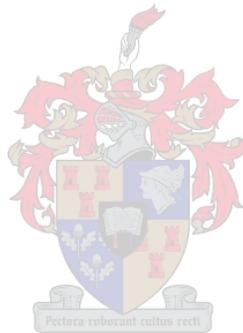


# Appendix A



# Profiling questionnaire

Classification \_\_\_\_\_

## Personal Information

<b>Age</b>	19 - 20 <input type="checkbox"/>	<b>Race</b>	Black <input type="checkbox"/>	<b>Language</b>		<b>Sex</b>	Male <input type="checkbox"/>	<b>Academic year</b>	1 <sup>st</sup> <input type="checkbox"/>
	21 - 22 <input type="checkbox"/>		Coloured <input type="checkbox"/>	Afr <input type="checkbox"/>			Female <input type="checkbox"/>		2 <sup>nd</sup> <input type="checkbox"/>
	23 - 24 <input type="checkbox"/>		White <input type="checkbox"/>	Eng <input type="checkbox"/>					3 <sup>rd</sup> <input type="checkbox"/>
	25 + <input type="checkbox"/>			Xhosa <input type="checkbox"/>					Post graduate <input type="checkbox"/>
				Other (specify) _____					

## Computer experience

Which of the following computer applications do you use and how often do you use them?

*Please tick the most appropriate option ✓*

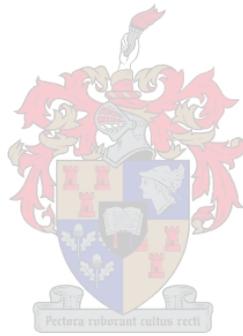
<input type="checkbox"/>	Microsoft Word	_____	no more than once a week
		_____	more than once a week
		_____	at least 3 times per week
		_____	more than 3 times per week
<input type="checkbox"/>	Microsoft Excel	_____	no more than once a week
		_____	more than once a week
		_____	at least 3 times per week
		_____	more than 3 times per week
<input type="checkbox"/>	E-mail software	_____	no more than once a week
		_____	more than once a week
		_____	at least 3 times per week
		_____	more than 3 times per week
<input type="checkbox"/>	Internet	_____	no more than once a week
		_____	more than once a week
		_____	at least 3 times per week
		_____	more than 3 times per week

## HIV/Aids knowledge

*Please tick the most appropriate option ✓*

		Yes	No	Don't know
1	The window period implies that HIV tests cannot verify your HIV status immediately after a risk incident	✓		
2	HIV may be transmitted through insects		✓	
3	HIV is another name for AIDS		✓	
4	HIV is unable to reproduce outside its living host, except under very extreme laboratory conditions.	✓		
5	Fellow employees have the right to know if some one in their workplace is HIV positive		✓	
6	Deep open-mouthed kissing is a very low risk activity in terms of HIV transmission	✓		
7	Sometimes HI virus particles is small enough to go through a condom		✓	
8	Persons with HIV are infected for life	✓		
9	HIV may be transmitted through sneezing		✓	
10	A positive test result means that you have HIV antibodies, and are infected with HIV	✓		
11	Sexual intercourse is the main mode of transmission of HIV	✓		
12	If a latex condom is used during sexual intercourse, there is no risk of HIV transmission		✓	
13	You need to use a new condom every time you have sexual intercourse	✓		
14	A mutated version of HIV can be transmitted through the air		✓	
15	HIV transmission depends on a transmission of virus-containing fluid from an infected person to a susceptible person	✓		

# Appendix B



## Structured interview questions

1. On a scale of 1 tot 9, how difficult was it to perform this task?

1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---

---

---

---

2. What did you use for headings?

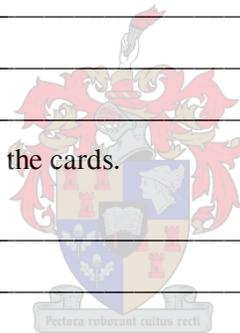
Own words		Text		Both	
-----------	--	------	--	------	--

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3. Describe how you sorted the cards.



---

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---

4. Do you have any special training in HIV/Aids (e.g. peer educators) and web design?

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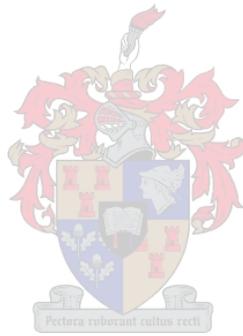
5. Was it easy for you to see a logical structure?

