

Website Purpose

May 31, 2016 1:39 AM

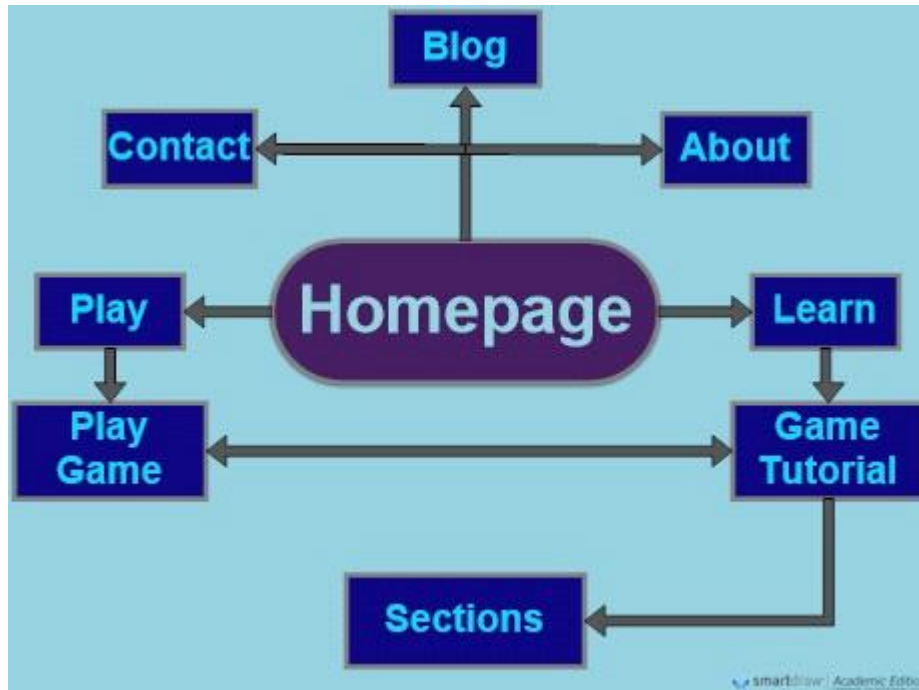
To showcase browser based games made with JavaScript, and educate users on its creation, as well as link to other developer resources through a blog.

Embedded in the website will be a game in which the user controls a star. Arrow keys for a computer and a virtual arrows keys on a touch screen device. The object of the game is to avoid larger stars, and to absorb smaller stars, increasing in size with each star that is absorbed.

This website's audience will consist of individuals that would like to learn to create HTML5 games, as well as users that enjoy playing small video games.

