

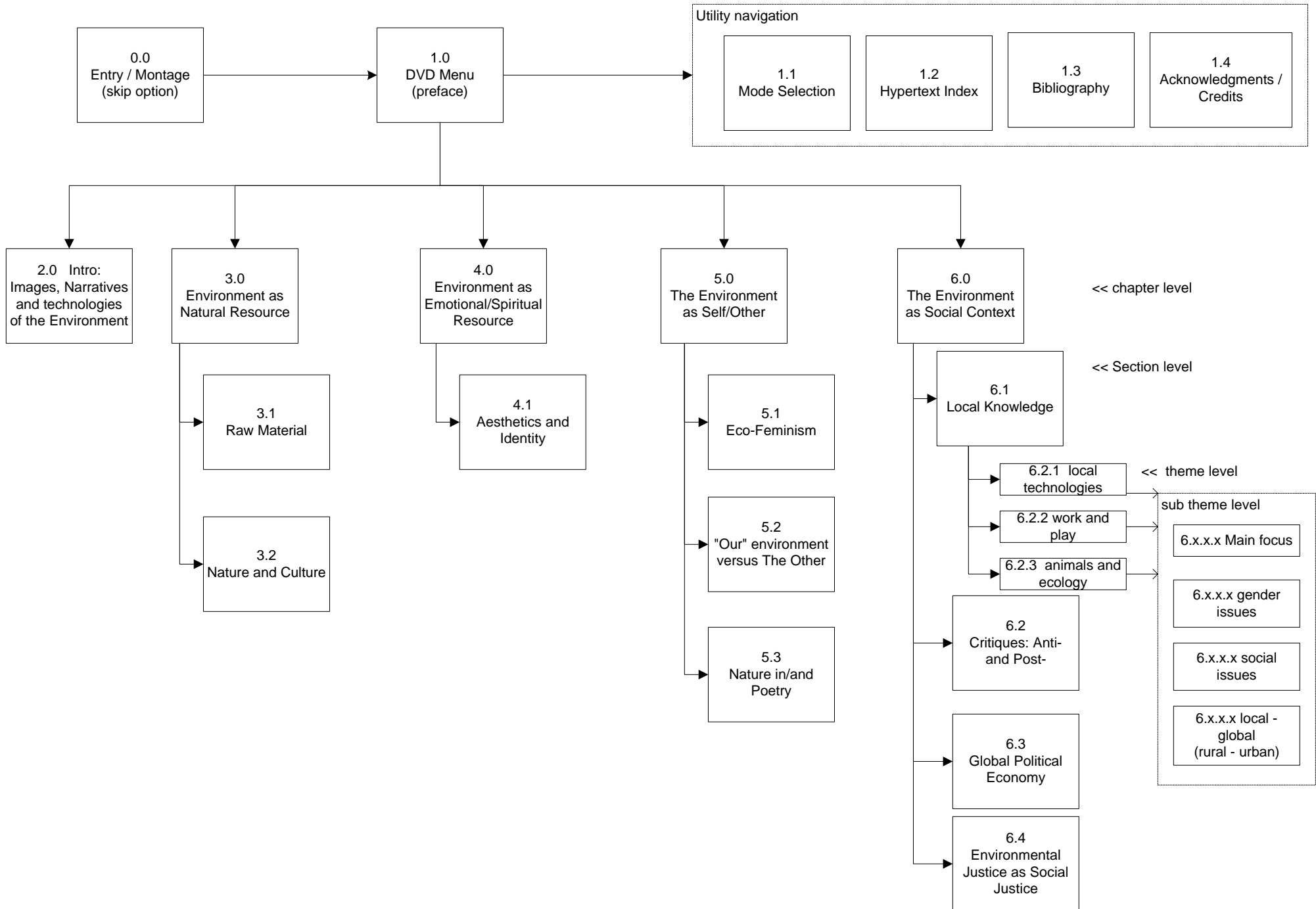
Environment and Ecocriticism

User Interface Specifications

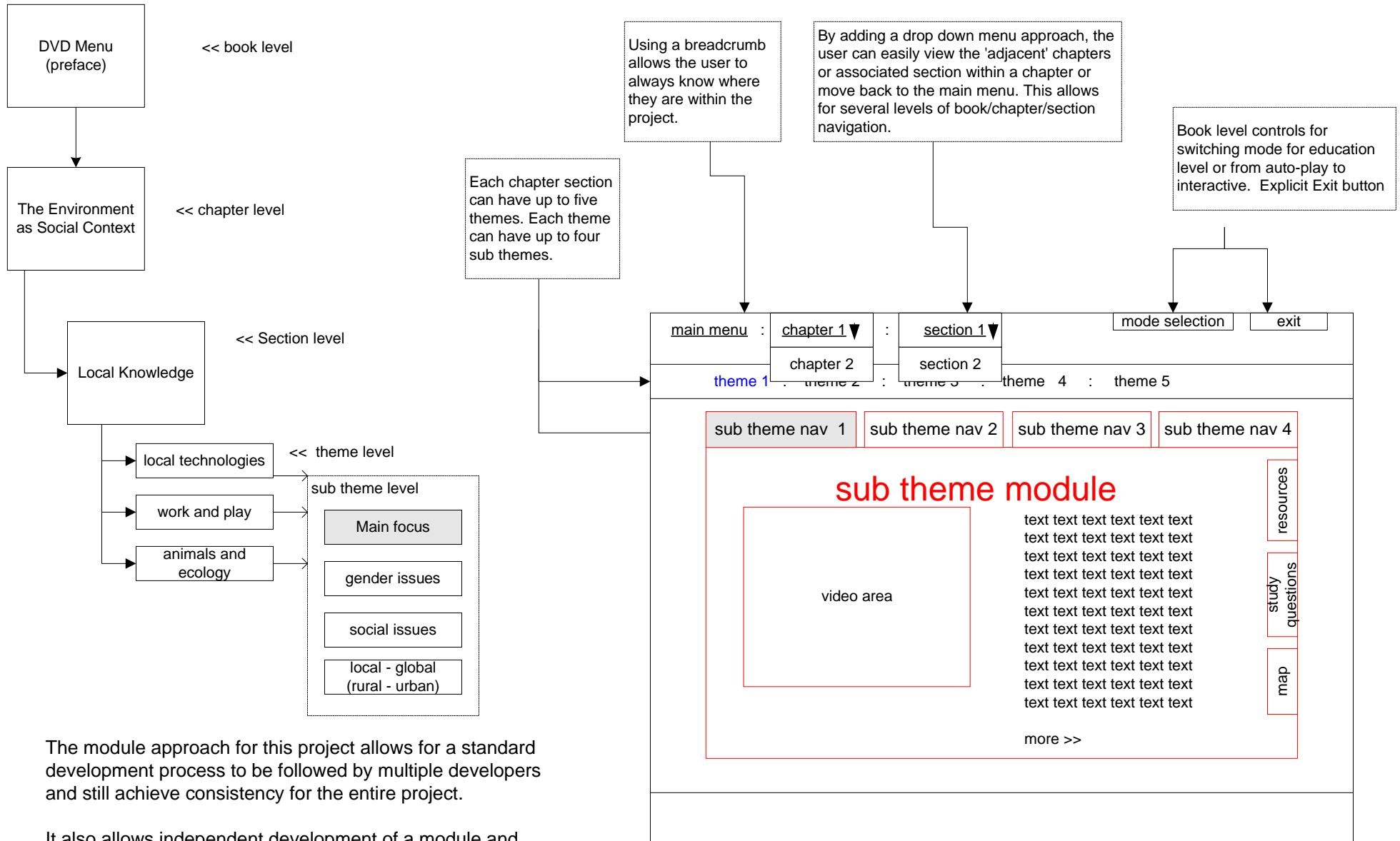
Version 1.0

High level architecture / Site Map
Navigation and Page Overview
Sub-theme Modular architecture
Main Menu and Mode Selection Llayout
Demo Page Storyboards

Environment & Ecocriticism High Level Architecture



Navigation and page layout overview



The module approach for this project allows for a standard development process to be followed by multiple developers and still achieve consistency for the entire project.

It also allows independent development of a module and easy placement within the architecture.

