

POSITIVE VIRAL VIDEOS

KIMBELLE LEE MUNG KIM

This report is submitted in partial fulfilment of the requirements for the
Bachelor of Computer Science (Interactive Media)

FACULTY OF INFORMATION COMMUNICATION AND TECHNOLOGY
UNIVERSITI TEKNIKAL MALAYSIA MELAKA
2012

BORANG PENGESAHAN STATUS TESIS

JUDUL: Positive Viral Videos

SESI PENGAJIAN: 2011 / 2012

Saya: Kimbellie Lee Mung Kim

mengaku membenarkan tesis (PSM/Sarjana/Doktor Falsafah) ini disimpan di Perpustakaan Fakulti Teknologi dan Komunikasi dengan syarat-syarat kegunaan seperti berikut:

1. Tesis and projek adalah hakmilik Universiti Teknikal Malaysia Melaka.
2. Perpustakaan Fakulti Teknologi Maklumat dan Komunikasi dibenarkan membuat salinan untuk tujuan pengajian sahaja.
3. Perpustakaan Fakulti Teknologi Maklumat dan Komunikasi dibenarkan membuat salinan tesis ini sebagai bahan pertukaran antara institusi pengajian tinggi.

4. ** Sila tandakan (/)

SULIT (Mengandungi maklumat yang berdarjah keselamatan atau kepentingan Malaysia seperti yang termaktub di dalam AKTA RAHSIA RASMI 1972)

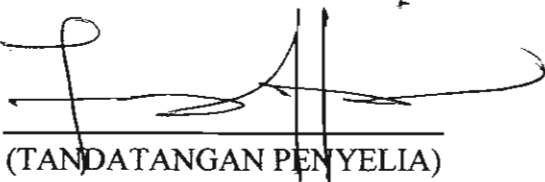
TERHAD (Mengandungi maklumat TERHAD yang telah ditentukan oleh organisasi/badan di mana penyelidikan dijalankan)

TIDAK TERHAD


(TANDATANGAN PENULIS)

Alamat tetap: 14, lorong 1,
Jalan Panglima, Sunshik Park
86000 Kluang, Johor

Tarikh: 28/8/2012


(TANDATANGAN PENYELIA)

SYARIFANOR HASHAM
Nama Penyelia

Tarikh: 28/8/2012

CATATAN : *Tesis dimaksudkan sebagai Laporan Akhir Projek Sarjana Muda(PSM)


** Jika tesis ini SULIT atau TERHAD, sila lampirkan surat daripada pihak berkuasa.

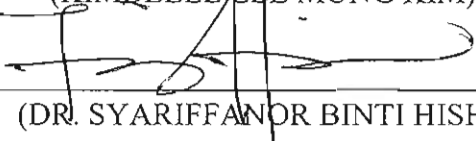
DECLARATION

I hereby declare that this project report entitled

POSITIVE VIRAL VIDEOS

is written by me and is my own effort and that no part has been plagiarized without citations.

STUDENT : 
(KIMBELLE LEE MUNG KIM) Date : 28/8/2012

SUPERVISOR : 
(DR. SYARIFFANOR BINTI HISHAM) Date : 28/8/2012

ACKNOWLEDGEMENTS

First, I would like to take this opportunity to thank Dr. Syariffanor Binti Hisham for her guidance and patience towards engaging me to the correct path while developing this project. Without all the supervision, support and encouragement, I would not have completed this project.

I would like to thank my parents for always showering me with love, care and great moral support.

I would like to thank friends that helped and supported me throughout the project.

Thanks to the faculty that provided me with tools and equipment to fulfil and complete the project, and I appreciate the staffs of the faculty for generously giving help and support with a smile.

Finally, I would like to thank God for blessing me with all the people who aided me in this project.

