PROGRESS OUTCOME 5

A kapa haka website

Context

Kiri and Jasmine have been developing a website for the school's kapa haka group. They decided to share the tasks and each focus on their strengths in digital media to produce a better quality outcome. Kiri has worked on the coding of the website and the information structure, while Jasmine has focused on its appearance (layout and colour scheme) and creating and editing images, videos and sound. Working as a team has allowed them to address the wide range of stakeholders and considerations more effectively.

Insight 1: Research on content (Kiri and Jasmine)

Before we could work on the design, we needed to interview the student and teacher leaders of the kapa haka group to learn what types of information and media they wanted the website to contain.

The discussion also revealed the need for English and te reo Māori versions of the site. We decided to develop our translations with students from the te reo Māori language class rather than rely on an automated translator, which still can't produce accurate translations for te reo Māori.

Insight 2: Project management (Kiri and Jasmine)

Because we were working as a team, it was especially important to develop a plan for our outcome and find the best way to keep track of our tasks and progress. We decided to use Trello™ for project management because it is a free online tool that we could both access easily, even at home or after school. We could also allow our teacher and other stakeholders to log on and comment on questions we had.

We used Trello to set up key tasks in the order that they needed to be accomplished, to track our progress with them, and to reorder them when we struck obstacles. We also agreed to set up a Google™ Team Drive to keep version-controlled folders of our work, provide easy access to files and folders, and ensure we were backing up at all times.

Insight 3: Design research (Kiri and Jasmine)

When developing the website markup and styling, we researched other schools' websites as well as national kapa haka competition websites. We had to ensure the site's look and feel would complement our school website and the kapa haka group's logo.

As we developed the design options, we worked together to ensure that they could be coded and the content easily displayed. Once we had narrowed the design options down to two, we presented them to the principal and the leaders of the kapa haka group for their feedback.

Insight 4: Coding decisions (Kiri)

I decided against making two completely different versions of the site because the duplication of work when updating would be considerable and introduce a greater chance of errors. Instead I achieved two versions of the site using dynamic CSS (cascading style sheets) and JavaScript. I also decided to use a CSS Flexbox Grid plugin to ensure that the website was scalable for a range of devices.

Insight 5: Video and photography (Jasmine)

I scheduled video and photography shoots according to the kapa haka group's performance schedule and practice times. I needed to ensure that I had permission to use the photos and video from the members of the group and discovered that the school office keeps a record of these.

Because videos of the performances would be a key element of the website, I focused on the lighting and sound equipment to ensure we achieved recordings of a high quality without too much background noise. I tested the recording set-up in kapa haka practice sessions. I then used this footage to test the editing features of the software, exporting files in different sizes and qualities to use in our website testing.

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