging Arts and Sciences, was the idea that digital media was going to be a powerful communication tool. Dr. Lucas then appointed a committee to draft a Multimedia Planning Report. This committee, led by Professor R. Roger Remington, set out to define multimedia and a multimedia designer, as well as multimedia applications and considerations. "The Multimedia Planning Report" became the prelude to a "Blueprint for a Center for Digital Media", a sequel report developed by a separate committee.

At the end of the fall quarter of 1994, an inter-college committee co-chaired by Professor R. Roger Remington of the College of Imaging Arts and Sciences and Professor Evelyn Rozanski of the College of

Applied Science and Technology submitted their final report on focusing the various digital media curriculum and delivery efforts that were either beginning or needed on campus. This report, "A Blueprint for a Center for Digital Media", reflected RIT's new strategic goals that addressed interdisciplinary learning and program seamlessness.

The committee recommended a structure that conformed to necessary realities, but also sought to provide alternative answers. Faculty with full or partial leave would be the Center's engine. The student courses and faculty development would be accomplished in existing labs with the Center contributing supplemental software and hardware. The Center would be independent of any one college and serve all colleges equally.

The next step of my investigations and in the evolution of the Center for Digital Media, was determining how the Center became a member in the New Media Centers Consortium. In early 1994, twelve manufacturers of digital media hardware and software including Apple, Adobe, Macromedia, Radius and others had joined with 20 founding universities to form the New Media Centers Consortium. This program is a non-profit organization committed to helping institutions enhance teaching and learning through the use of digital media. To be considered for participation, institutions must submit a proposal detailing how its New Media Center will meet the goals and objectives of the program.

In 1995, the NMC had over 100 universities apply, and thanks to Christine Geith and Professor Frank Romano, who co-wrote the Center for Digital Media's proposal, RIT was one of the 32 universities selected. The selection committee stated that they made an effort to identify those "institutions around the world best suited to serve as models for innovation both on campus and in their communities"

Correspondence

I felt that an important step during this process would be to contact all the academic members of the New Media Centers Consortium. At that time there were fifty two colleges and universities across the world that had been accepted to the NMC over the previous two years (see Appendix 2.1 on CD-ROM).

I had decided that the quickest and most accessible way to contact all of the members would be through electronic mail. In my letter I introduced myself and described the nature of my project. I also requested any information about their own Center and any advice they may have in approaching this kind of project. In addition to the members of the NMC, I also contacted the headquarters of the NMC in San Francisco, California, to request the same information.

About one-third of the members responded to my inquiries. All of the replies extended positive wishes throughout my project. However, every school did not have information they could send that would supplement the information in their web sites on the World Wide Web.

New Media Centers Consortium Web Sites

Following the suggestions from the members of the NMC, I viewed all available data on the WWW. There were twenty six web sites, out of fifty two members, from which I gathered information.

This process allowed me to view the information that each member felt was important enough to show the world (see Appendix 2.2 on CD-ROM). This not only provided relevant information, but I was also able to determine how each member constructed their web site, in terms of an informational hierarchy. Some of the questions that I had

begun to raise was, do I show everything about the Center for Digital Media? Do I only show the accomplishments? How do I construct my program, from a hierarchy perspective?

I then copied all available text from each member's web site to evaluate them at one glance (see Appendix 2.2 on CD-ROM). As I began to view all the information, I discovered some common threads throughout each member's information. There were several topics that the members felt were important enough to include in their site. These included an introduction, a mission statement, an abstract, a description of their background, their methodology, and their deliverables (see Appendix 2.3 on CD-ROM).

As I began to experience some of the similarities between each site, an informational hierarchy for this project became evident. This step provided the most valuable information. Without a beginning understanding of how to organize all of the information I was collecting from the Center for Digital Media, this project would have stagnated in mediocrity.

Interviews

Another step in determining information that would be most valuable to portray to those who are interested in the Center for Digital Media, was to interview some of the people who are involved with the Center (see Appendix 2.4 on CD-ROM).

This phase provided some invaluable information as each interviewee gave insight into what they person felt was important, based on their own experiences with the Center. For instance, Christine Geith, a member of the Advisory Board, was very concerned with the funding of the Center and how the accomplishments of the Center needed to

be publicized. Frank Romano, also a member of the Advisory Board, focused on the benefits of what the Center, still in their infancy, can do to enhance teaching and learning through digital media.

In addition to all of the information I gathered comparing web sites from each member of the NMC, these interviews provided an insight to RIT's addition to the NMC and determining what information was important enough to emphasize.

Application

Identity Development

As the research phase of this projects development began to end and the application phase started, I realized a need for an identity for this project. To satisfy this need, January, 1996, was devoted to constructing an identity that would be integrated into an introduction leading into this project (see Appendix 2.6 on CD-ROM).

One of my main concerns in developing an identity involved the existing mark for the Center for Digital Media. I didn't want to develop a whole new identity for the Center, but rather an identity for my project, *RIT Center for Digital Media: an imperative for change*. While I didn't want to use the existing mark, I still wanted to use the inherent qualities of that mark, so as not to suggest an entirely different identity.

During the initial stages of development, I returned to the World Wide Web to audit the identities of the members of the New Media Centers Consortium (see Appendix 2.5 on CD-ROM). I wanted to determine how each mark represented each member.

Throughout the development of the identity, it became evident that the introduction would show a construction of the identity. This is meant to show the user what each element of the identity means.

Flowchart

Following the introduction, it was necessary to begin developing a shell for my thesis. To begin, I reviewed all of the information I had gathered while viewing the web sites of each NMC member. From all of that information, I developed a preliminary outline detailing some of

the topics I felt were important enough to include. I also took into consideration the comments I had received from the interviews I had conducted.

With a first draft in hand, I along with my thesis chairman, Professor R. Roger Remington, who is also a member of the Advisory Board, scheduled a meeting with Professor Malcolm Spaul, the Director of the Center, and several other members of the Advisory Board. The purpose of this meeting was to discuss the flowchart and evaluate the informational hierarchy I had developed.

Each person discussed their concerns and recommendations on how they felt the Center would be best portrayed in this project. I re-designed the flowchart, taking into consideration all of the comments and suggestions from that and further meetings with Professor Malcolm Spaul. After several revisions (see Appendix 1.2), we had decided upon the most appropriate way to organize the information, and I was able to proceed with my project.