ABSTRACT

In this new age of advanced technologies and means of the internet is becoming increasingly available everywhere, people are communicating through social networks such as Facebook, Twitter, MySpace, and various other social network sites. Therefore, videos from video sharing sites, especially Youtube, works hand-in-hand with social networks to allow videos to be uploaded, viewed, rated and shared to peers. Thus, the video will be categorized as a viral video that acts like a chain effect, a video that carries contents that are easily remembered and many will view it repeatedly. However, most viral videos are of negative contents that might display mainly brutality and violence, such as pornography, bullying, child abuse and animal cruelty. This may cause shameful behaviours especially from the younger generation without an adult's supervision. This is because various kinds of video contents that are uploaded by the internet community are limitless, it is almost impossible to find "extreme viewers' discretion" contents being commercially broadcasted. A positive video becoming viral is possible, but quite difficult to capture the full and exuberant attention of viewers. Nevertheless, there are some positive videos becoming viral among the internet community. Contents and emotions released from the video could stir the viewer's feelings and thus, motivating viewers to share out to allow others to experience the goodness as well. The purpose of this project is to study the reason behind a positive viral video through the components of visual arrangement, sound effects, background music and the moral values. Besides, this is to investigate people's memory of storing messages effectively and for long-term. In this project, the procedure of producing a positive video is discussed in terms of the pre-production, production and post-production. After completing and rendering the video, it is uploaded on the video sharing site, Youtube, to carry out the testing phase. Finally, at the final chapter, the conclusion of the whole project of the summary of the test data gathered.

ABSTRAK

Dalam era globalisasi kini, kemajuan teknologi dan kemudahan internet semakin berkembang pesat. Laman web sosial seperti Facebook, Twitter, MySpace, dan pelbagai laman sosial yang lain menjadi medium utama dalam berkomunikasi. Oleh sebab itu, laman perkongsian video seperti Youtube, membenarkan pengguna internet untuk memuat naik video dengan cepat dan mudah. Youtube juga memberi peluang kepada penonton untuk memberi komen, menilai, dan berkongsi video kepada rakan sosial mereka. Apabila video berkaitan semakin kerap dikongsi ke laman sosial lain, ini akan dikategorikan sebagai 'video virus' yang bertindak seperti rantaian perkongsian. Video yang membawa kandungan yang mudah diingati dan akan ditonton oleh orang ramai mempunyai peluang menjadi video yang popular dalam kalangan komuniti internet. Walau bagaimanapun, kebanyakan 'video virus' adalah video dengan kandungan negatif yang mungkin memaparkan kekejaman dan keganasan, seperti pornografi, kes buli, penderaan kanak-kanak dan penderaan haiwan. Hal ini kerana, laman web sosial yang membolehkan pengguna memuat turun dan memuat naik video tidak mempunyai sebarang had. Video yang dimuat naik juga tidak perlu melalui proses penapisan. Walaupun video kandungan positif agak sukar untuk menarik perhatian pelbagai jenis penonton, namun tidak mustahil jika video tersebut menjadi video virus di laman-laman web popular. Terdapat beberapa video positif yang menjadi video virus dalam kalangan pengguna internet. Kandungan dan emosi yang dipaparkan di dalam video boleh memberi impak kepada perasaan penonton dan memotivasi penonton untuk berkongsi dengan rakan-rakan internet. Tujuan projek ini adalah untuk mengkaji komponen-komponen yang sesuai dalam proses penghasilan video positif, melalui susunan visual, kesan bunyi, muzik latar belakang dan nilai-nilai moral. Dalam projek ini, prosedur menghasilkan video positif dibincangkan dari segi pengeluaran pra-produksi, semasa produksi dan selepas produksi. Sebagai langkah akhir, video ini dimuat naik di laman perkongsian video, Youtube, untuk menjalani fasa ujian. Pada bab terakhir, kesimpulan keseluruhan projek akan dibincangkan melalui ringkasan data ujian yang dikumpulkan.

TABLE OF CONTENTS

| CHAPTER | SUBJECT | PAGE |
|-------------------|---|----------|
| | DECLARATION | i |
| | ACKNOWLEDGEMENTS | ii |
| | ABSTRACT | iii |
| | ABSTRAK | iv |
| | TABLE OF CONTENTS | v |
| | LIST OF TABLES | ix |
| | LIST OF FIGURES | x |
| CHAPTER I | INTRODUCTION | 1 |
| | 1.1 Project Background | 1 |
| | 1.2 Problem Statement | 2 |
| | 1.3 Objective | 3 |
| | 1.4 Scope | 3 |
| | 1.5 Project Significance | 4 |
| | 1.6 Conclusion | 4 |
| CHAPTER II | LITERATURE REVIEW & PROJECT MANAGEMENT | 5 |
| | 2.1 Introduction | 5 |
| | 2.2 Domain | 5 |
| | 2.3 Existing Positive Viral Videos, Facts and Finding | 6 |
| | 2.3.1 The Girl Effect- The Clock is Ticking (2D-Animation) | 8 |
| | 2.3.2 Kiwi! (3D-Animation) | |
| | 2.3.3 Life Vest Inside - Kindness Boomerang (Video) | 10 11 |

