



**Historical Resources Interactive Training:
A CD-ROM based multimedia training program**

Information Plan and Design Draft

Prepared by Bobby Vaughn
Employee Development Center
Georgia Department of Transportation

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Introduction

This is an Information Plan for a high-quality interactive multimedia training and resource CD designed to provide departmental historians with a working knowledge needed to identify historical and cultural resources in a transportation project.

The Cultural Resources Section of the Office of Environmental Location desires such a product to both train new employees, provide a refresher for current employees and to serve as a resource for the departmental employees statewide.

The Cultural Resources Section wants a training and informational resource that will prepare and aid new employees to more accurately identify the cultural and historical resources and determine the historical significance of these resources for consideration in the development of transportation projects.

This information plan identifies both the primary and secondary audiences, analyzes the needs of these audiences, and develops a strategy for meeting those needs in a multimedia CD presentation using photos, graphics, text, hyperlinks, popups and text.

This plan also includes a section discussing the concerns for obtaining the necessary rights and permissions for images needed for the presentation. These concerns can significantly affect both the quality and deployment of this project.

Audience analysis

Primary Audience

The primary target audience includes departmental historians, a senior historian, and district environmental personnel who have the responsibility of identifying historical and cultural resources in projects around the state.

General information needs include

- To have a ready resource specifically addressing the identification and significance of historical/ cultural of resources
- To speed up research efforts
- To improve the process for submitting research documentation
- To identify the types of documents required to report research.
- To provide for consistency in the use of vernacular and descriptive language and concepts used in the field.
- To more accurately identify critical features of cultural/historical resources.

Specific information needs include

- To determine the general age of an historical structure
- To provide a method to identify key features which characterize architectural styles.
- To provide a method to identify and discern key elements that differentiate various vernacular types
- To provide a method to distinguish architectural styles and vernacular types unique to Georgia
- To provide a method to identify and recognize elements that distinguish historical settings and landscapes
- To determine the physical integrity of a structure and its eligibility for inclusion in the National Register of Historic Places
- To understand the application of the National Register criteria in evaluating resources

Chief reason for developing the Cultural-Historical Training resource:

Department historians and environmental location specialists need a ready information source that provides both a learning mechanism and a job aid specifically addressing the identification and evaluation of historical and cultural resources for use in departmental pre-construction efforts. They want a consistent, accurate product that will help them to quickly and thoroughly identify and evaluate various architectural styles, vernacular types and settings to improve the efficiency and accurateness of their research efforts and to reduce multiple trips to the project site.

Audience analysis (cont'd)

Secondary Audience

The secondary target audience primarily includes the department's Historical and Cultural Section Chief, the GEPA/NEPA Section Chief, the Historical and Cultural Resources Unit Manager, the State Environmental Location Engineer, the Pre-Construction Division Director, the Department of Natural Resources State Historic Preservation Officer, and others whose responsibilities are directly affected by the primary audience's ability to accurately identify and evaluate cultural and historical resources in a timely manner.

General needs include:

- To increase job satisfaction by reducing frustration associated with multi-source research activity needed in evaluating historical/cultural resources on projects
- To improve the accuracy and comprehensiveness of historical and cultural resource assessments
- To improve the accuracy and methodology used in processing and reporting historical and cultural information gathered on projects
- To provide a positive medium for training new employees and quickly bring them up to speed to accurately evaluate historical and cultural resources on projects
- To provide a positive medium for refreshing knowledge of current employees.

Specific needs include:

- To have a ready information resource that specifically addresses identification and evaluation of historical and cultural resources
- To improve the consistency and strengthen the framework used in determining the historical significance of resources.
- To provide a framework for evaluating the physical integrity of historical structures.
- To establish conventions of nomenclature and concept definitions regarding architectural styles, vernacular types, settings and landscapes
- To improve the consistency and strengthen the framework used in determining the historical significance of resources and their eligibility for the National Register

Chief reason for needing this presentation:

Members of the secondary target audience have a direct vested interest in assuring that the department's historians and environmental personnel provide accurate and comprehensive environmental assessments. To reduce costs by minimizing time-to-complete environmental assessments, secondary audience members need a training and information resource for primary audience members that will improve their ability to accurately identify and evaluate cultural and historical resources in a timely manner. In addition, they need a ready information resource to enable these employees to accurately evaluate the physical integrity and determine the historical significance of historical and cultural resources on the department's projects.