---

---

---

# Appendix C



## **Content of the cards**

### **Vision & Mission**

The US HIV/Aids initiative strives to bring change in the attitudes of everyone on campus and helping them deal with HIV/Aids.

### **Student health services**

Student health services offer, among other things, a free Voluntary HIV Counselling and testing service to students and staff from the University of Stellenbosch.

### **Counselling**

- Pre- and post test counselling
- Individual counselling
- Counselling of family and friends
- Support groups for individuals or family
- Crisis counselling

### **What is Aids?**

AIDS stands for Acquired Immune Deficiency Syndrome.

### **What happens when HIV enters the body**

Facts on the life-cycle and qualities/characteristics of HIV.

### **Theories on the origin of HIV**

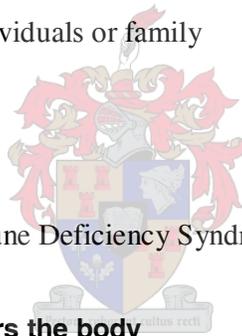
History and the story of HIV/Aids.

### **Is it known where the emergence of HIV in humans took place?**

HIV has apparently developed from a form of SIV found in a type of chimpanzee in West Africa. Many people therefore assume that it was actually in West Africa that HIV first emerged in humans.

### **What caused the HIV epidemic to spread so quickly?**

There are a number of factors that may have contributed to the sudden spread of HIV, including international travel, the blood industry, and widespread drug use.



## **What other theories have there been concerning the spread of HIV?**

In this section, a number of conspiracy theories are discussed about the origin of HIV.

## **The progression of HIV infection to Aids**

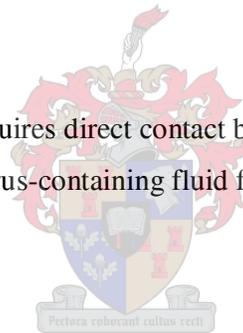
Although the stages of HIV infection in practice cannot be precisely demarcated into separate phases, we can only outline a theoretic structure of the progression of HIV infection to Aids. It is important to define some concepts to avoid confusion.

## **Opportunistic infections**

HIV does not kill anybody directly. Instead, it weakens the body's ability to fight disease. Infections which are rarely seen in those with normal immune systems are deadly to those with HIV.

## **How do I become infected?**

Transmission almost always requires direct contact between two individuals and depends on a transmission of virus-containing fluid from an infected person to a susceptible person.



## **Sexual intercourse**

Sexual intercourse is the main mode of transmission and it accounts for about 75 percent of infections globally.

## **Oral sex**

The risk of HIV transmission from an infected partner through oral sex is much smaller than the risk of HIV transmission from anal or vaginal sex.

## **Blood transfusions**

This section contains information about how the Blood Transfusion Services safeguards the blood supply.

## **What Are The Chances Of HIV Transmission Through Blood Transfusion?**

There are unavoidable risks of HIV transmission with every procedure, operation, or medication.

### **Post-exposure treatment**

Treatment with anti-retroviral drugs after exposure can reduce the rate of transmission. This is especially relevant to health care workers who are vulnerable to needle pricks, for instance.

### **Myths about infection**

This section deals with the many myths concerning the HIV/Aids phenomenon.

### **Kissing**

Scientists currently agree that you cannot become infected with HIV through kissing.

### **Sneezing, coughing, sharing glasses/cups, etc**

HIV is unable to reproduce outside its living host, except under very extreme laboratory conditions.



### **Protected sex**

If an unbroken latex condom is used, there is no risk of HIV transmission.

### **Worldwide statistics**

Statistical data about the prevalence and existence of HIV/Aids worldwide.

### **South African statistics**

Statistical data about the prevalence and existence of HIV/Aids in South Africa.

### **Statistics about Stellenbosch University**

Statistical data about the prevalence and existence of HIV/Aids at Stellenbosch University.

## **Antibody tests**

Antibody tests are screening procedures that measure the presence of antibodies but do not give information on the amount of antibody present.

## **HI-virus tests**

These tests detect the actual HI-virus or HIV antigens in the blood.

## **What does it mean if I test positive?**

A positive test result means that you have HIV antibodies, and are infected with HIV.

## **How accurate are HIV screening tests?**

HIV screening tests can either test for antibodies against the HI virus or for the presence of HIV RNA in the blood. The latter is more accurate.