Collecting Work Produced Through the Center

The Center for Digital Media coordinates various courses, workshops, and projects allowing students, faculty, and staff to enhance their digital media capabilities. One of the most important sections of my project is the accomplishments section. To fully portray the benefits that the Center offers, it is important for the user to see the kind of work that is being produced.

In order to do this, I had to do a tremendous amount of digging and requesting of projects from those who had attended the courses and workshops provided by the Center. The first task was to collect everything. When all told, I had obtained about 500 megabytes worth of projects – almost an entire CD-ROM worth of projects.

The kinds of projects included digital imagery, layouts demonstrating design principles, such as typography and composition, examples of video digitizing, computer animations, interactive projects – large and small, and examples of personal web sites. Once I had collected everything, I needed to sort through it all to determine the most appropriate and most proficient projects that effectively demonstrate the ideals the Center would like to communicate.

Once the decision was made as to which projects were going to be used, I created a list of the designers (see Appendix 2.7 on CD-ROM) and gave it to Professor Malcolm Spaul. It was necessary to obtain each approval, allowing us to use their projects as an example of what is being produced through the Center for Digital Media.

In addition, to those projects, I also had to collect information and examples from the applied research projects that were being developed through the Center. This entailed contacting each faculty associate involved on a project and meeting with them to discuss their work and to collect any imagery and text that I would need to include their project in *RIT Center for Digital Media: a imperative for change*.

Personnel Material

I had intended to include a short biography about each member of the Center for Digital Media in my project. In order to do this I contacted each member, via electronic mail (see Appendix 2.8 on CD-ROM). I requested that they email me with their information, but several members requested that we meet to discuss my project. The information that resulted from these meetings turned out to be quite valuable. It afforded me the behind the scenes information that, otherwise, I would not have been able to discover.

In addition to the information, I also wanted to include two pictures of each member in my project. The first picture I used was from their faculty/staff identification card. For the second image I gave them two options – either they could give me any picture they wanted or I could take a picture of them in any setting they chose. This process turned out to be tedious, as my schedule didn't always coincide with the twenty or so members of the Center. I was able, however, to get what I needed and I believe the project is a little better from my efforts.

Background Music

During the beginning stages of this project, I had envisioned background music to be playing throughout. One of my concerns dealt with copyrights. Even though this is a school project, there are real world intentions, and I wanted to stay away from copyrighted material.

To do this, I contacted David Stone from the Educational Technology Center. I had received his name from Christine Geith, the Assistant Director of ETC, as well as a member of the Advisory Board with the Center. I learned that ETC pays an annual royalty fee to FirstCom Music for the rights to use a number of different forms of music.

I consulted with Mr. Stone, and with his help, we selected several pieces of music that we felt were appropriate to use with the various sections throughout this project.

Text

The last step before designing the interface was to begin developing the text for each section. This part had actually begun during the beginning of my research. As I gathered material on a particular section, I would create an outline of the respective material to be included in my project (see Appendix 2.9 on CD-ROM).

Poster

In addition to the interactive project, I also designed a poster for the Center for Digital Media. I used images from projects that were run through the Center, as well as using some of the same qualities of the interactive portion (see Appendix 3.0 on CD-ROM).

Once the layout was complete, I needed to color correct the images. To do this, I went to Printing Prep in Buffalo, New York. With the help of Printing Prep, I was able to calibrate the images to the Iris printer – the final output device.

Committee Meetings

A major portion of the evaluation process for my project came from meetings with my thesis committee. This included full meetings with every member of my committee. However, some of the more valuable criticism came from individual meeting with each member.

I met, weekly, with my thesis advisor, Professor R. Roger Remington to update him on my progress so that he could determine if I'm on the track to a successful project. In addition to that, I kept in close contact with the other members of my committee, Professor Bruce Ian Meader and Professor Frank Romano. Their insights led to a balanced project.

Northern Illinois University

On March 25, 1996, Professor R. Roger Remington conducted a lecture at Northern Illinois University. One of the topics he covered was the Center for Digital Media and he felt it was appropriate to show the work that I had produced up to that point. This was not only an important evaluation method from a presentation standpoint, but this was also the first time that Roger had navigated, alone, through my project.

This proved to be a successful phase of the evaluation process as Roger was able to demonstrate the points he wished to emphasize and not get confused as to what the project was trying to convey. The audience also felt satisfied with the material they were shown and the manner in which the material was presented.

Graphic Design Department Meeting

On March 27, 1996, I presented my project during a Graphic Design Department program. The initial purpose was to convey the process through which I was proceeding in order to complete my thesis.

However, I was also able to demonstrate the intricacies of my project, which provided me with some insights from fresh perspectives. In addition to the digital portion of my presentation I also distributed a handout (see Appendix 1.3).

Meetings with Malcolm Spaul and Steve Kurtz

In addition to my meetings with my committee, I also met with Professor Malcolm Spaul and Professor Steve Kurtz. I wanted Malcolm to experience my project because of his involvement with the Center – he is the Director, which means he is also my client. These meetings coupled with time spent with Professor Steve Kurtz, a member of the Advisory Board, proved to be quite beneficial.

Some of the comments that were made throughout the meetings were developed into integral parts of my project. Such as a volume control, rollovers, and thumbnail sketches of student projects.

Conclusion

This project has provided me with many valuable insights into designing for an interactive project. One must keep in mind that an interactive presentation is not merely a slide show or a book in digital form. There needs to be a tremendous amount of freedom, on the users part, to navigate throughout the entire project. This lends itself to a high degree of interactivity, as well as a strong interface. The user needs to trust that similar items will be in a familiar place throughout the presentation.

Another idea that was reinforced throughout this project was that an interactive project is a collaborative effort. Even though I did all the research, design, and lingo scripting, I still needed help in gathering the projects produced through the Center.

I would also like to extend any and all gratitude to my committee chairman, Professor R. Roger Remington, and to the members on my committee, Professor Bruce Ian Meader and Professor Frank Romano. In addition to my committee members, I would like to thank Professor Malcolm Spaul and Professor Steve Kurtz for all their help and insights. I also want to thank every member of the Center for Digital Media for their support and encouragement throughout the past seven months.