| | | |
|--------------------|---------------------------------|-----------|
| 2.4 | Project Methodology | 12 |
| 2.4.1 | Pre-Production | 13 |
| 2.4.2 | Production | 14 |
| 2.4.2.1 | Suitable Location | 14 |
| 2.4.2.2 | Lighting Technique | 14 |
| 2.4.2.3 | Shots | 15 |
| 2.4.2.4 | Camera Position | 16 |
| 2.4.3 | Post-Production | 16 |
| 2.5 | Project Requirement | 16 |
| 2.5.1 | Software Requirement | 17 |
| 2.5.2 | Hardware Requirement | 17 |
| 2.6 | Project Schedule and Milestones | 18 |
| 2.7 | Conclusion | 19 |
| CHAPTER III | ANALYSIS | 20 |
| 3.1 | Introduction | 20 |
| 3.2 | Problem Analysis | 20 |
| 3.3 | Requirement Analysis | 21 |
| 3.3.1 | General Video Description | 21 |
| 3.3.2 | Storyline | 21 |
| 3.3.3 | Planning | 23 |
| 3.3.4 | Casting | 25 |
| 3.3.5 | Technique Used | 26 |
| 3.4 | Software Requirement | 27 |
| 3.4.1 | Windows Live Movie Maker | 27 |
| 3.4.2 | Adobe After Effects | 27 |
| 3.4.3 | Adobe Soundbooth | 28 |
| 3.4.4 | Adobe Illustrator | 28 |
| 3.4.5 | Bandicam | 28 |
| 3.4.6 | Microsoft Office Word | 29 |
| 3.5 | Hardware Requirement | 29 |
| 3.5.1 | Personal Laptop | 29 |
| 3.5.2 | Sony HDV Camcorder | 29 |
| 3.5.3 | Mini DV | 30 |
| 3.5.4 | Tripod | 30 |

| | | | |
|-------------------|-----------------------|----------------------------------|-----------|
| | 3.5.5 | i-Link | 30 |
| | 3.5.6 | Lighting Equipment | 31 |
| | 3.5.7 | Storage Device | 31 |
| | 3.6 | Conclusion | 31 |
| CHAPTER IV | DESIGN | | 32 |
| | 4.1 | Introduction | 32 |
| | 4.2 | Scene Sequence Diagram | 32 |
| | 4.3 | Preliminary Design | 33 |
| | 4.3.1 | Storyboard | 34 |
| | 4.3.2 | Character Profile | 39 |
| | 4.3.3 | Shot-list | 40 |
| | 4.3.4 | Running Sheet | 41 |
| | 4.3.5 | Music Arrangement | 42 |
| | 4.4 | Conclusion | 43 |
| CHAPTER V | IMPLEMENTATION | | 44 |
| | 5.1 | Introduction | 44 |
| | 5.2 | Improved Storyboard | 44 |
| | 5.3 | Production and Implementation | 50 |
| | 5.3.1 | Production of Texts | 51 |
| | 5.3.2 | Production of Audio | 52 |
| | 5.3.3 | Production of Video | 53 |
| | 5.3.4 | Process of Integration | 54 |
| | 5.4 | Media Integration | 55 |
| | 5.5 | Product Configuration Management | 55 |
| | 5.5.1 | Configuration Environment Setup | 55 |
| | 5.5.2 | Version Control Procedure | 56 |
| | 5.6 | Implementation Status | 57 |
| | 5.7 | Conclusion | 58 |
| CHAPTER VI | TESTING | | 59 |
| | 6.1 | Introduction | 59 |
| | 6.2 | Test Plan | 59 |
| | 6.2.1 | Test Organization | 60 |

| | | |
|--------------------|--|-----------|
| 6.2.2 | Test Environment | 60 |
| 6.2.3 | Test Schedule | 60 |
| 6.3 | Test Strategy | 61 |
| 6.4 | Test Design | 61 |
| 6.4.1 | Test Description | 61 |
| 6.4.2 | Test Data | 62 |
| 6.5 | Test Results and Analysis | 68 |
| 6.6 | Conclusion | 74 |
| CHAPTER VII | PROJECT CONCLUSION | 75 |
| 7.1 | Observation of Strength and Weaknesses | 75 |
| 7.2 | Proposition of Improvement | 76 |
| 7.3 | Contribution | 76 |
| 7.4 | Conclusion | 77 |
| | REFERENCES | 78 |
| | APPENDICES | 79 |