## **HIV vaccine**

Vaccines cause an immune response against an invading virus and are therefore a form of prevention and not a cure.

## **Basics on anti-retroviral drugs**

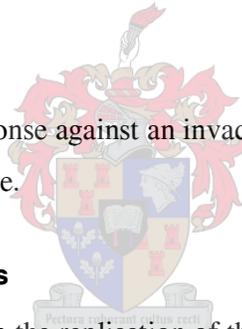
Anti-retroviral (ARV) drugs stop the replication of the virus, keeping the viral count in the blood stream down to below 50 copies of HIV RNA per millilitre of blood, which is undetectable in tests.

## **Rape and post-exposure prophylaxis**

Research on healthcare workers following occupational exposure found an 81% reduction in risk of HIV transmission using a regimen of AZT (the most common post-exposure prophylaxis) alone.

## **Why are women more susceptible to HIV and Aids?**

Women are at least twice as likely to contract HIV from a male partner as the other way around because of their body's structure.



## **Children and HIV/Aids**

Children are also more vulnerable to the virus and progress much faster from being HIV positive to having symptomatic Aids than adults.

## **Definitions of rape**

Rape is **legally** defined as penile penetration of a woman *without her consent*.

## **Preventing HIV after rape: steps you can take to protect your health**

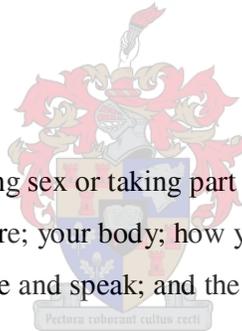
If rape happens to you, remember it is not your fault. This information will tell you about steps you can take to protect your health if you have been raped.

## **Socio-economic impact**

HIV/Aids influences every single South African and therefore the society as a whole on a social and economic level.

## **What is sexuality?**

Sexuality is not only about having sex or taking part in sexual behaviours. Sexuality is also about who you feel you are; your body; how you feel as a guy or girl, man or woman; the way you dress, move and speak; and the way you act and feel about other people.



## **Abstinence - what's right for me**

The choice not to be sexual with anyone else is called sexual abstinence.

## **Safer sex**

If you do become involved in a sexual relationship, you need to protect yourself from getting HIV and other sexually transmitted diseases (STD's). This section describes how this can be achieved.

## **Condoms**

A number of different types of condoms are now available. What is generally called a condom is the "male" condom.

### **When do you use a condom?**

You need to use a new condom every time you have sexual intercourse.

### **How to use a condom**

This section contains instructions on how to use a condom.

### **Employment and the law**

The following is a summary of what the law says about your rights in the workplace.

### **Links to external web sites that are relevant**

Links to research information and other organisations that are concerned with the HIV/Aids issue.

### **Interactive poll**

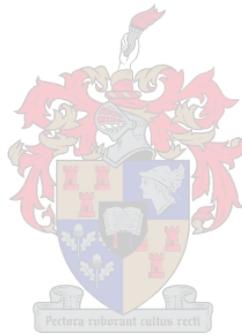
An where readers can respond to questions and where they can see the results of other people's responses.