Site Map

May 31, 2016 1:47 AM



Homepage

May 31, 2016 3:59 AM



Play + Learn

May 31, 2016 5:11 AM



Play Game

May 31, 2016 6:02 AM



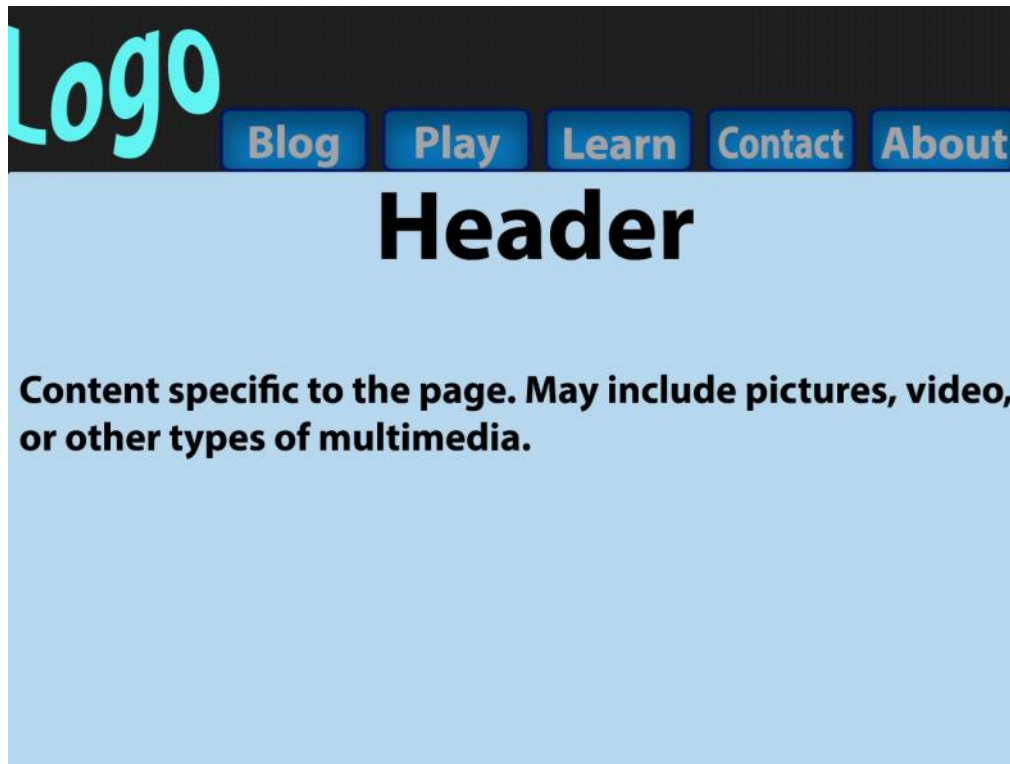
Tutorial + Sections

May 31, 2016 7:02 AM



Blog + About

May 31, 2016 7:16 AM



Contact

May 31, 2016 7:17 AM



The image shows a contact form layout. At the top, there is a dark blue header with the word "Logo" in a light blue, stylized font on the left. To the right of the logo are five navigation buttons: "Blog", "Play", "Learn", "Contact", and "About", each in a dark blue box with white text. Below the header is a light blue background containing the contact form. The form consists of three input fields: "Contact email address" (a single-line text box), "Name" (a single-line text box), and "Message" (a large multi-line text area).

Personas

June 1, 2016 12:38 AM

Jason Landry

Age: 25 years old

Gender: Male

Culture: Canadian

Knowledge and Skills: Very computer literate. Currently taking a BSc of Computing and Information Systems at Athabasca University in his first year.

Jason is a computing science student. He is focused mainly on becoming a software engineer and network administrator. He is however, moderately interested in the process of creating video games as well. Initially upon exploring a new website he likes to skim through the material and analyze the layout and navigation in order to determine whether it is worthwhile to spend more time. If he judges the website to be worthwhile he meticulously investigates the content that is of interest to him.

Melissa Ramsey

Age: 31

Gender: Female

Culture: Canadian

Knowledge and Skills: Fairly experienced with computers. By and large she uses her phone to browse the internet.

Melissa, stay at home mother of two three year-old twin boys, enjoys spending her downtime exploring the web and playing mobile games. Her internet browsing is quite casual; there is no real objective to it, and is excited by a wide variety of topics.

Abdul Mohammad

Age: 20

Gender: Male

Culture: Nigerian, but immigrated to Canada at age 4

Knowledge and Skills: Skilled gamer, familiar with internet browsers, and software such as word processors, Steam, Google Play etc.

Abdul spends the majority of his free time playing all types of video games. His favorite console is the Xbox One, but he also has the PS4 and many older generation consoles, as well as a gaming laptop, and iPad. He spends so much time playing video games that it causes conflict in his family. His parents believe he is not using his time wisely and that he will remain trapped in entry-level jobs. Out of spite towards his parents, Justin wants to prove that the time he's spent playing video games is valuable by learning to become a video game developer.

When Abdul browses the internet it is typically for game FAQs and walkthroughs. As a result of his relentless obsession with video games, he reads the content of these pages extremely thoroughly, often while in-game on another device.

Justin Henderson

Age: 22

Gender: Male

Culture: Canadian

Knowledge and Skills: Hardly uses computers, and has recently set up a Facebook page and email account with difficulty, because it was suggested by his friends.

Justin has been a jock his entire life. In school he used computers to the extent required to pass the course. Other than a bit of internet research and Microsoft Word, he does not use computers. Recently, friends from his hockey team suggested that he create a Facebook page so that he see content that they post (mostly funny videos). Begrudgingly he agreed after seeing a couple amusing videos of crazy wipeouts. Because of his inexperience with websites he has difficulty navigating websites. He has however, taken a particular interest in graphics images, like that of *Jesse McCarthy's* video game.

Scenarios

June 1, 2016 2:42 AM

After doing some reading on the subject of personas and scenarios, I have decided to create scenarios in a dialogue format. The script will also contain annotations indicating the means that were used by the website to communicate. This idea was inspired by *Ben Hunt's* article [Site Personas and the Dialogue Process](#).

The website's persona will be named Eddie (Eddie the educator), in an attempt to amalgamate entertainment and education. He will assume the role of teaching users how to create HTML5 canvas games (May be extended in the future to include a variety of programming languages and projects). His personality will be friendly, helpful, and most of all fun. Eddie caters to any skill level and does not make assumptions about the knowledge of his visitors. Above all his main objective is for the user to have a unique, educational, and enjoyable experience.

Scenario One:

Jason is scrolling through the Landing when he comes across one of *Jesse McCarthy's* old diary reflections. In the reflection it describes his website which contains tutorials for creating HTML5 games.

Eddie - "Welcome Jason, here our goal is to share our passion for game development. Are you interested in reading blogs, learning about game development, or perhaps play games?"

The mission statement in header bar displays the message "offering our passion of game development," welcoming visitors welcoming visitors, in this case Justin, to our site. The navigation bar also includes links to Blogs, Games, Tutorials and more.

Jason - "Thanks Eddie. I'm actually visiting today in an attempt to learn about game development."

Jason selects the link *Learn*

Eddie - "That's wonderful! Here we have a selection of different games that I am able to help walk you through. The list of games here has a display image, title, description, length of development, and the level of skill required."

