RIT center for digital media: An Imperative for change

James Parasole

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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

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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
Research

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.
Identity Development

As the research phase of this project's 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 Spaull, 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 Spaull. 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 Spauld. 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.
Evaluation
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 Spaull and Steve Kurtz
In addition to my meetings with my committee, I also met with Professor Malcolm Spaull 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.
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 Spaull 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

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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
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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.

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.

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
         1.1.1.2 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 Discuss options, with Christine Geith and
                  Tony Gerardi for obtaining blank CD-ROMS
         1.2.1.2 Analyze number of CD-ROMS needed
            1.2.1.2.1 Determine the number needed for development
            1.2.1.2.2 Determine the number needed for the
                      distribution of completed project
            1.2.1.2.3 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
   1.3 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
      2.2.1 Discover why these people benefited
      2.2.2 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 Quarklmedia 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.

- How was center constructed
- Review planning books and material
- Interview main participants

**What? Why? How?**

**Examine Other Centers**
- Contact New Media Centers Alliance
- Collect information on other centers

**Analyze marketing and communication needs for the CDM**

**thesis project:**
**The Center For Digital Media**

**Seek out who has benefited from the CDM**

**Review Software**
- Aldus SuperCard
- Hypercard
- HyperStudio
- Macromedia Director
- Microsoft PowerPoint
- QuarkImmedia
- Adobe Persuasion
- Authorware
The following is a diagrammatic interpretation of this project's 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.
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
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Program Introduction User
Title screen
Menu screen

Mission
- What is the CDM?
- Why should the CDM exist?

Goals and objectives
- Digital Media
  - What is digital media?
  - Who uses digital media?
  - Why use digital media?
  - Visuals describing RIT's niche in MM
  - A new center for digital media
    - Strategic plan
    - Functions of the center
    - Requirements for projects
  - Digital media curricular issues

Blueprint for a Center for Digital Media
- The CDM
  - What is the CDM?
  - Goals and objectives
  - Why should the CDM exist?
  - Who will staff the CDM?
- Personnel

New Media Centers
- What is the NMC?
- Proposal to the NMC
  - Abstract
  - Background
  - Methodology
  - Implementation
  - Deliverables

Methodology
- Faculty and new media production
- Student new-media production
- Faculty/student use of MM products
- Classroom presentation facilities
- Lab-centered instruction

Deliverables
- Faculty & Staff
  - Facilities
  - Faculty/Staff Multimedia Lab
    - Workshops
      - In-class - 10 weeks
      - Summer - 3 days
      - Summer - 2 week
    - Activities
      - Multimedia Fair Use
      - Multimedia Publishing in Higher Education
      - Craftsmanship in Multimedia I & II
    - Projects
      - Jim VerHague - A course on the Web
      - P. R. Mukund & Marcia Biehan - Calculus tutorial
      - Stowe Kurtz - Weight room project
- Students
  - Facilities
  - Garnett
  - Opportunities
    - Co-op
    - Internship
  - Courses
    - Introduction to Multimedia Production
      - Digital Media Projects I
      - Digital Media Projects II
      - Web Publication for Image Makers
- Applied Research
  - Facilities
  - Mic Cave
  - BUBL
  - Cooperative interactive training
  - Electronic Publishing
  - Web Courses

Personnel
- Board of Managers
  - Faculty Associates
  - Development
  - Contributing Faculty
  - Student Assistants
program introduction/overview
Title screen
Menu screen

Mission
What is the CDM?
Why should the CDM exist?

Background
Multimedia Planning Report
Committee
Digital Media
What is digital media?
Who uses digital media?
Why use digital media?

Visions describing RIT's niche in MM
A new center for digital media
Operating plan
Functions of the center
Requirements for projects
Digital media curricular issues

Blueprint for a Center for Digital Media
Committee
The CDM
What is the CDM?
Why should the CDM exist?
Who will staff the CDM?

RIT Strategic plan and the CDM

New Media Centers
What is the NMC?
Proposal to the NMC

Abstract
Background
Methodology
Deliverables

Methodology
Faculty, development, and new media products
Faculty projects
Student Work
Faculty/student use of MM products
MM products
Classroom presentation facilities:
Faculty/Staff Multimedia Lab
Garrett
Mac Cave
Lab - centered instruction
Faculty
Staff

Deliverables
Faculty & Staff
Facilities
Faculty/Staff Multimedia Lab
Workshops
Intro class - 10 weeks
Summer - 3 days
Summer - 2 week
Activities
Multimedia Fair Use
Multimedia Publishing in Higher Education
Craftsmanship in Multimedia I & II
Projects
Jim Verhague - A course on the Web
P. R. Mishon & Marco Birken - Calculus tutorial
Stew Kurtz - Weight room project

Student
Facilities
Garrett
Opportunities
Coop
Internship

Courses
Introduction to Multimedia Production
Digital Media Projects I
Digital Media Projects II
Web Publication for Image Makers

Applied Research
Facilities
BURB
Cooperative interactive training
Electronic Publishing

Board of Managers
Faculty Associates
Development
Contributing Faculty
Program introduction/teaser
Title screen
Mission Statement – Home

Accomplishments
Faculty & Staff

Facilities
Workshops
- Intro class – 10 weeks
- Summer – 3 days
- Summer – 2 week

Events

Multimedia Fair Use
- Multimedia Publishing in Higher Education
- Grantsmanship in Multimedia I & II

Students
Facilities

Gannett

Opportunities
Co-op
- Internship

Courses
- Introduction to Multimedia Production
  - Digital Media Projects I
  - Digital Media Projects II
  - Web Publication for image Makers

Applied Research
Facilities

Mac Cave
- Educational interactive training
  - James VerHague – User Interface Design
  - Marcia Birken – Using the World Wide Web
  - Steve Kurtz – Student Life Center Fitness Kiosk
  - Nitin Sampat – Materials and Processes of Imaging
  - PN Junction

- Corporate interactive training
  - Xerox – Capability Maturity Model

- Electronic Publishing
  - Introduction to Multimedia Production – on WWW

The Beginning
Blueprint for a Center for Digital Media

Committee
- What is the CDM?
- Why should the CDM exist?
- Who will staff the CDM?

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

The NMC Consortium
What is the NMC?
Proposal to the NMC

Abstract
- Background
- Methodology
- Deliverables
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 project s

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