### **Forum**

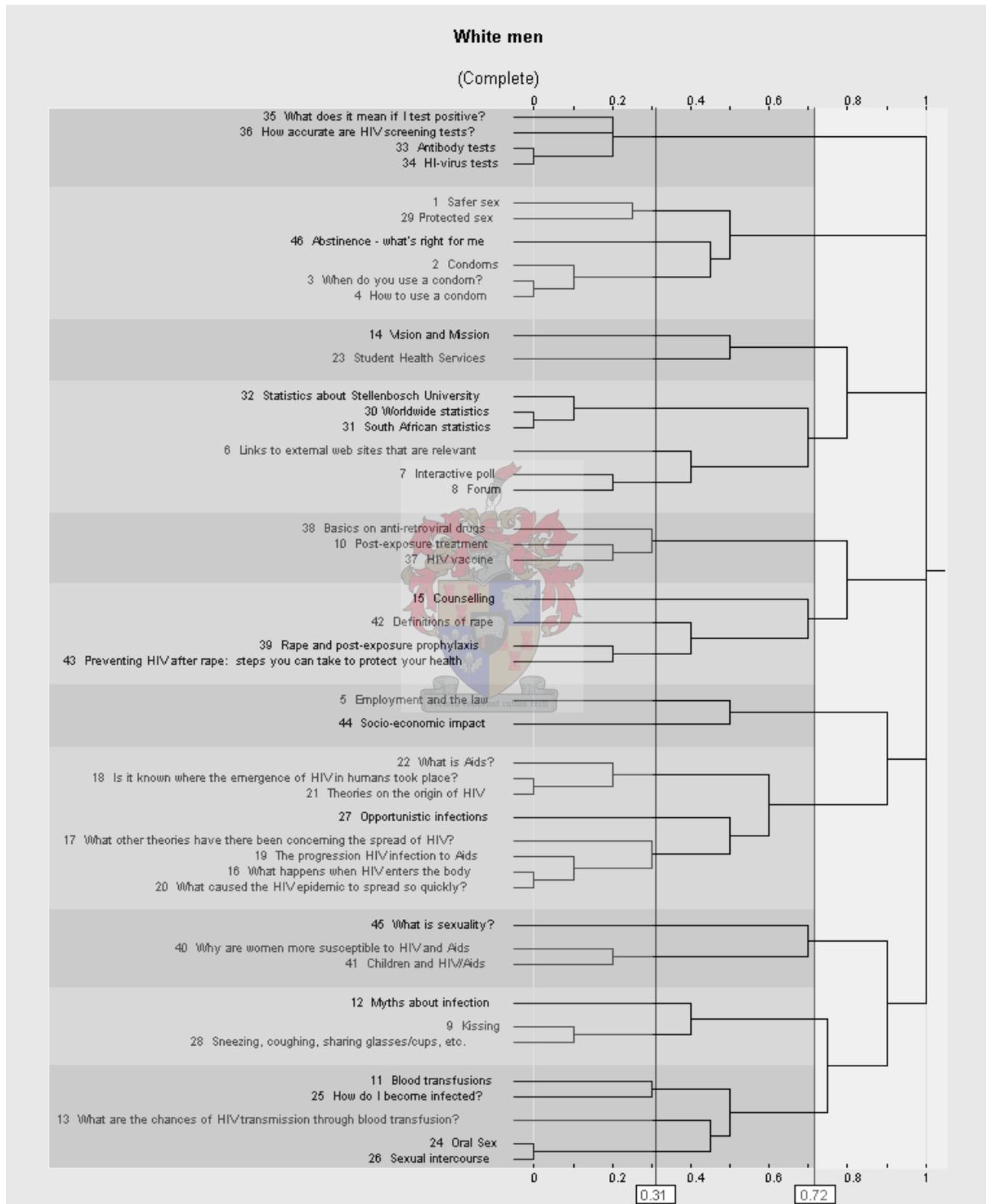
An interactive space where users can communicate with other users regarding topical issues of HIV/Aids.