Main Menu and Mode options Layout

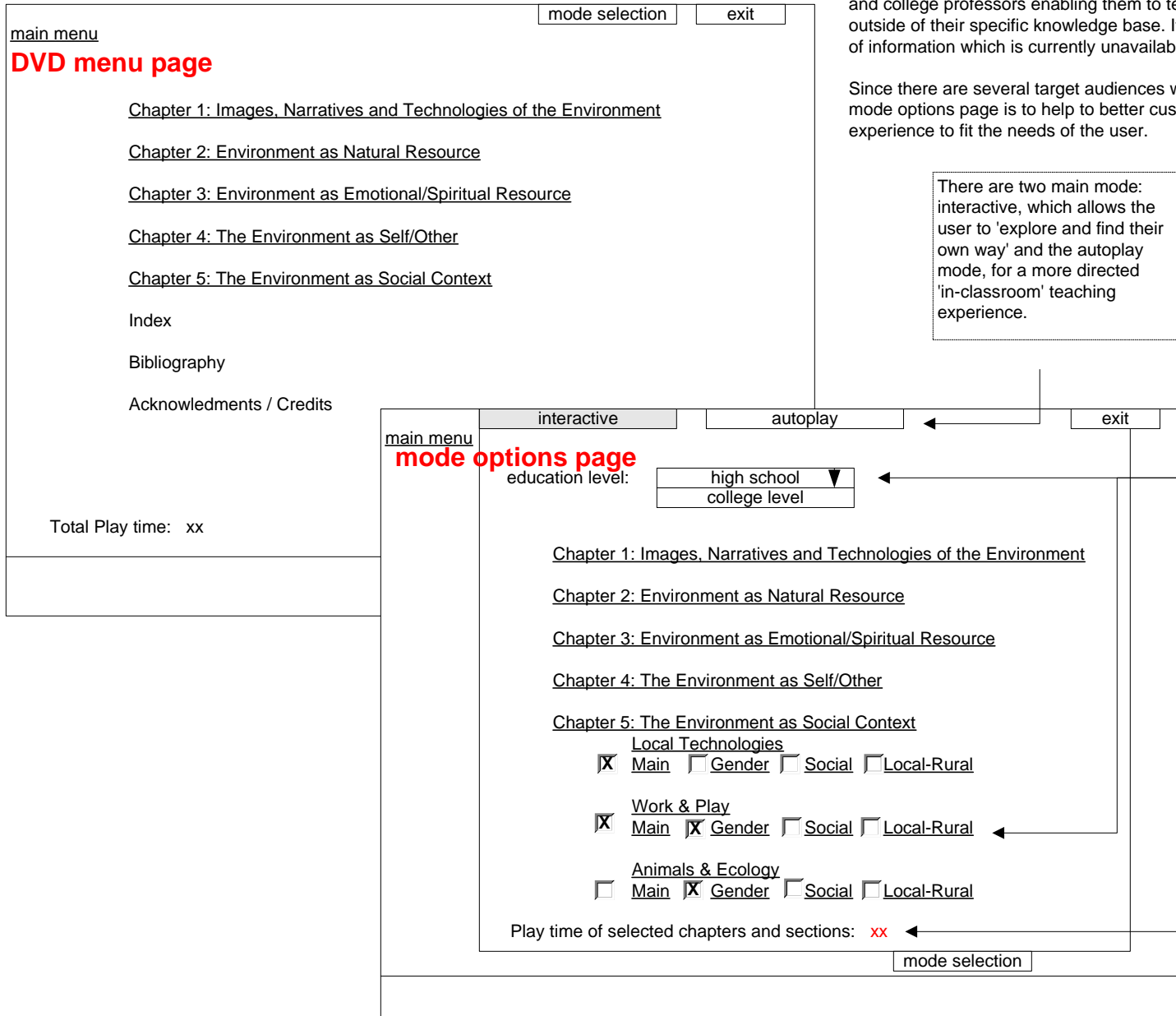
The Environment & Ecocriticism DVD book is targeting AP environmental studies level high school students, freshmen and sophomore level college students as a text book and resource on environmental policies. It also serves as a resource and teaching tool for high school teachers and college professors enabling them to teach in a cross-disciplinary way outside of their specific knowledge base. It provides access to this type of information which is currently unavailable on the market.

Since there are several target audiences with a variety of needs, the mode options page is to help to better customize the DVD book experience to fit the needs of the user.

There are two main mode: interactive, which allows the user to 'explore and find their own way' and the autoplay mode, for a more directed 'in-classroom' teaching experience.