A Digital Marketing Promotion
for the Center for Digital Media

by
James C. Parasole
for the purpose of fulfilling the
Master of Arts degree in Graphic Design
at the Rochester Institute of Technology

© 1995

A Digital Marketing Promotion
for the Center for Digital Media

Designer

James C. Parasole
1820 Crittenden Road, Apt. 8
Rochester, NY 14623
(716) 475-1602
INTERNET: jcp5663@ritvax.isc.ritvax.edu

Client:

Malcolm Guy Spaul
Director
Center for Digital Media
Rochester Institute of Technology
91 Lomb Memorial Drive
Rochester, NY 14623-5603



Problem Identification	
Situation Analysis	5
Problem Statement	5
Mission Statement	5
Planning Outline	
Problem Identification	7
Research and Analysis	8
Synthesis	9
Ideation	9
Pre-Evaluation	10
Implementation	10
Post-Evaluation	10
Research Methodology	
Methodology description	11
Methodology diagram	11
Time Implementation Plan	
Tasks	13
RIT/Thesis	13
Calendar dates	13
Miscellaneous	
Glossary	17
Bibliography	19



Situation Analysis

Multimedia is the synthesis of digital form and content for information presentation, exploration, and dissemination as applied to education, business, and entertainment. There are now over two hundred and fifty colleges and universities teaching multimedia in the classroom. Media centers are being formed to allow people from different backgrounds to work together using multimedia. One such organization is the new Center for Digital Media at the Rochester Institute of Technology. The center is an interdisciplinary locus of faculty and staff that advocate for new media pedagogy by providing courseware, supporting projects, establishing models and training peers in the effective use of digital media at RIT.

Problem Statement

The Center for Digital Media is still in its infancy. The center's primary objective is to coordinate and enhance cross-disciplinary learning through flexible connections to all interested academic programs. It is important to realize that this project will do more than just explain what and how the center operates. One of the critical missions of this project will be to promote the benefits and the potentials of having a digital media center at RIT. To begin this endeavor, it is crucial to communicate how the need for this kind of organization was defined and then realized. The Center for Digital Media will not only be affecting the Rochester Institute of Technology, but the academic community as a whole.

Mission Statement

This thesis will explain, examine, and promote the past and present accomplishments of the center. This project will also show how the center will enhance interdisciplinary multimedia development on the RIT campus, as well as focus on how the center's future efforts will benefit and complement the entire academic community.



1. Problem Identification

- 1.1 Determine relevancy of project
 - 1.1.1 Describe situation analysis
 - 1.1.1.1 Realize and convey the need of this endeavor
 - 1.1.1.1.1 Define need for the designer
 - 1.1.1.1.2 Define need for the discipline
 - 1.1.1.1.3 Define the need for society
 - 1.1.2 Determine and write problem statement
 - 1.1.2.1 Communicate the essence of this project
 - 1.1.2.1.1 Establish the problem
 - 1.1.2.1.2 Establish the content
 - 1.1.2.1.3 Establish the audience
 - 1.1.3 Finalize mission statement
- 1.2 Determine production concerns
 - 1.2.1 Finalize cost analysis
 - 1.2.1.1 Determine the most appropriate means of transporting project during planning and implementation
 - 1.2.2.1.1 Determine number of Syquest cartridges needed for development
 - 1.2.1.1.1.1 Discuss options, with Christine Geith and Tony Gerardi for obtaining blank CD-ROMS
 - 1.2.1.1.2 Analyze number of CD-ROMS needed
 - 1.2.1.1.2.1 Determine the number needed for development
 - 1.2.1.1.2.2 Determine the number needed for the distribution of completed project
 - 1.2.1.1.2.3 Discuss options, with Christine Geith and Tony Gerardi for obtaining blank CD-ROMS
 - 1.2.2.2 Determine monies needed for phone calls (interviews)
 - 1.2.2.3 Determine monies needed for mailing expenses
 - 1.2.2 Determine financial support, if any, from Malcom Spaul and the CDM
- 1.3 Submit thesis planning report

2. Research & Analysis

- 2.1 Research and analyze the need for the Center for Digital Media
 - 2.1.1 Compile information pertaining to the forming of the CDM
 - 2.1.1.1 Research how the center was constructed
 - 2.1.1.2 Gather and review planning books
 - 2.1.1.3 Interview the main participants in the CDM
 - 2.1.1.3.1 Determine how main participants became involved
 - 2.1.1.3.2 Analyze their role in the center
 - 2.1.1.4 Organize and document all researched material
 - 2.1.2 Research and analyze other digital media centers
 - 2.1.2.1 Contact the New Media Centers Alliance
 - 2.1.2.1.1 Inquire about the alliance
 - 2.1.2.1.2 Examine any material received from the alliance
 - 2.1.2.2 Collect information on other centers to compare and reinforce the need for the CDM
 - 2.1.2.2.1 Gather any and all information from Malcolm Spaul
 - 2.1.2.3 Organize and document all researched material
- 2.2 Seek out who has benefited from the CDM
 - 2.1.2.1 Discover why these people benefited
 - 2.1.2.2 Discover how these people benefited
- 2.3 Review multimedia software to determine most appropriate application
 - 2.3.1 Critique Aldus Supercard 1.6
 - 2.3.2 Critique Hypercard 2.1
 - 2.3.3 Critique HyperStudio 2.0
 - 2.3.4 Critique Macromedia Director 4.0
 - 2.3.5 Critique Microsoft PowerPoint 4
 - 2.3.6 Critique QuarkImmedia 1.0
 - 2.3.7 Critique Adobe Persuasion 4.0
 - 2.3.8 Critique Authorware
- 2.4 Organize and summarize all information to determine the relevancy to this project

3. Synthesis

- 3.1 Analyze research
 - 3.1.1 Review gathered research
 - 3.1.1.1 Determine significant information
 - 3.1.1.2 Document gathered research
- 3.2 Summarize all examined research
 - 3.2.1 Determine appropriate information to begin ideation
 - 3.2.1.1 Collect animation
 - 3.2.1.2 Collect images
 - 3.2.1.3 Collect movies
 - 3.2.1.4 Collect sound
 - 3.2.1.5 Collect text

4. Ideation

- 4.1 Start preliminary ideation
 - 4.1.1 Create first drafts to begin looking at how all research fits together
 - 4.1.2 Determine appropriate models to present information
 - 4.1.3 Develop prototype
 - 4.1.3.1 Create information hierarchy (flowchart)
 - 4.1.3.2 Select appropriate elements
 - 4.1.3.2.1 Animation
 - 4.1.3.2.2 Images
 - 4.1.3.2.3 Movies
 - 4.1.3.2.3.1 Organize interviews with key participants in the CDM
 - 4.1.3.2.3.1 Collect, for use, all video clips
 - 4.1.3.2.4 Sound
 - 4.1.3.2.5 Text
- 4.2 Finalize beta version to begin the pre-evaluation process