LIST OF TABLES

| TABLE | TITLE | PAGE |
|--------------|----------------------------|-------------|
| 3.1 | Planning sheet | 23 |
| 3.2 | Casts characters | 25 |
| 4.1 | Detailed Scene Sequence | 33 |
| 4.2 | Storyboard | 34 |
| 4.3 | Character Profile | 39 |
| 4.4 | Shot-list | 40 |
| 4.5 | Running Sheet | 41 |
| 4.6 | Sound effects arrangement | 42 |
| 4.7 | Music arrangement | 43 |
| 5.1 | Improved storyboard | 45 |
| 5.2 | Improved music arrangement | 50 |
| 5.3 | Text production | 51 |
| 5.4 | Alpha version | 56 |
| 5.5 | Implementation status | 57 |

LIST OF FIGURES

| FIGURE | TITLE | PAGE |
|--------|---|------|
| 2.1 | Scenes from “The Girl Effect” | 9 |
| 2.2 | Scenes from “Kiwi!” | 10 |
| 2.3 | Scenes from “Life Vest Inside - Kindness Boomerang” | 11 |
| 2.4 | Video Production Phase | 12 |
| 2.5 | Pre-Production Phase | 13 |
| 3.1 | Full storyline of “The Right Shoulder” | 21 |
| 4.1 | Scene Sequence Diagram | 33 |
| 5.1 | Audio production | 52 |
| 5.2 | Video production | 53 |
| 5.3 | Integration process | 54 |
| 6.1 | Viewings’ graph | 62 |
| 6.2 | Ratings’ graph | 63 |
| 6.3 | Viewers according to gender | 64 |
| 6.4 | Viewers according to respective countries | 65 |
| 6.5 | “Like” according to each respective countries | 66 |
| 6.6 | Sharing services used | 67 |
| 6.7 | Question 1 | 68 |
| 6.8 | Question 2 | 69 |
| 6.9 | Question 3 | 70 |
| 6.10 | Question 4 | 71 |
| 6.11 | Question 5 | 72 |

CHAPTER I

INTRODUCTION

1.1 Project Background

In this new beginning of the new generation, Y Generation, that is the Millennial Generation (or Millennial), where it is the generation of numerous social networking platforms for people to communicate with friends near and far. The most widely used social network is Facebook.com, with almost 845 million users and still growing, one could share comments, upload photographs, watch shared videos and share links to any media. While sharing is made easy, videos of specific events are shared potentially it is because they carry elements of entertainment, useful information or to create positive awareness among the public. Videos that are viewed repeatedly, and are known to many people, are classified as “Viral Videos”. However, the observed result is most videos with negative elements are more viral than videos that present positive elements. Thus, it is vital to go against the current and discover how positive videos can be “viral”.

The aim of this project is to study the reasons of certain videos being viral and why does negative contents attract more viewers than positive

contents. In addition, to understand of what subjects a positive video has to achieve in order to become a viral video. By definition Viral Video is a video that is put on a video sharing site, like YouTube, that then begins to spread based on the content. In the end, the video starts racking up millions of views. (Rick, 2010) People watch and share videos through social network sites for their friends and family to also enjoy the same feeling they had. Eventually these videos become viral from a million viewings to almost 36 million viewings. Most videos with this viewing numbers are popular celebrity music videos, entertaining brand advertisements, videos that shows footages that does not appear on national television and uncensored violence.

1.2 Problem Statement

Youtube.com is a popular video sharing site where the internet community would go to search for movie trailers, the latest news, and mainly for entertainment purposes such as celebrity music videos. Furthermore, while wandering in Youtube one may find numerous video titles that attracts and lures viewers to click into it. Mostly, top view videos viewed are by many viewers being attracted or some contributing countless times accessing, shows that the content is satisfying and alluring. Unfortunately, this title goes to negative videos, which gain almost a million viewers overnight. For example, “Leave Britney Alone!” is a video made by a blogger named Chris Crocker to rebuke the media for making the Princess of Pop, Britney Spears, life miserable while she was facing a life crisis. This video hit to 43,640,436 views (and still counting) since October 2007.