# Appendix D

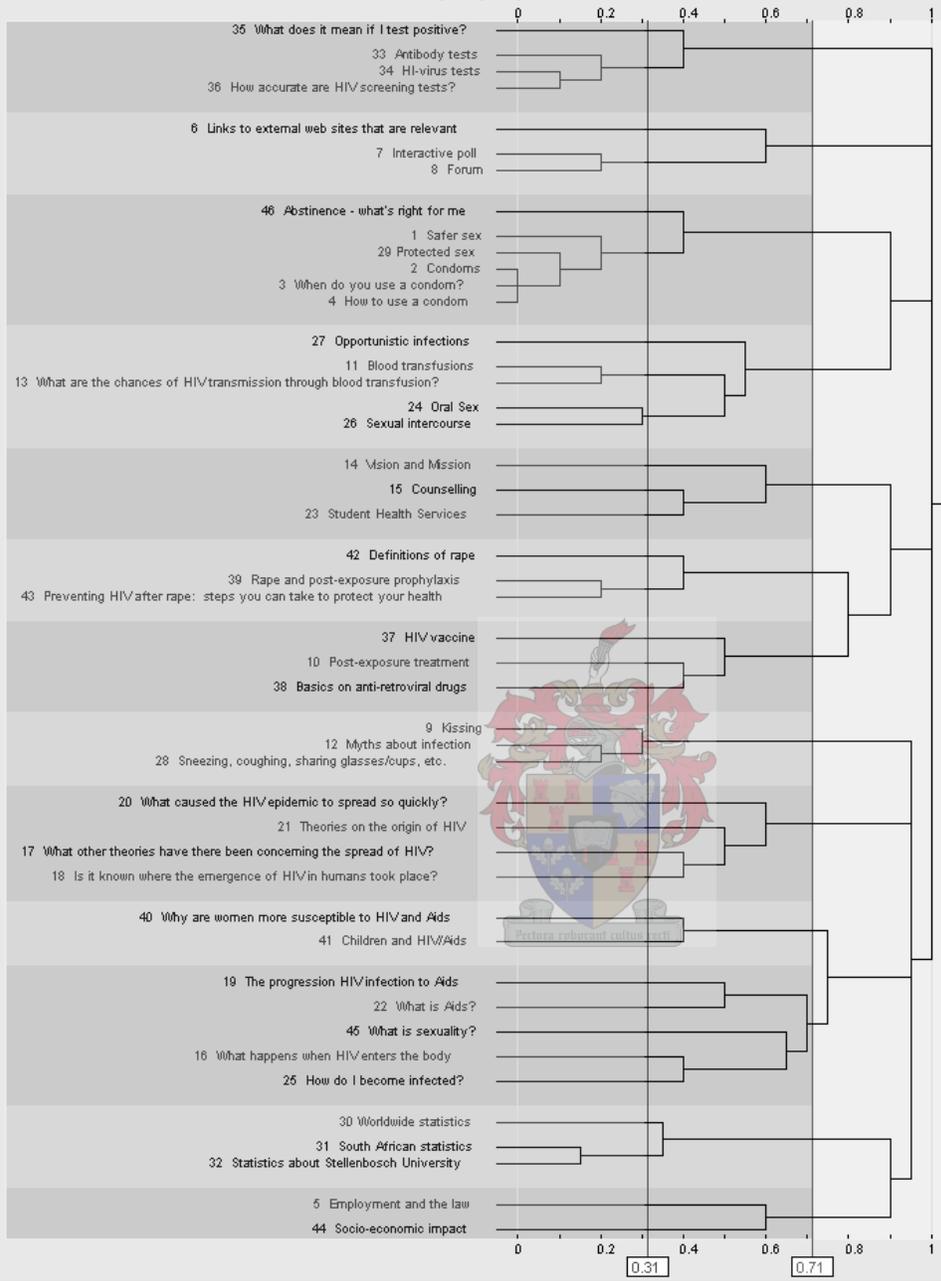


## Tree structures using different variables.



# Coloured men

(Complete)