5. Pre-Evaluation

- 5.1 Beta test project
 - 5.1.1 Seek feedback from committee and resource members
 - 5.1.1.1 Comments and suggestions from my thesis committee will allow me to stay within the guidelines created to ensure a successful project
 - 5.1.2 Evaluate and update timeline
- 5.2 Organize and summarize feedback to begin implementing this project

6. Implementation

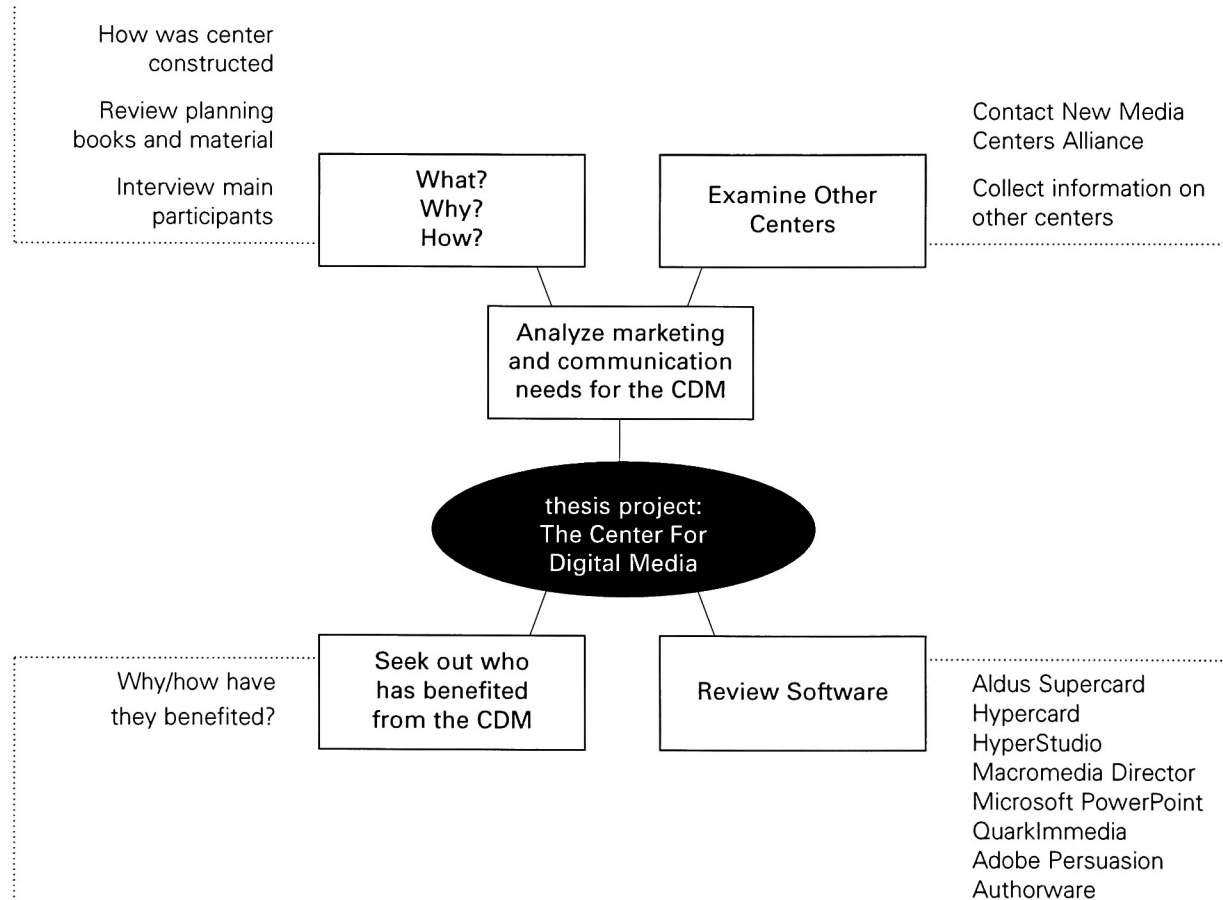
- 6.1 Design a multimedia presentation
 - 6.1.1 Ensure the presentation is as rich as the information without losing focus on what I am trying to communicate
- 6.2 Finalize production for thesis show
 - 6.2.1 Determine computer hardware needed to show project
 - 6.2.2 Site analysis
- 6.3 Thesis show

7. Post-Evaluation

- 7.1 Create methods for evaluation
 - 7.1.1 Develop questionnaire
- 7.2 Complete thesis report