“You are what you eat”, if one influences oneself with negativity, then his or her thinking defies positivity promptly. In contrary, a positive video could not reach that number of views such like “Leave Britney Alone!”. People in this age are being manipulated by the media in terms of feelings and thinking, situations that are unusual will not be found on television programmes, but are possible on the internet.

Thus, the internet community is vulnerable while others misuse the sharing mode of humiliating and polluting the minds of our society.

1.3 Objective

- To study the effectiveness of viral videos spreading messages through actions both positive and negative
- To produce a video carrying positive elements and make it viral on the internet
- To evaluate the level of the video being viral by measuring the number of viewers for two weeks

1.4 Scopes

The target users of this video are viewers age 13 years and above. The reason of this boundary set is that Chain Reaction Of Kindness carries viewer discretion contents that are not suitable for viewers 12 years old and below. While in the video, there would be description in words of events and motivation to support better capturing of actions.

1.5 Project Significance

This project explores the effectiveness of viral videos, the impact offered to viewers whether it is positive or negative. Investigation of the reason behind an abusive video could be made viral on the internet. And also to scrutinize whether a gentle video could become viral and spread good morale to the society. This is in addition to explore the many ways of attracting viewers to the prudent act of compassion. The significance of this study is depicted by a short film to promote positivity and humanity to the younger generation and for the older generation to be a model of charity and kindness.

1.6 Conclusion

As a conclusion, this project is centered at the effectiveness of positivity and negativity of a viral video implanted on the internet society. The production of this three to four minutes short film is fully video-based, and the title of this short film is “The Right Shoulder”. There hopes of success towards this video to become viral through the network society. The following chapter will discuss the literature reviews towards viral videos.

CHAPTER II

LITERATURE REVIEW & PROJECT MANAGEMENT

2.1 Introduction

In this chapter, the literature review will be discussed. Published reviews by scholars and writers are included to display the facts and findings of viral videos. Furthermore, the project management process is shown through methodologies of video production, schedule and milestones.

2.2 Domain

The domain of this project is about positive viral videos on the internet. A positive video is a medium of a video produced and released on-line to spread the message to encourage optimism and human moral to the vast social-network society. Thus, the clear understanding of the message could allow viewers to share to others and let the ball rolling continuously. A successful viral video could move emotions to absorb the intended message through events of unusual activities and gestures.

Producing a video allows infinite room for imagination and creativity to deliver the objective. There are many methods in producing a viral video, such as having a hidden message to encourage soul-searching, a prompting of an up-and-down emotion, audio designing to guide the viewers' memorable experiences and the act done in the video to direct the point vividly.

2.3 Existing Positive Viral Videos, Facts and Findings

In comparison with the different viral videos on Youtube.com, three different video categories are chosen to describe the diverse types of media, but having almost the same viral intensity and message given to viewers. The videos are, "The Girl Effect – The Clock Is Ticking" (2D animation), "KiWi!" (3D animation), and "Life Vest Inside – Kindness Boomerang" (video).

"Viral videos rely more on appeals related to humor, sexuality, nudity and violence than TV ads." (Porter and Golan, 2006) To spread positivity and to improve the morale of the society, it is appropriate to plant optimistic images into people. Through a study of cognitive psychology, according to Anthony Elliott in *Social Theory Since Freud*, "Cognitive psychology refers to the study of human mental processes and their roles in thinking, feeling and behaving. Such study includes the broad categories of perception, memory, acquisition of knowledge and expertise, comprehensive, problem solving, creativity, production of language, decision making and reasoning."

"Pleasant emotional tone elicits the strongest attitude towards the ad, brand and intention to forward. The effects were weaker for coactive tone and weakest for negative emotional tone." (Eckler and Bolls, 2011) According to Eckler and Bolls, if a product is supposed to be delivered in a positive way, thus the chances of viewers having the intention to forward to others is high. "A popular viral video could be

built around a non-descript product with a ‘wow factor’ in the message” (MindComet, 2006) this justifies that “viral video should feature more emotionally intense content than TV counterparts to motivate forwarding behaviour.” (Lindstorm, 2009) According to Lindstorm, controlling the emotion of the viewers of bringing to the series of ups and downs will encourage viewers to share it to others so that others could experience the feelings they had.