After Jason *selects Learn* from the navigation bar, a list of games is populated. The list contains useful information including, a display image, game title, description, length of development, and level of skill required to create the game.

Jason - "Well I do have experience programming, but I've never applied my knowledge towards video games, so I should probably select a beginner tutorial. Hmmmm... How about *The Scalar Star*."

Jason *selects The Scalar Star* which is classified as "beginner."

Eddie - "Good choice! *The Scalar Star* is a game in which the user controls a star. Arrow keys for a computer and a virtual arrows keys on a touch screen device. The object of the game is to avoid larger stars, and to absorb smaller stars, increasing in size with each star that is absorbed. Do you have any experience creating HTML and/or JavaScript documents? If so go ahead and jump right into section one."

Site displays a description of the game and provides links to documents explaining the basics of HTML and JavaScript, as well as development tools such as IDEs like NetBeans.

Jason - "Yes I do have an adequate knowledge of HTML and JavaScript. Here we go."

Jason reads through the first couple sections. He finds the tutorial informative and helpful. Not only does it describe what languages features to implement, but why to implement these features. After an hour, Jason decides to switch tasks and exits the browser.

Scenario Two:

After a long day at work Jason sits down at the computer in order to continue working on the development of *The Scalar Star*. He navigates to the page where he had previously left off. While working through the tutorial this time though, he became stuck on a section.

Jason - "I'm having some difficulty comprehending the material provided; I've reread the section and I'm unable to digest the language that is being used."

Eddie - "Perfectly understandable. Here is a help link to the contact page. The administrator is keen to offer personally guidance, however the response may take a moment."

Eddie proceeds to fill in the forms indicating the troublesome content and awaits his response.

Scenario Three:

Melissa, having just taken care of her two children for the better part of the day, has finally gotten a moment to relax. Immediately, she begins to browse the internet for a mobile game to mask her current feeling of exhaustion. After a Google search of "browser based mobile games," she stumbles upon *Jesse McCarthy's* website. The link brings her directly to the game *The Scalar Star*, after briefly reading the instructions, she begins playing. She's entertained by the gameplay and cute graphics that the game has to offer. Melissa, being completely engrossed by *The Scalar Star*, overlooks the rest of the site's content. Abruptly she is called away by her motherly duties and is forced to exit the site.

Scenario Four:

Enraged, Abdul begins searching the internet for tutorials on video game development. He has just finished fighting with his parents about his obsessive use of video games. The results of Abdul's queries lead him to *Jesse McCarthy's* website. The link he follows delivers him to the tutorial page.

Eddie - "Welcome friend, here we have a selection of game developing tutorials to choose from with a variety of different skill levels."

Banner that says game developing tutorials gives visitors context to the list of games if they end up on the tutorial page directly.

Abdul - "I'm completely new to programming. I'm not even exactly sure how video games are created so I guess I will start with the beginner tutorial."

Abdul selects the beginner tutorial from the list of games.

Eddie - "Since you are new to programming I suggested that you take a look at some of the links provided that demonstrate how to create HTML pages and some basics of JavaScript. We also have links for integrated development environment that you can use in order to write your code."

Information is displayed to help individuals that have never programmed before acquire the necessary tools and skills to begin developing the tutorial they have

selected.

Abdul - "Well I guess I will start by downloading an IDE so that I can begin learning."
Abdul follows the link provided for NetBeans. After downloading NetBeans he returns to the tutorial page and follows the links to begin learning the basics of HTML and JavaScript.

Eddie - "Now that you have learned the basics of web development you can follow the links on the left side of the screen to start programming your first video game!"
On the left hand side of the screen there are links to each part of the tutorial. The tutorials are broken down into sections that give a detailed explanation of a single topic in order to simplify the content.

Abdul - "Thank you, you've been really helpful. Just wait till my parents see that I've learned to create video games!"
Abdul continues to work the material in the course until he has to go to bed.

Scenario Five:

Abdul returns to the website to complete the game that he started the day before. He enjoys the website so much that he has bookmarked it and plans to work through several other tutorials before he tries making a game on his own. Because he has been to the site before he is familiar with the layout of the site and can easily navigate through the content. After he finishes the first tutorial he is so grateful for the experience that he decides to send a message to the administrator to show his appreciation. He follows the contact link and fills out the form that is provided.

Scenario Six:

Justin is scrolling through Facebook, when he comes across a link for *Jesse McCarthy's* website. The post shows a screenshot from a game on the site that fascinates him. He proceeds to follow the link that brings him to the game page of *The Scalar Star*.

Eddie - "Welcome Justin, would you like to learn the controls for the game before playing."
User is prompted with a menu containing buttons to either play the game or read the instructions.

Justin - "I think that I could probably figure it out. Thanks though."
Justin selects the "play" button. He proceeds to play the game and dies quickly by running into a larger star.

Justin - "This is a dumb game."
Justin leaves the website immediately after dying, deciding that he would rather workout than try to figure out how to play the game.