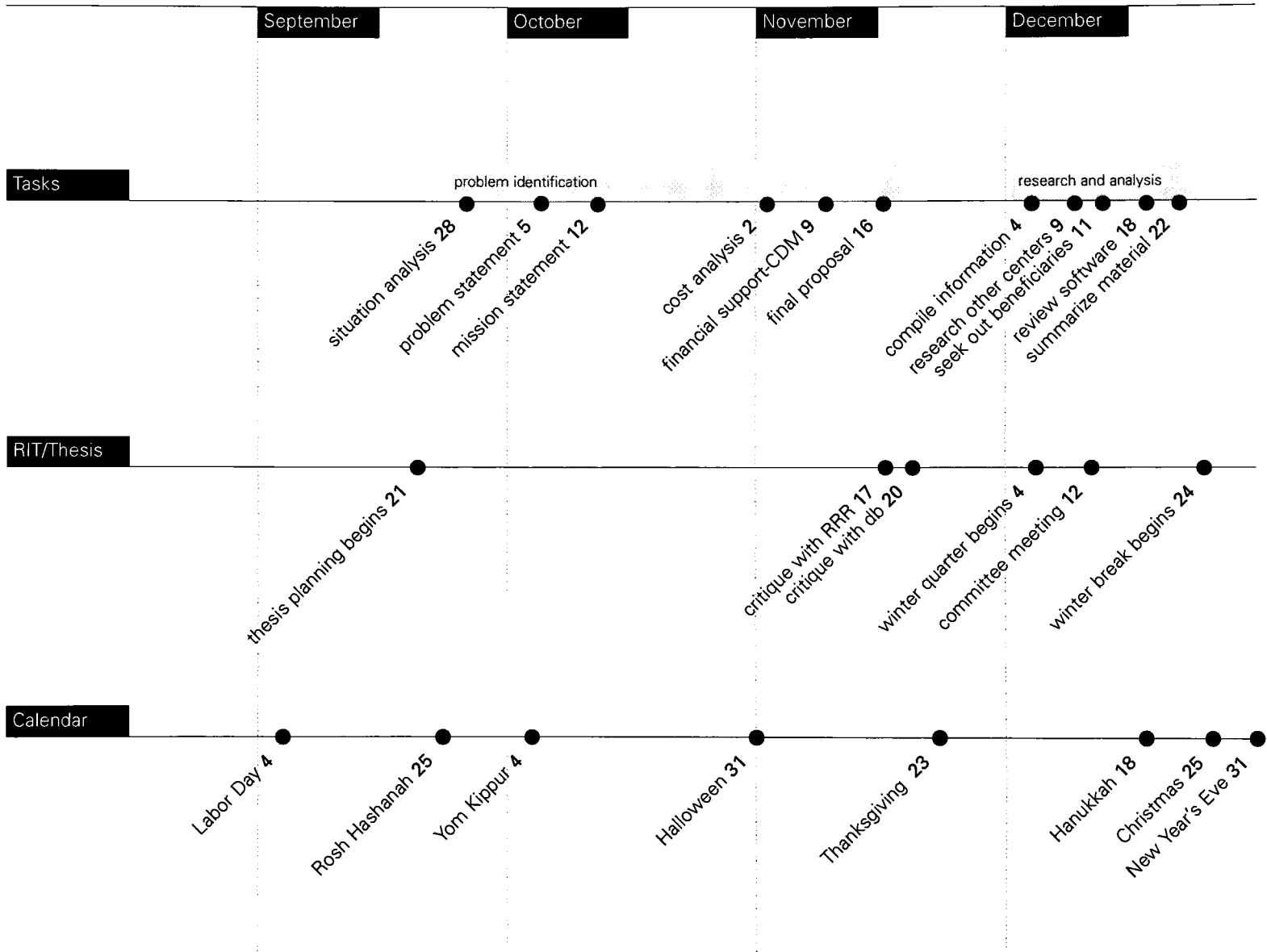
It is important to start any research, for this project, with the origins of the center, including the history of the center, what the center is, and why does the center exist. It is also essential to look at other centers, as well as all those who have been affected by the center



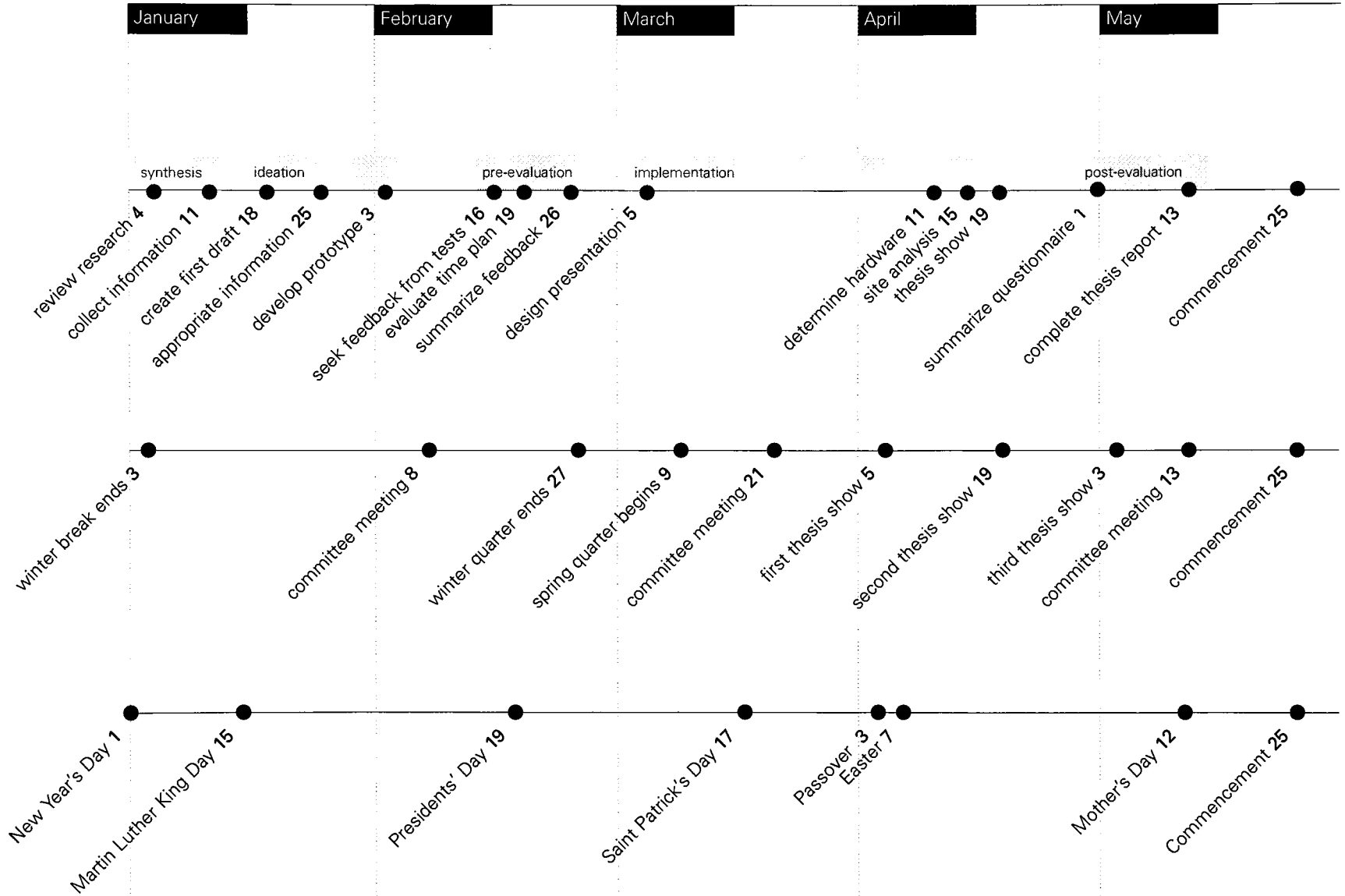


Time Implementation Plan

The following is a diagrammatic interpretation of this projects timeline, in order to systematically determine the time frame of the planning outline. Included in this, are general calendar dates, RIT/thesis dates, and a time allotment for all tasks presented in the outline. This will help ensure a safe completion of this project.