In this age of business trends and economy markets, entrepreneurs and executives take the advantage of solely gaining profits and not lifting a finger to the society that is living in poverty, physically and mentally. Fortunately, according to Muhammad Yunus (2008) in *Creating A World Without Poverty: Social Business and the Future of Capitalism*, “Today's young executives, raised on television and the Internet, are more aware of social problems and more attuned to global concerns than any previous generation. They care about issues like climate change, child labour, the spread of AIDS, the rights of women, and world poverty.” Alongside gaining profit, young executive nowadays are giving their very best to balance poverty and luxury of the society by donating or organising campaigns to spread worrying social problems to the world. For example, at only 26 years of age, Mark Zuckerberg, the co-founder of the social network site, Facebook, is one of the world’s youngest billionaires. He donated \$100 million to Newark Public Schools plus, an undisclosed amount to the open social network project *Diaspora*. He talked about the Newark donation on *Oprah*, explaining his dedication to help fix the public school system.

The society nowadays is filled with influential media like Youtube video sharing platform and Facebook, a social network site. Along with globalization, people gradually become slaves of technology and networking. While surfing the internet, people are caught with videos that were shared by their friends. Most of the time, these videos carry elements, for example, bully, abuse, gruesome accidents, pornography, etc. Thus, this kind of influence causes diminution morale of the society. For example, a video shared in Youtube called “Woman Caught on Nanny Cam Abusing Infant Twins” currently has a hit of 1,173,444 views and still counting. It shows a cruel babysitter handles the infants brutally. Some may think cruelty makes one on par with society and it is fit to do so.

A video becoming viral shows that the video is worth watching. Unfortunately, those videos are mostly ones that carry negative elements. According to *Google Sites, Youku and VEVO Lead Global Online Video Rankings*, in October 2011, 201.4 billion videos were viewed online from a home or work location, with the global viewing audience reaching 1.2 billion unique viewers age 15 and older. Teenagers even younger than 15 years of age surf and watch videos on YouTube more often than other age groups. If at such a young and innocent age is influenced by negative images without adult supervision, it could somehow pollute their minds to think that cruelty is part of the status quo. Thus, instead of spreading videos that can destroy the social morale, uploading and sharing positive videos such as anti-pollution and ways of improving the environment. Or, even a simple video that shows of society displaying good morale to each other.

2.3.1 The Girl Effect - The Clock is Ticking (2D-Animation)

“The Girl Effect” movement is created by The Nike Foundation, with critical financial and intellectual contributions by the NoVo Foundation and Nike Inc., and in collaboration with key partners such as the United Nations Foundation and the Coalition for Adolescent Girls.

This inspiring 2D-animation video is intended to plant awareness to the world of the poverty of the potential of 250 million teenage girls. A series of rapid events following animations of a little 12-year-old girl’s future if she is living in poverty and being man-handled by cruel people. There were only three to four colours mainly being used to convey a message that blew to 1,147,582 views (from 13th September, 2010 to 29th May, 2012) on the video sharing site, Youtube.com.



Figure 2.1: Scenes from “The Girl Effect”

2.3.2 Kiwi! (3D-Animation)

Dony Permedi, the creator of “Kiwi!” completed this 3.10 minutes animation for his Master’s thesis while at The School of Visual Arts, MFA Computer Art, in New York City. It was created using Maya, After Effects, and rigged using The Setup Machine by Anzovin studios.

It currently has an incredible 32,300,004 views (from 27th June, 2006 to 29th May, 2012) on Youtube.com. This video is categorized as viral because the creator utilized a flightless animal, the kiwi, which does not have wings that is suitable to go airborne. However, with much determination of forming its dream, it nailed trees at the steep cliff and finally jumps off to imagine it was really flying. The moral of the story is to motivate viewers to have determination. One of the comments were “Every once in a while I look back at this and every time I either cry or desperately want to - HE JUST WANTED TO FLY!!!! fly kiwi fly!!!!”.