(more)

Audience analysis (cont'd)

Chief reason for needing this presentation: (Secondary Audience)

More importantly, they need to improve employee retention in the Historical and Cultural Resources Unit by removing some of the frustration associated with complex multi-source research. In addition, by improving the accuracy and comprehensiveness of environmental assessments, multiple trips to project sites can be minimized. Finally, by establishing vernacular conventions and consistent concept definitions, communications among the staff can be improved. The Historical and Cultural Resources Unit of the Office of Environment and Location has invested a lot of time, effort and money into training its historians to both identify historical and cultural resources in Georgia.

Evaluating the physical integrity of cultural and historical resources can be extremely difficult and time consuming. Because of the time constraints imposed by departmental projects requiring environmental studies, the ability to provide accurate assessments in a timely manner is critical.

Objectives

Produce an interactive multimedia resource to satisfy both the general and specific needs of departmental historians and cultural resources staff (primary audience) who evaluate the physical integrity of structures to determine eligibility for the National Register of Historic Places, and that meets needs of secondary audiences identified for this project.

Create a stand-alone self-paced training application deployed on CD-ROM for easy distribution to the primary target audience and designed to train departmental historians and district environmental specialists in identifying structures of historical and cultural significance in Georgia.

Develop strategies to provide for the creation and production of five 1.5 hour-long, open hierarchical instructional /resource modules that allow students to navigate to any section for gathering information or for learning, and that can use the media on most computers and laptops.

Strategies

To meet the general and specific needs of the primary target audience requires assessing these needs and developing a strategy. Gathering information of interviews from those who most understand the needs of the primary target is essential for developing a plan to meet those needs. Following are matrices that reveal the strategies required to sufficiently satisfy the general and specific needs of both the primary and target audiences.

Primary Audience

	Needs	Strategies
General	To have a ready resource specifically addressing historical/cultural resources.	Incorporate in the format of the project: an interactive CDROM
	To speed up research efforts	Provide an index or site map to specific sections and topics. Media elements: Hyperlinks of text
	To improve the processes for submitting research documentation.	Provide explanations of procedures for submitting information. Media elements: Hyperlink button, diagrams (flowcharts), text.
	To identify the types of documentation required to report research.	Incorporate as an independent link to OEL servers from each page. Media Elements: Hyperlink with graphical button.
	To provide for consistency in vernacular language used in the field	Incorporate throughout. Media elements: text, headings, photos, and graphics.
	To more accurately identify critical features of cultural/historical resources.	Provide examples throughout that show critical features of cultural/ historical resources. Media elements: photos, text, popup boxes, hyperlinks.
Specific	To determine the general age of an historical structure	Incorporate at the beginning of each section describing specific styles and types. Media elements: Text, headings, photos, hyperlinks.
	To provide a method to identify key features which characterize architectural styles.	Chapter specific. Point out the key features of each architectural style discussed. Media elements: Photos, text, headings, graphics, popup boxes
	To provide a method to identify and discern key elements that differentiate various vernacular types	Chapter specific. Point out the key features of each vernacular type discussed. Media elements: Photos, text, headings, graphics, popup boxes
	To provide a method to distinguish architectural styles and vernacular types unique to Georgia	ncorporate as appropriate in identified sections, and as hyperlinks in the product index. Media elements: Photos, text, popup boxes, hyperlinks
	To provide a method to identify and recognize elements that distinguish historical settings and landscapes	Chapter specific. Point out the key features of various landscapes and settings discussed. Media elements: Photos, text, headings, graphics, popup boxes