Time Implementation Plan





algorithm

a sequence of steps that perform a particular operation, such as compressing digital video for storage and decompressing it upon playback

animation

movement of a graphic object

aspect ratio

the relative horizontal and vertical sizing of a computer display

beta-testing

a second and final testing period performed by actual users

bitmap

the picture formed by assigning different colors to pixels on a computer screen

bounce

to mix two or three audio tracks into one

bug

a problem or incompatibility in hardware or software

cartridge

a form of removable computer storage

CD-ROM

compact disc read-only memory

Center for Digital Media

an interdisciplinary locus of faculty and staff that advocate for new media pedagogy by providing courseware, supporting projects, establishing models and training peers in the effective use of digital media at RIT

compression

encoding a file with a special algorithm to reduce space requirements

cross-platform

a strategy or method to develop media or software to run on more than one multimedia player or computer

design study

using a small prototype for a multimedia project to test certain ideas

digitizing

the process of converting analog audio and video signals into a digital format

fade

a gradual decrease in the brightness of an image or the loudness of a sound

hot spots

places on the computer screen which, trigger the objects or events linked to them

K

one thousand, a unit of computer measurement

multimedia

the synthesis of digital form and content for information presentation, exploration, and dissemination as applied to education, business, and entertainment; synonyms-Computer Graphic Design, Cybermedia, Digital Media, Electronic Media, Hyper Media, Interactive Media, Interactive Multimedia, Intermedia, Media Design, New Media, Unimedia

overlay

to superimpose text and graphics on still or motion video images

pixel

picture element on a screen

sampling

the process of measuring and recording the values of an analog signal at evenly spaced time intervals

timeout

a situation in a multimedia program in which the user must respond before a predetermined time limit expires and a default action occurs



Alber, Antone F.

Interactive Computer Systems: Videotex and Multimedia
Plenum Press, New York © 1993

Apple Computer, INC.

Multimedia Demystified
Random House Publishing, NY, ©1994

Aukstakalnis, Steve

Silicon Mirage: The Art and Science of Virtual Reality
Peachpit Press, Berkeley, Calif, © 1992

Badler, Norman I.

Simulating Humans: Computer Graphics Animation and Control
Oxford University Press, New York, © 1993

Bergman, Robert E.

Managing Interactive Video/Multimedia Projects
Educational Technology Publications, Englewood Cliffs, N.J, © 1990

Bielawski, Larry

Intelligent Systems Design: Integrating Expert Systems,
Hypermedia, and Database Technologies
Wiley, New York, © 1991

Carande, Robert

Information Sources for Virtual Reality: A Research Guide
Greenwood Press, Westport, Conn., © 1993

Cotton, Bob

The Cyberspace Lexicon: An Illustrated Dictionary
of Terms from Multimedia to Virtual Reality
Phaidon, London, © 1994

Coyne, Patrick
The Interactive Design Annual 1
Communication Arts
September/October 1995, PP 128-162

Falk, Dennis R.
Multimedia in Higher Education: A Practical Guide
to New Tools for Interactive Teaching and Learning
Learned Information, Medford, N.J. © 1995.

Fetterman, Roger L
Mainstream Multimedia: Applying Multimedia in Business
Van Nostrand Reinhold, New York, © 1993

Heim, Michael
The Metaphysics of Virtual Reality
Oxford University Press, New York, © 1993

Hellman, Mary Fallenstein
The Multimedia Casebook
Van Nostrand Reinhold, NY, © 1995

Hofstetter, Fred T.
Multimedia Literacy
McGraw Hill, NY, © 1995

Howell, Gary Thomas
Building Hypermedia Applications:
Software Development guide
McGraw-Hill, New York, © 1992

Koester, Stephanie Eva
Interactive Multimedia in American Museums
Archives & Museum Informatics, Pittsburgh, © 1993

Larijani, L. Casey
The Virtual Reality Primer
McGraw-Hill, New York, © 1994.

Larkin, James
Making the Leap
Adobe Magazine
May/June 1995, pp. 42-47

McLellan, Hilary
Virtual Reality: A Selected Bibliography
Educational Technology Publications, Englewood Cliffs, N.J., © 1992

McIntosh, Stephen Ian
The Multimedia Producer's Legal Survival Guide
Multimedia Computing, Santa Clara, Calif., © 1990

Postman, Neil
Technopoly
Vintage Books, NY, © 1993

Schwier, Richard
Interactive Multimedia Instruction
Educational Technology Publications, Englewood Cliffs, N.J., © 1993

Shaddock, Philip
Multimedia Creations: Hands-on Workshop
for Exploring Animation and Sound
Waite Group Press, Corte Madera, Calif., © 1992

Vaughan, Tay
Multimedia: Making it Work. 2nd Edition
Osborne McGraw-Hill, Berkeley, Calif., © 1994

Waterworth, John A.
Multimedia Interaction with Computers:
Human Factors Issues
Ellis Horwood, New York, © 1992

Wodtke, Mark von

Mind Over Media: Creative Thinking Skills for Electronic Media
McGraw Hill, Inc., NY, © 1993

Woodhead, Nigel

Hypertext and Hypermedia: Theory and Applications
Addison-Wesley, Reading, Mass., © 1991

Woolley, Benjamin

Virtual Worlds: A Journey in Hype and Hyperreality
Blackwell Publishers, Cambridge, Mass., © 1992