Depending on the education level, a preset path can be provided OR an instructor can select a path for the class or the individual student to explore. In addition, study questions can be 'tailored' for the education level to better fit the intended audience.

By showing the expected play time of selected modules will allow a teacher to provide the DVD experience with follow up study questions to help with discussions and deeper analysis of the topic.



Work & Play : Main storyboard

mode selection exit

Main menu : The Environment as Social Context ▼ : Local Knowledge ▼

Local Technologies : Work and Play : Animals and Ecology

Overview

video clip area

In industrialized contexts, work and leisure have long been clearly separated--by the clock, the calendar, and the date-book; by social codes and by the way we design our technologies of work and play. The factory worker punches his time-card; the office worker battles rush-hour traffic to arrive in the office on time. Both are entitled to leisure time, "off the clock," to rest, relax, or play.

Anthropologists and sociologists (see, for example, John Berger, Marshall Sahlins, E. P. Thompson) have suggested that pre-industrial and agrarian societies order their time differently.

Here there is less of a clear separation between work and play, home and workplace, leisure and labor. Although the experience of cyclical, fluid time is often portrayed in idyllic terms, this lack of clear boundaries can also be exploited by modern modes of multinational production which make use of the "informal" sector to incorporate the "private" space of home and family life into global production flows.

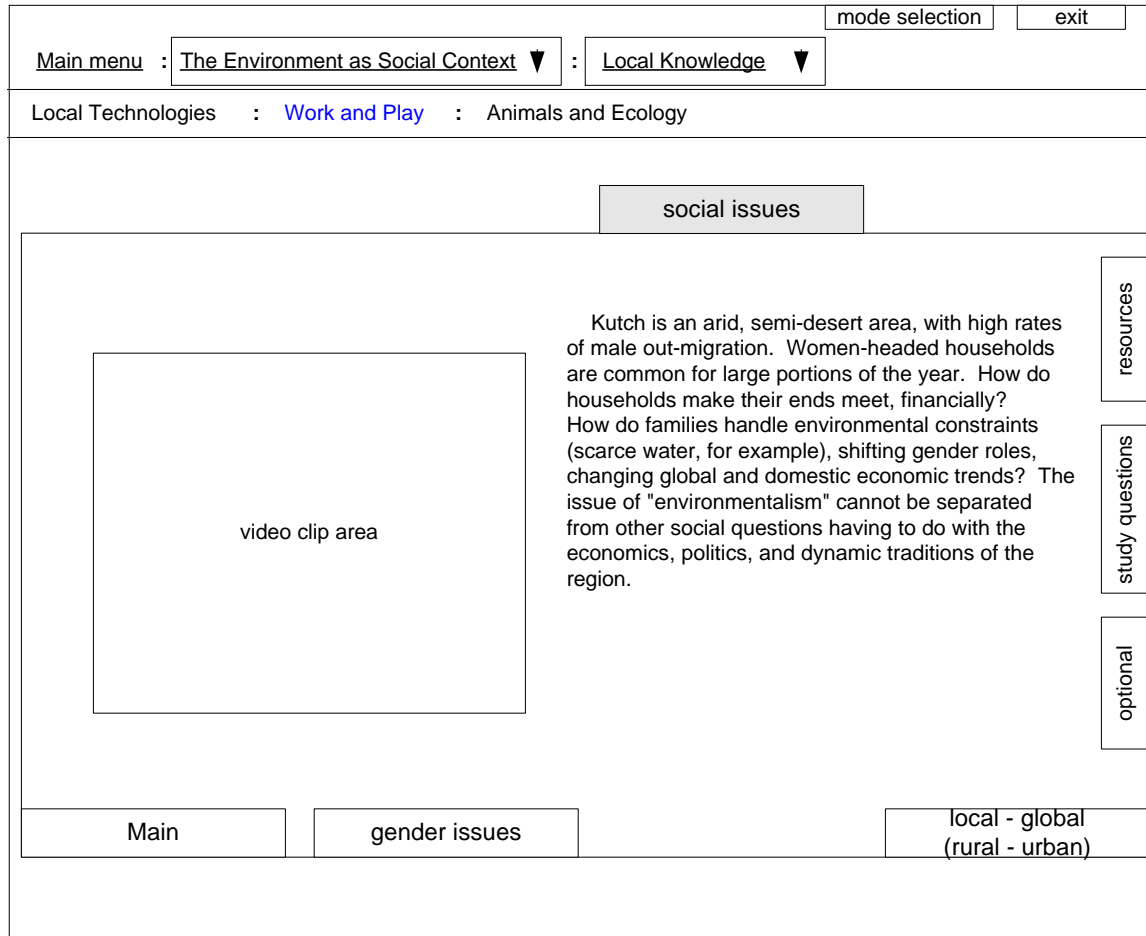
resources
study questions
optional

gender issues social issues local - global
(rural - urban)