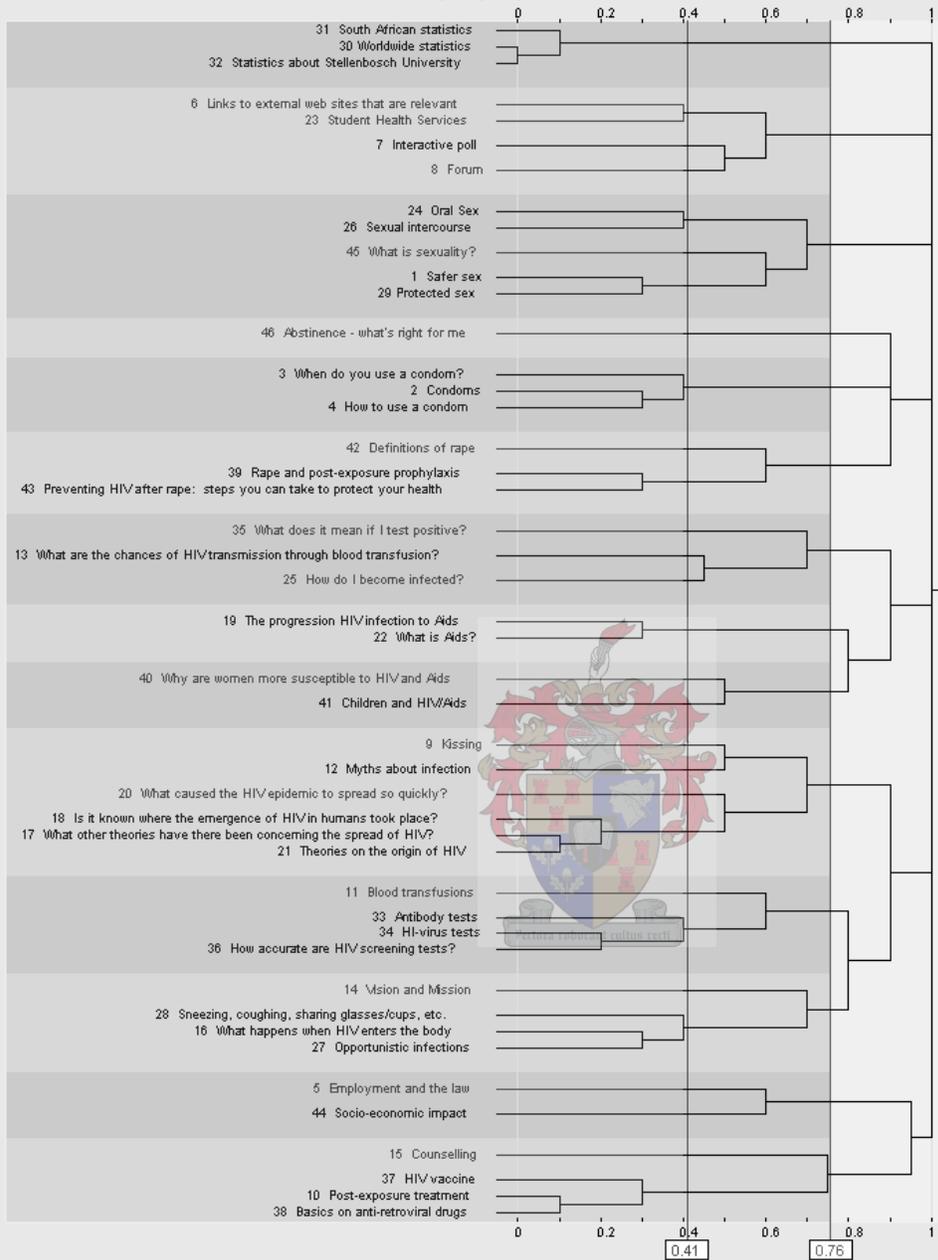


0.31

0.71