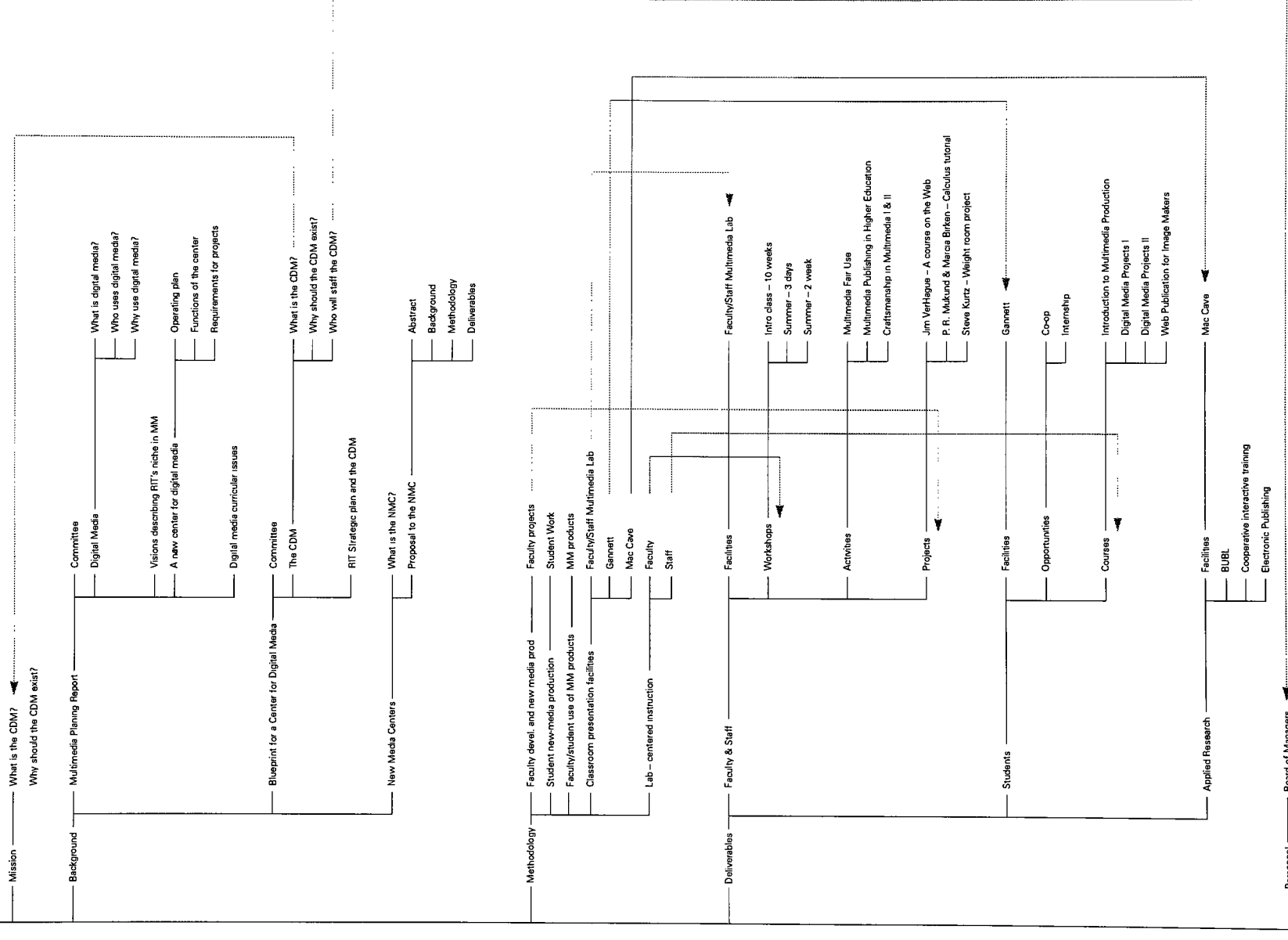
Yeung M. Shan

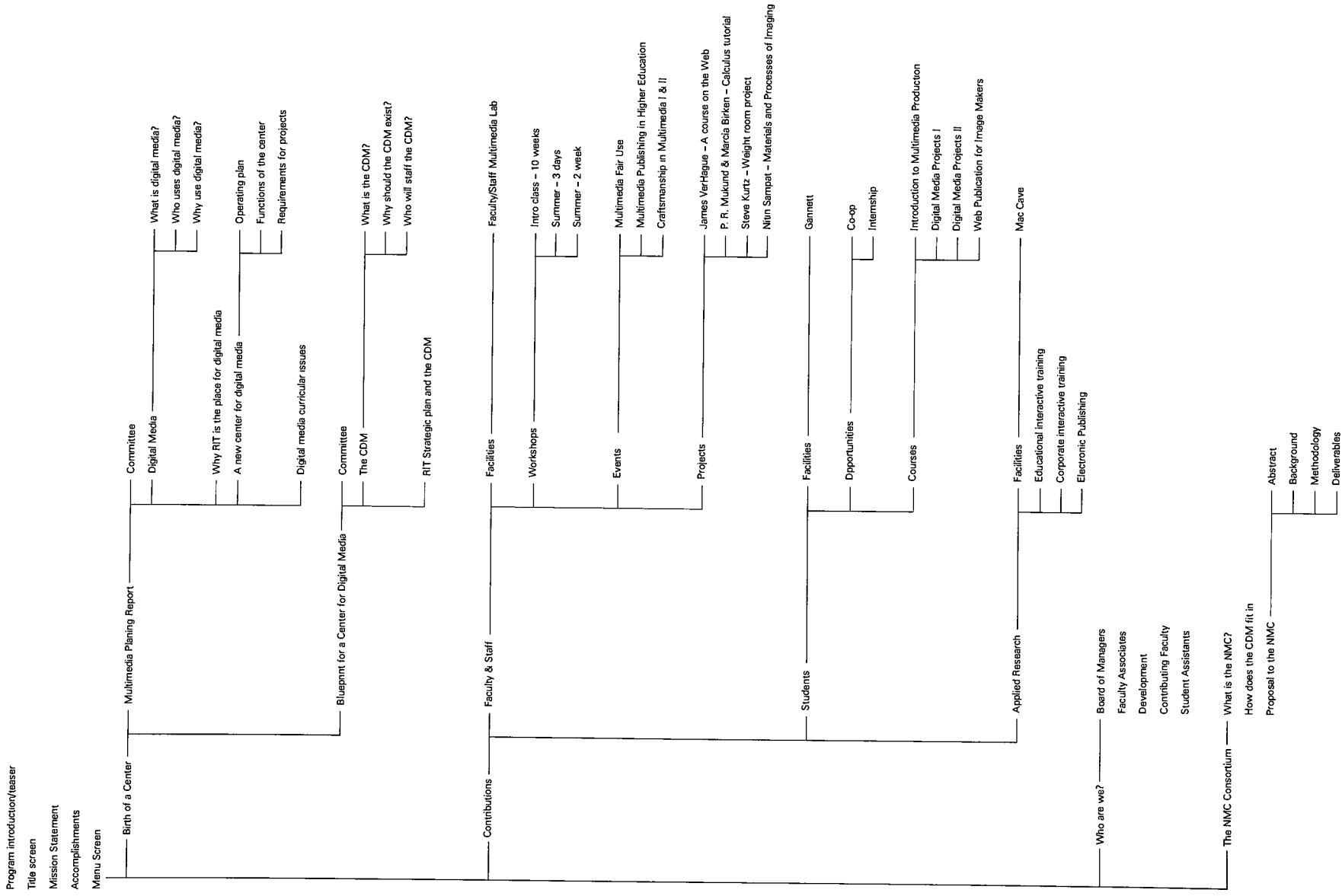
The Beauty of Multimedia
Rochester Institute of Technology, © 1991