(more)

Strategies (cont'd)

Primary Audience

	Needs	Strategies
Specific	To determine the physical integrity of a structure and its eligibility for inclusion in the National Register of Historic Places	Chapter specific. Provide examples that demonstrate physical integrity Describe the process of determining the physical integrity. Address common issues. Media elements: photos, text, pop-up boxes and hyperlinks.
	To understand the application of the National Register criteria in evaluating resources	

Secondary Audience

	Needs	Strategies
General	To increase job satisfaction by reducing frustration associated with multi-source research activity needed in evaluating historical/cultural resources on projects	Provide a single-source reference that serves as job aid to compliment historical-cultural research. Media elements: CDROM Format
	To improve the accuracy and comprehensiveness of historical and cultural resource assessments	Provide suggestions and methods for assessing and reporting features and elements of historical/cultural resources. Media elements: text, hyperlinks.
	To improve the accuracy and methodology used in processing and reporting historical and cultural information gathered on projects	Provide explanations of procedures for submitting information. Incorporate as an independent link to OEL servers from each page. Media Elements: Hyperlink with graphical button. diagrams (flowcharts), text.
	To provide a positive medium for training new employees and bring them quickly up to speed.	Incorporate optional linear CBT on CDROM that serves to train new employees. Provide hierarchical training objectives at the beginning of each chapter and heading. Develop optional multiple choice tests at the end of each section to review material and reinforce learning. Media elements: Text, photos, html.
	To provide a positive medium for refreshing knowledge of current employees.	Incorporate optional hierarchical CBT on CDROM that serves to refresh knowledge of current employees. Provide an index or site map to specific sections and topics. Media elements: Hyperlinks of text Develop optional multiple choice tests at the end of each section to review material and reinforce learning. Media elements: Text, photos, html.

(more)

Strategies (cont'd)

Secondary Audience

	Needs	Strategies
Specific	To have a ready information resource that specifically addresses identification and evaluation of historical and cultural resources	Provide a single-source reference that serves as job aid to compliment historical-cultural research. Media elements: Format CD-ROM
	To improve the consistency and strengthen the framework used in determining the historical significance of resources.	
	To provide a framework for evaluating physical integrity of historical structures	
	To establish conventions in nomenclature and concept definitions.	
	To improve the consistency and strengthen the framework used in determining the historical significance of resources and their eligibility for the National Register	

Concerns

Copyrights and permissions

Critical to the success of this project is assuring that all permissions and copyrights have been procured for material presented in the project in accordance with Title 17 of the United States Code.

Use of images

Ownership

Most of the images obtained from this project were obtained from some 570 35mm slides prepared by a consultant for use in training DOT employees. The consultant should identify those photos to which she has not obtained permission for use in her consulting practice.

While many of the images apparently are the property of the consultant, there is a question as to the property rights of other images. While Title 17 allows for fair use of copyright material in education, it is not known whether the consultant had to obtain specific rights to use any of these images in her consulting practice.

There is also the issue as to whether the many of the homeowners and property owners whose homes and properties are depicted in the slides have agreed to allow their depiction for use only in the consultant's practice. It should not be assumed permissions granted by the homeowners to the consultant extend to the Georgia DOT for use in this project.

Releases

Releases that grant permission for Georgia DOT to use the photos in the development of this project is suggested.

Since permission to use copyrighted material in most cases usually does not allow for any transfer of rights, it is suggested that the department obtain in writing permissions to have non-exclusive rights to all slides belonging to the consultant. It is also suggested that the department obtain written permission from the copyright holders for rights to use those images where transfer was not granted to the consultant.

In addition it is further suggested that consultant agree in writing that she has obtained permission from the owners of the properties depicted in the slides for such purposes and transfer of rights. Finally, the department should obtain permissions from property owners to use depictions of their property for use in this project where permission was not granted to the consultant.