Work & Play : Gender Issues storyboard

		mode selection	exit
Main menu :	The Environment as Social Context ▼	:	Local Knowledge ▼
Local Technologies : Work and Play : Animals and Ecology			
gender issues			
video clip area	<p>Women in Kutch are renowned for doing several types of complex and detailed embroidery. Traditionally, women would sew the most elaborate items for their daughters' trousseaux, and simpler designs for everyday needs. They would fit time in for embroidery between other, regular tasks. Embroidery was sometimes work, sometimes leisure activity, and sometimes neither.</p>		resources
	<p>Today, embroidery sub-contracting is big business. Home-based craftswomen are a flexible labor force; corporations don't need to provide them with expensive factories, facilities, health-insurance, or day-care.</p>		study questions
	<p>When you see women working at home, in common spaces, or in public, it is useful to ask: how is their labor being counted? How many roles are they simultaneously fulfilling? Who's paying them, for what, and how much?</p>		optional
Main	social issues	local - global (rural - urban)	

Work & Play : Social Issues storyboard



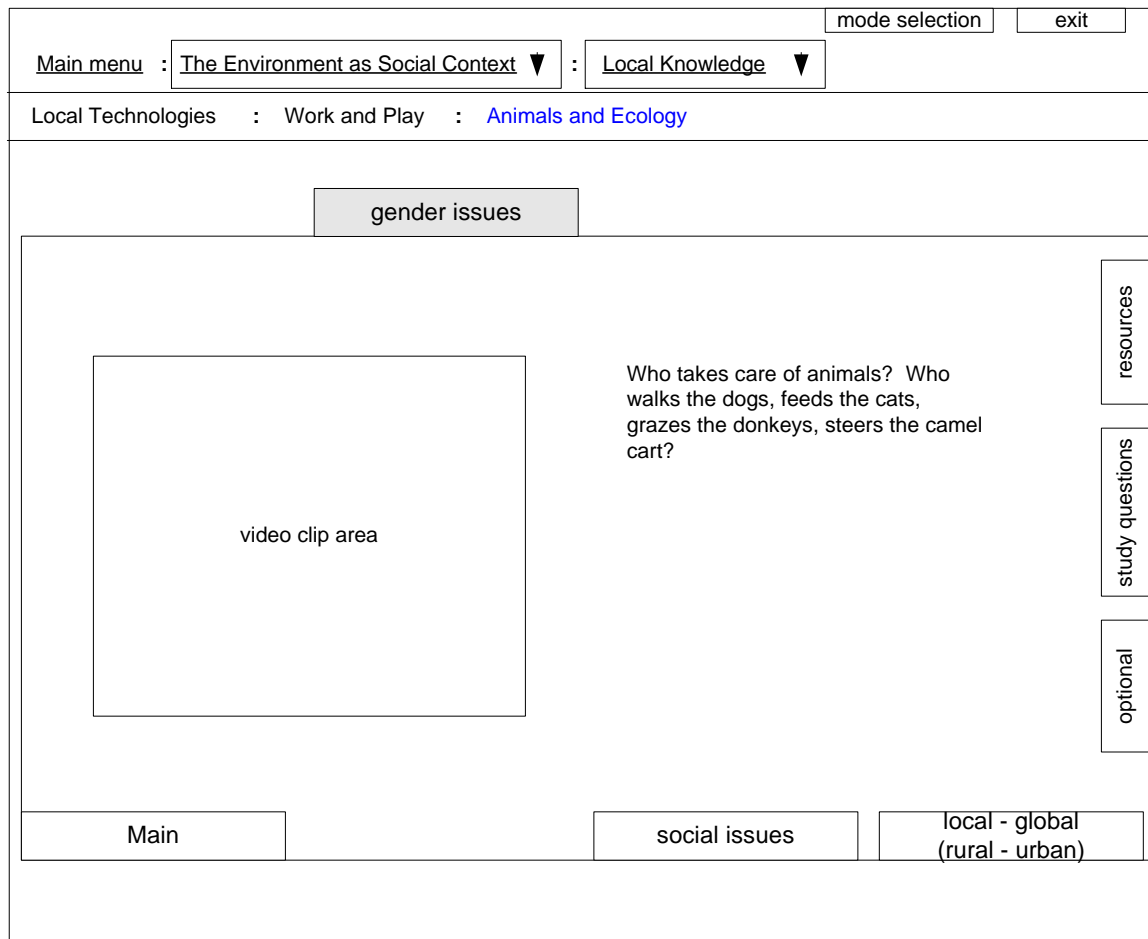
Work & Play : Local - Global storyboard

		mode selection	exit
Main menu :	The Environment as Social Context ▼	:	Local Knowledge ▼
Local Technologies : Work and Play : Animals and Ecology			
		local - global (rural - urban)	
video clip area	Sometimes domestic sub-contracts are more friendly than international orders; sometims it is the reverse. There is no recipe for efficient and just sub-contracting; on the contrary, distant employers and clients can easily, and often do, take autonomy away from local producers. However, production for markets doesn't always have to be a negative experience for local artisans. Women's co-operatives, such as KMVS, can monitor and control contracts so that middlemen are eliminated, and the producers get a "good deal." What a good deal is will change with local and global economic and political changes.	resources	
		study questions	
		optional	
Main	gender issues	social issues	

Animals & Ecology : Main storyboard

		mode selection	exit
Main menu :	The Environment as Social Context ▼	:	Local Knowledge ▼
Local Technologies : Work and Play : Animals and Ecology			
Main			
video clip area		Fiction writer and essayist John Berger argues that the further we travelled, as industrializing societies, away from a daily interaction with "organic" nature and animals, the more vigorously we constructed animals as anthropomorphic symbols; as markers of our own lost "naturalness"; or as fetish. Urban pets, cartoon animal-figures, and animal-themed decorations certainly bear little resemblance to animals "as such," constructing them, rather, as props for our own identities. We journey far--literally and conceptually-- from our lived realities, during our leisure hours, to gaze upon animals -- in cages, in zoos, in films, in safaris.	