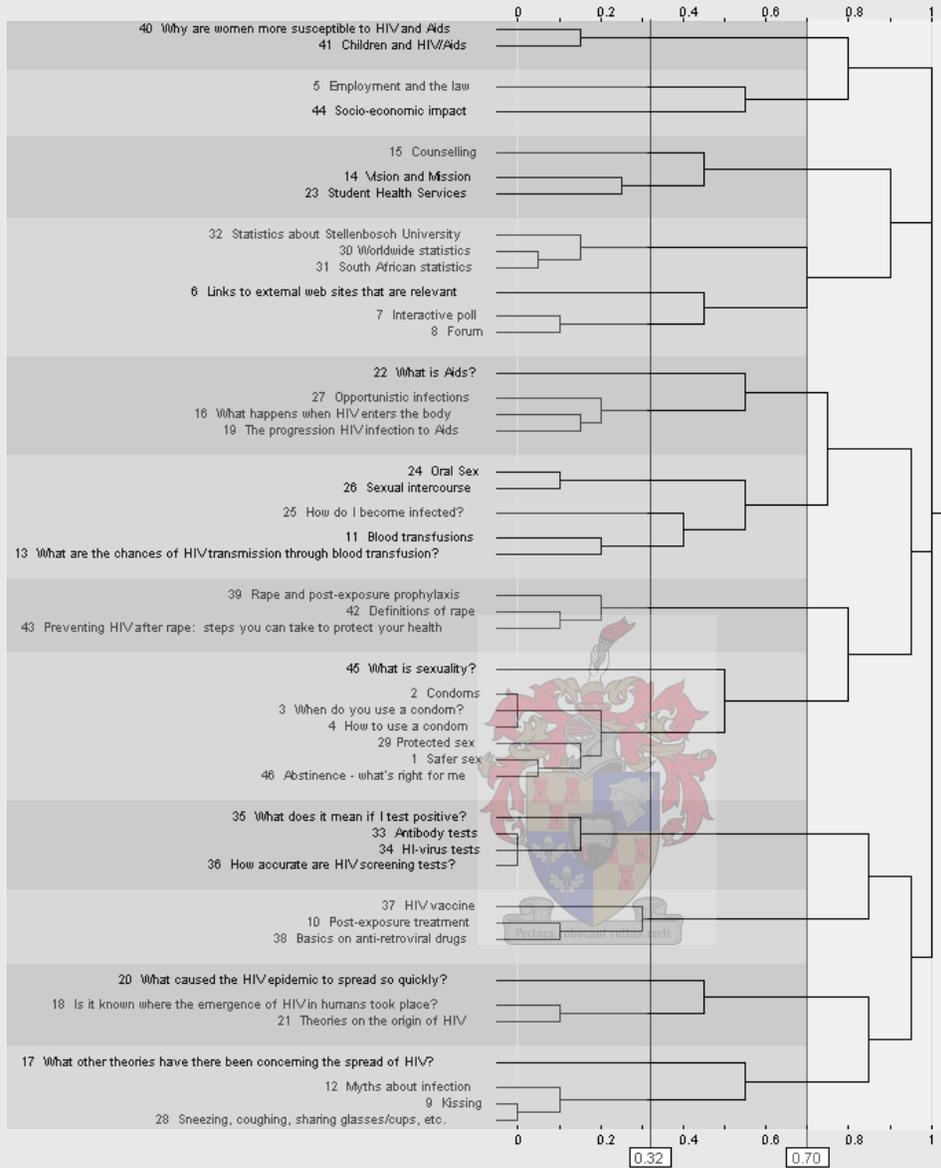
# Black men

(Complete)



# White women

(Complete)