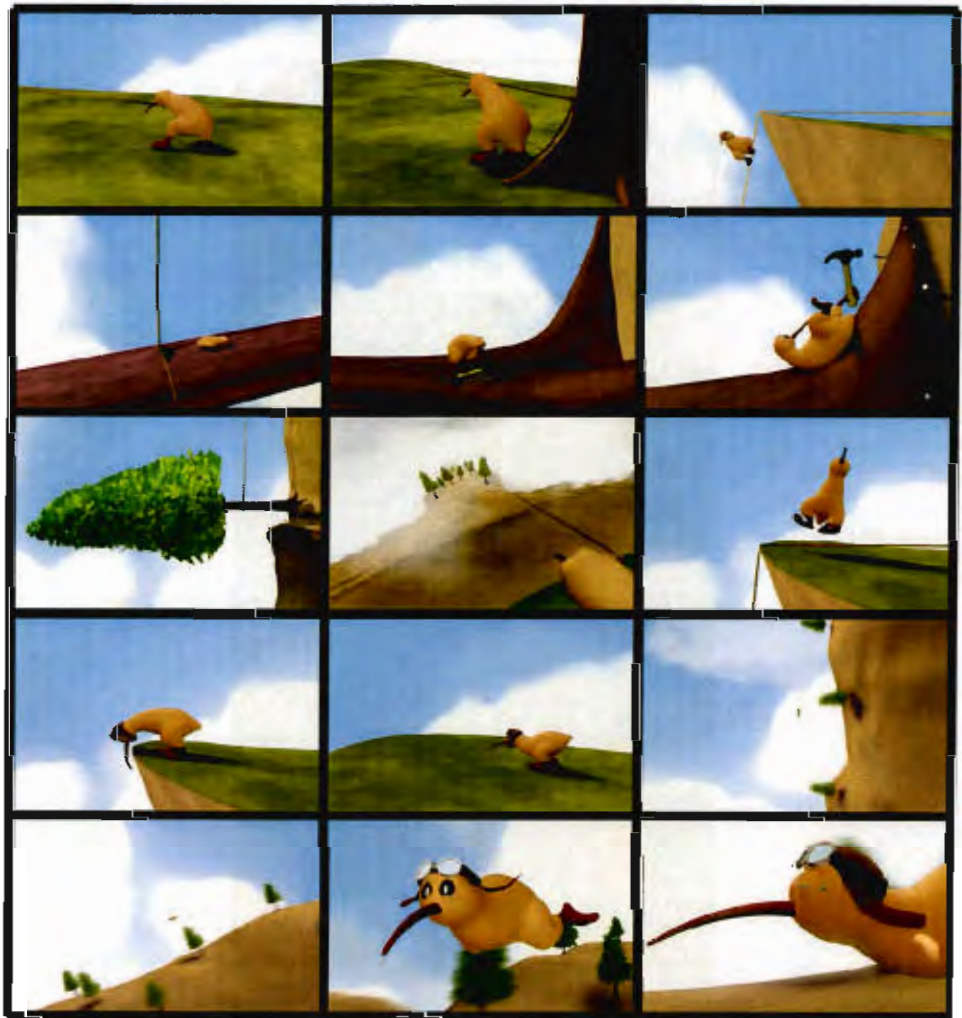


Figure 2.2: Scenes from “Kiwi!”

2.3.3 Life Vest Inside - Kindness Boomerang (Video)

The chain reaction of helping each other, and the boomerang that carries kindness back to you, this is what “Life Vest Inside - Kindness Boomerang” display. With 5,305,395 views (from 29th August, 2011 to 29th May, 2012) on Youtube.com, the Life Vest Inside campaign applied the camera tracking technique to amplify the act of kindness chain reaction when people help each other. Thus, the boomerang effect goes back to the first person with others aiding him.



Figure 2.3: Scenes from “Life Vest Inside - Kindness Boomerang”

2.4 Project Methodology

Multimedia Production Phase is chosen for the project methodology..

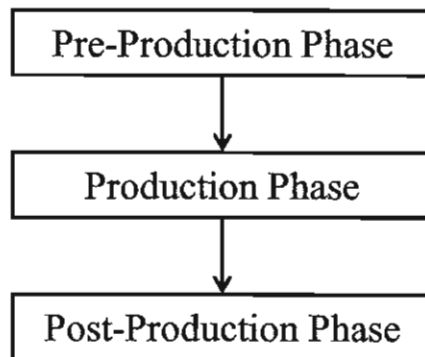


Figure 2.4: Video Production Phase