		resources	
		study questions	
		optional	
gender issues		social issues	local - global (rural - urban)

Animals & Ecology : Gender Issues storyboard



Animals & Ecology : Social Issues storyboard

mode selection exit

Main menu : The Environment as Social Context ▼ : Local Knowledge ▼

Local Technologies : Work and Play : [Animals and Ecology](#)

social issues

video clip area

Think of spaces of separation between humans and animals in your society. Are these different in other societies? How is the "ecology" of roads, the mode and speed of transportation, and the proximity of animals to humans different in different contexts?

resources

study questions

optional

Main gender issues local - global (rural - urban)

The storyboard is enclosed in a rectangular border. At the top right, there are two small rectangular boxes labeled 'mode selection' and 'exit'. Below these is a breadcrumb-style navigation path: 'Main menu : The Environment as Social Context ▼ : Local Knowledge ▼'. The next line shows a sequence of links: 'Local Technologies : Work and Play : Animals and Ecology', with 'Animals and Ecology' in blue. A grey rectangular box labeled 'social issues' is positioned at the top center of the main content area. On the left side of this area is a large empty rectangular box labeled 'video clip area'. To the right of the video area is a text prompt: 'Think of spaces of separation between humans and animals in your society. Are these different in other societies? How is the "ecology" of roads, the mode and speed of transportation, and the proximity of animals to humans different in different contexts?'. On the right edge of the main content area, there is a vertical stack of three rectangular boxes labeled 'resources', 'study questions', and 'optional'. At the bottom of the storyboard, there are three rectangular boxes: 'Main', 'gender issues', and 'local - global (rural - urban)'.

Animals & Ecology : Local- Global storyboard

mode selection exit

Main menu : The Environment as Social Context ▼ : Local Knowledge ▼

Local Technologies : Work and Play : [Animals and Ecology](#)

local - global
(rural - urban)

resources

study questions

optional

video clip area

What is the relationship of animals, and their ecological contexts, to the technologies of roads, cars, buses, and international trade?

Main gender issues social issues