Program introduction/teaser

Title screen

Menu screen

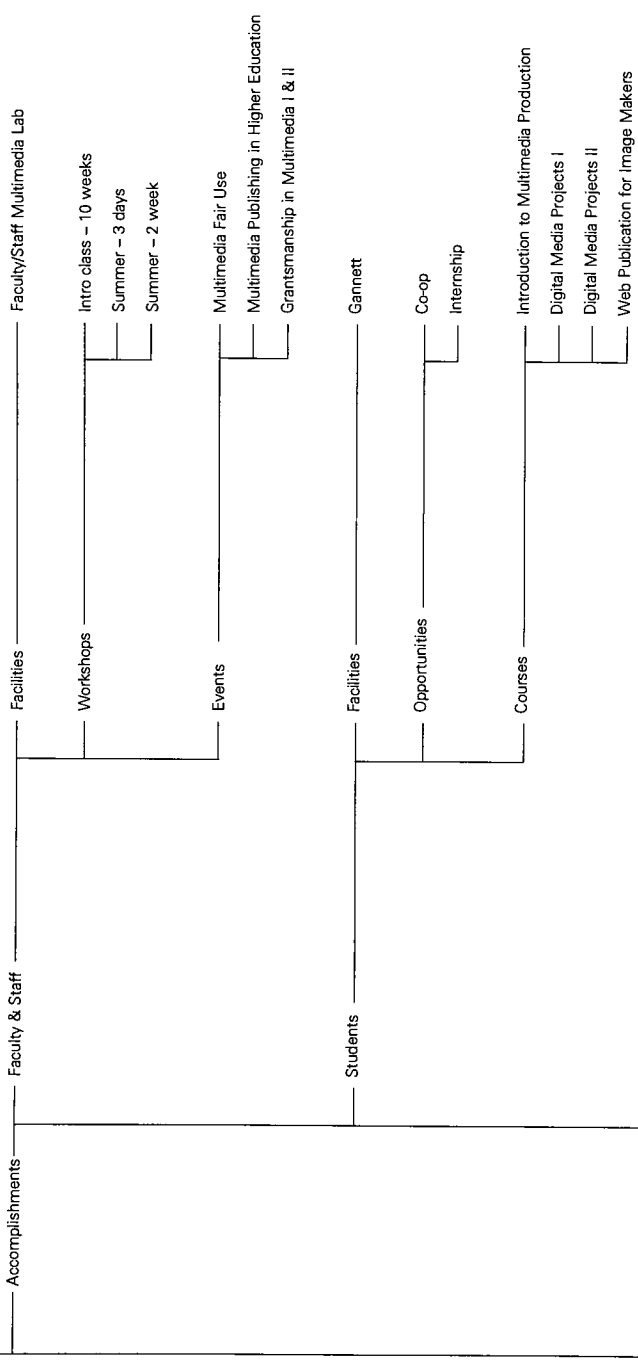




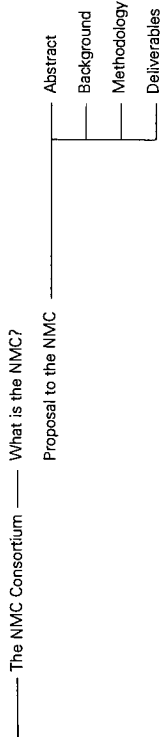
Program introduction/teaser

Title screen

Mission Statement – Home



- Personnel
 - Board of Managers
 - Faculty Associates
 - Development
 - Contributing Faculty
 - Student Assistants





RIT Center for Digital Media
an imperative for change

by James C Parasole

Mission Statement

This thesis will explain, examine, and promote the past and present accomplishments of the center. This project will also show how the center will enhance interdisciplinary multimedia development on the RIT campus, as well as focus on how the center's future efforts will benefit and complement the entire academic community.

Process

Planning Report

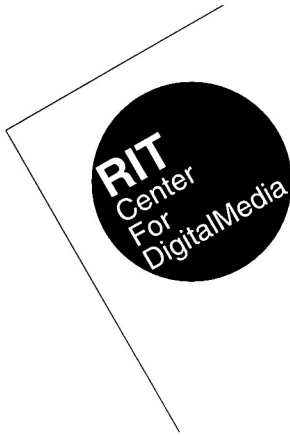
- problem identification
- planning outline
- research methodology
- time implementation plan

Research

- looking at existing digital marketing promotions, from members of the New Media Centers Consortium, on the WWW and any promotional CD-ROMS
- literature discussing digital media techniques, including how to approach digital media projects

Interviews and Letters

- interviews with members of the Center for Digital Media
- letters of inquiry to members of the New Media Centers Consortium



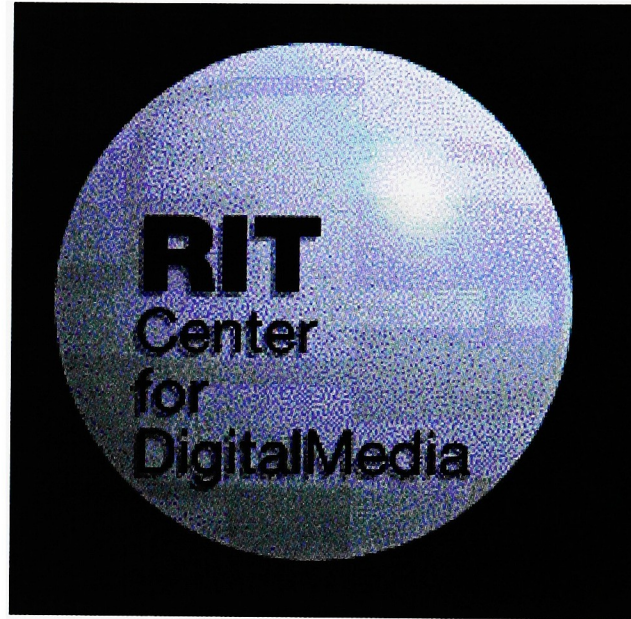
RIT Center for Digital Media
an imperative for change

Mission Statement

The center is an interdisciplinary locus of faculty and staff that advocates for new media pedagogy by providing courseware, supporting projects, establishing models and training peers in the effective use of digital media at RIT.



NEW MEDIA





© 3M 1993
For Professional Use

Use a felt tip permanent
pen on printed surface only.

CD-R for Die Hard - M & M's
5/16/06

CD Recordable
CDR 650/74

650 MB
74 min

3M

COMPACT
DISC

ProSleeve
CASE LOGIC