Use of text

Text

Consideration in obtaining the rights and permissions for the textural elements of the presentation needs careful attention. Since much of the textural information from the consultant is being considered for inclusion in this project, it is suggested that the consultant grant non-exclusive rights to the department for using the textual material from the consultant's practice for use in training Georgia DOT employees.

Concerns (cont'd)

Scheduling

Giving the abbreviated time constraints imposed for developing this project, up-front planning and scheduling is critical to meet the project objectives.

Consideration of individuals work schedules and availability needs direct attention early in the project life. Particular attention should be given to scheduling of production and assembly to assure quality issues are addressed sufficiently.

Historical Resources Project Design Draft

Presentation Description: An interactive multi CD-ROM hierarchical multimedia training and information resource application comprising of five 1-hour-long chapters discussing architectural styles, vernacular types, landscapes and settings, historical significance and physical integrity of historical and cultural resources.

Format: Multimedia

Medium: CDROM

Priorities: To complete this project requires tackling 15 major priorities each of which are critical elements of the project. These priorities include

- 1) Transfer and edit of approx 570 35mm slides to digital format
- 2) Determine concise program and chapter objectives.
- 3) Develop an outline for each of five chapters in the project
- 4) Create a flow chart depicting hierarchical levels, navigation
- 5) Write a script for each chapter developing the content for each "page" including headings, photo captions, text and popup info.
- 6) Compile glossary of key concepts and descriptions
- 7) Design an application interface
- 8) Create a Story board
- 9) Develop front matter that explains how to use the program
- 10) Authoring the program.
- 11) Complete Alpha
- 12) Conduct Alpha testing
- 13) Gain approvals
- 14) Revise and Author to Beta
- 15) Complete Beta
- 16) Conduct Beta tests
- 17) Approve Beta

Historical Resources Project Design Draft (cont'd)

Design Strategy

Designing the presentation will have to be done in five basic parts and three interview sections.

Total running time: 1 to 1.5 hours per chapter.

Parts/Section

- 1) Introduction
 - a) Title page
 - b) Program Objective
 - c) Menu
 - d) How to use the program
- 2) Menu Item 1 "Architectural Styles"
 - a) Title page
 - b) Chapter objective
 - c) Submenu
 - d) Chapter test
- 3) Menu Item 2 "Vernacular Types"
 - a) Title page
 - b) Chapter objective
 - c) Submenu
 - d) Chapter test
- 4) Menu Item 3 "Landscapes and Settings"
 - a) Title page
 - b) Chapter objective
 - c) Submenu
 - d) Chapter test
- 5) Menu Item 4 "Determining Historical Significance"
 - a) Title page
 - b) Chapter objective
 - c) Submenu
 - d) Chapter test
- 6) Menu Item 5 "Determining Physical Integrity"
 - a) Title page
 - b) Chapter objective
 - c) Submenu
 - d) Chapter test
- 7) Menu Item 6 "Resource Links"
- 8) Menu Item 7 "Index"
- 9) Menu Item 8 "Glossary"
- 10) Menu Item 9 "Exit"

Historical Resources Project Design Draft (cont'd)

Headings/ Levels	Title slide	
	Objectives	
	Instructions	
	Chapter Heads	
	Section Heads	
	Subsection Heads	
	Subtitles	
	Photo captions	
	Logo for GDOT	
	Logo for Environment Location	
Graphics/illustrations/other visuals	Icons and navigational elements	
	Application interface design	
	Miscellaneous background elements	
Typeface style, size	Title slide: 72pt	Arial Bold (Sans serif)
	Benefits 36 pt	Arial (Sans serif)
	Options 30 pt.	Arial
	Deliverables 30 pt	Arial Bold
	Subtitle slides 18 pt.	Times New Roman (serif)
Audio and sound elements		
Final Production		
	Presentation colors coord/size, timing	Black, Green, yellow
	Text color	Yellow for Benefits, Features
		White w/ gray drop shadow for options, deliverables
		Cultural Resources
	Production studio info	
	Media formatting	Beta to Network or CDROM
		Final to CDROM