



IDentifEYE

D1.4 Development guidelines
Version 1.0 – 02/01/2014

Project	IDentifEYE		
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(*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

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Referenced Documents

ID	Reference	Title
1	2013-1-GR1-LEO05-13907	Project Proposal
2	2013-1-GR1-LEO05-13907	Evaluation Comments

Applicable Documents

ID	Reference	Title
1	FAVINOM QMS	Quality Management Procedures

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Executive Summary

The aim of the IDentifEYE project is to empower teachers in Greece, Poland, Spain and Lithuania to discover the most effective educational technology to support student self-presentation, resilience and pro-active attitudes with regards to the sharing of personal data online - for students aged 8 to 11 and 12 to 14 - and student self-presentation and entrepreneurship with regards to the sharing of personal data online - for older students.

Practically teachers will broaden their knowledge on the subject initially by introducing them to:

- (1) the concept of online identities as a framework to understand the relevance of shared online personal data,
- (2) IDentifEYE game and a second AR app as best practices in the field,
- (3) other existing best practice educational technologies,

Then, teachers will be empowered by:

- (4) requiring them to create a concept workshop session to support students in understanding the relevance of shared online personal data employing best practice educational technologies, and
- (5) having a framework for assessing how effective individual educational technologies are to support students in understanding the relevance of shared online personal data

The present document contains information regarding the development guidelines for the augmented reality software.

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1. Introduction

1.1. Purpose of the D1.4 Development guidelines

The purposes of D1.4 Development guidelines are to address the technical guidelines for the development of all software applications that will be used to obtain the objectives of the project. This work is iterative and starts with the development guidelines for the augmentations. It will be updated after the requirements for the automated import tool and the other tools (e.g. AR products and tools that will be used for video capturing, editing and importing to the main application) are elaborated. The final document will include hardware requirements that will be used to conduct all workshops' activities.

The exploitation of the project after its life time depends on the interoperability of the outcomes. For this reason the developed guidelines will be based on widely used tools/methods/standards so that other platforms can work in conjunction/cooperate with the Dynamic Identity products as easily as possible, with the fewest possible modifications/adjustments.

1.2. Scope of the project

Children today are in danger on the Internet because of not understanding the relevance of data. They either too freely provide their own data and thus run the risk of identity theft or of an unwanted third party being able to target them, or they too easily believe the actuality of data provided by others and thus could become targeted by a third party who is disguised by a false identity. Internet is a great tool that offers youngsters many additional opportunities to their education, entertainment or even social life. Internet is nowadays thoroughly embedded in children's lives.

In order to identify the proper way to reach children it is important to look at the persons that children turn to for advice when something online troubles them. So, the best strategy to protect children is to train teachers that children already trust, to guide them through online activities. Considering that schools have the resources to reach all children, they should take the initiative training them. With the proper training of teachers, ideally, every child would have at least one skilled person to turn to (teacher or even peer). To address these issues, in the current project we will utilise an augmented reality game and validated pedagogical approaches to empower teachers reach out to children and educate them about the dangers of the Internet and online identities.

1.3. Project Objectives

The primary objectives of this project are to:

- Create a new curriculum module in which teachers will empower a conscious, creative and critical stance by students as evolving responsible civilians [8-14 years] towards online media by means of training essential skills and providing essential knowledge.
- Benchmark effective new methodologies and pedagogical strategies as an essential component of the new curriculum module.
- Publish the new curriculum module both in a traditional form (print) and online together with didactic material and multimedia instructions so that European teachers can implement the new module by themselves.
- Create an international network to evaluate and help promote the new curriculum and function as a help centre for European teachers willing to implement the new module.

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The main products comprise:

- A curriculum (based on social psychology) for teachers to educate children on the dangers of being online: "Reflecting on identity by means of multiple viewpoints"
- A delivery methodology for teachers to reach out to children more effectively and educate them about matters that concern them
- The impact is expected to be considerable in terms of in-service training for teachers who today lack important skills.

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2. Graphic design specifications

Augmentations for the AR game are created in layers – like in Photoshop

- .PNG format, most preferably PNG-8
- Resolution: 640 x 480
- They take a template as their starting point – as attached



- The template layer is used to position the augmentation's location vis-à-vis the future player's head and to establish its relative size. When the augmentations are finished the template layer is NOT included in the end result.
- They are created in mirror reverse

There are several types of augmentations:

- Permanent or temporary
- Tracking face or static
- Picture or animation

Animations

- For animations 12 frames per second (fps) are needed
- The animations can be displayed once or can be displayed in a loop
- The individual frames of the animations should be named in alphanumerical order in such a way that this order corresponds with their following order f.i. 01, 02 etc.

2.1. Functional Description of Technical Deliverables

An app is needed that is capable of:

- Being downloaded to the local computer of the end-user

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- Importing longer film files, present on the end-user's computer
- Automatically recognizing cuts in the imported individual film files (the individual film file consists of serially recorded sessions)
- Automatically separating the film fragments – the sessions - into separate files
- Automatically recognizing "noise" – sessions gone wrong, to be defined – and ignore these
- Automatically translating the resulting separate film files into .flv format files
- Automatically numerating the .flv files from 01 to 20
- Automatically placing the .flv files into a designated folder [/resources/movie]
- Automatically linking the numerated film files to corresponding markers and browser files [bin/flarconfig01 to 20] (this automatic linking is already being taken care of)

The basis of the app is an existing FLAR toolkit app.

For the end-user a browser file [index01 to 20 in the bin folder] and a printed out marker [in the resources/marker folder] are all they need to use the AR app.

The end-user should thus be able to easily find the browser files and the printable markers (in .pdf version with added numbers 01 to 20 and arrow which side up).

The .flv files (f.i. film file 01) will be displayed when the appropriate marker (01.pat file in resources/FlarToolkit/patterns/pat8) will be shown to the appropriate browser file (index01) frame.

The customized AR app will be only used on the end-user's computer so there are no privacy issues.