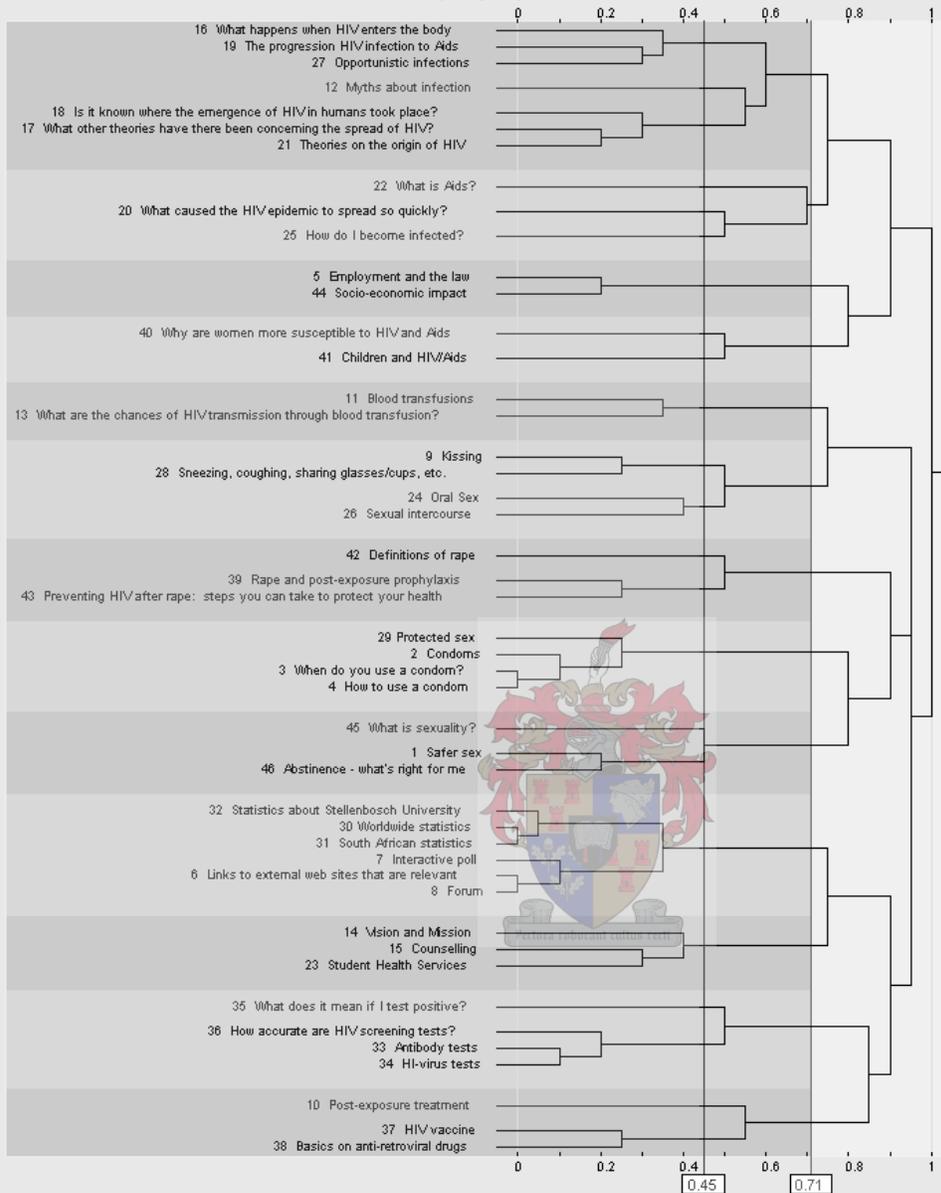


0.32

0.70

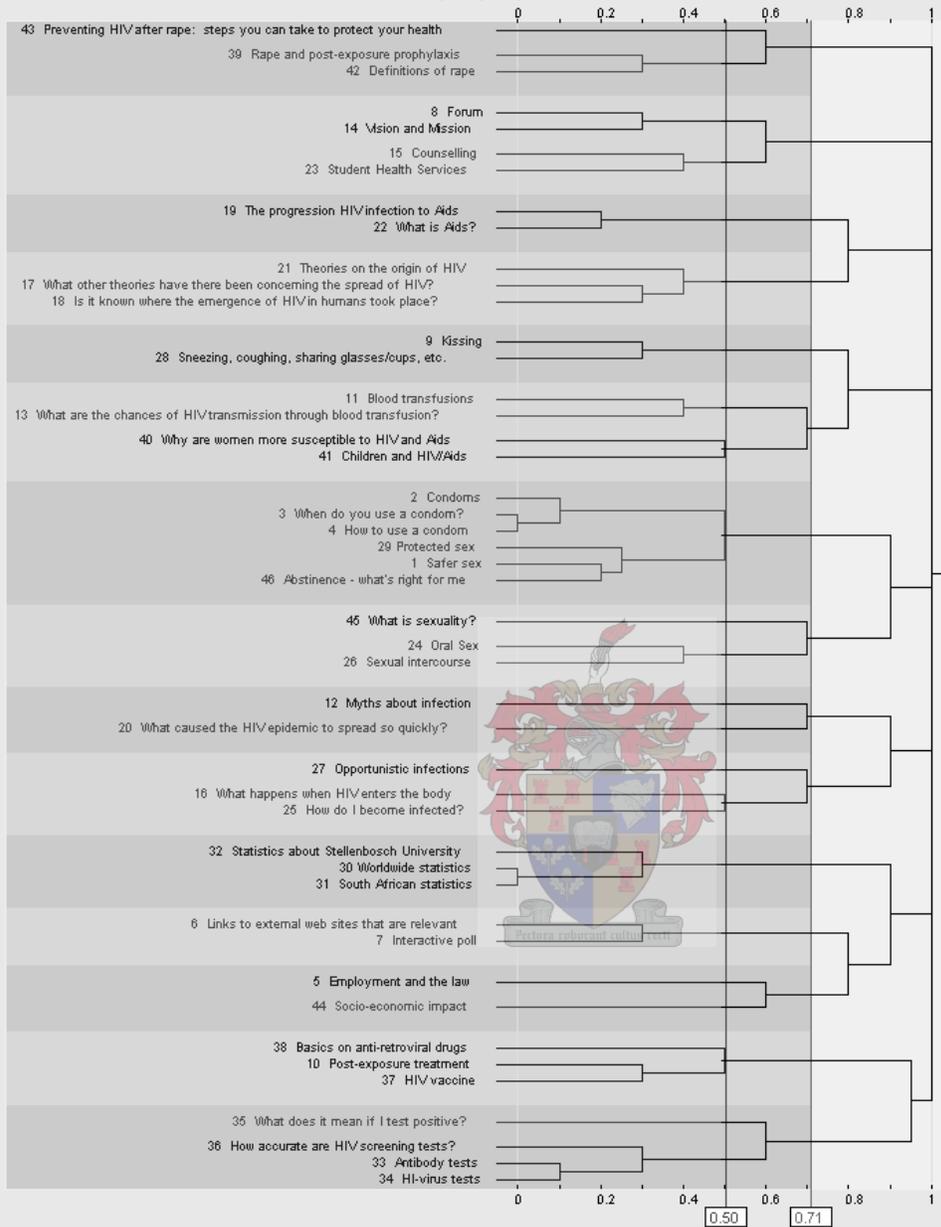
## Coloured women

(Complete)



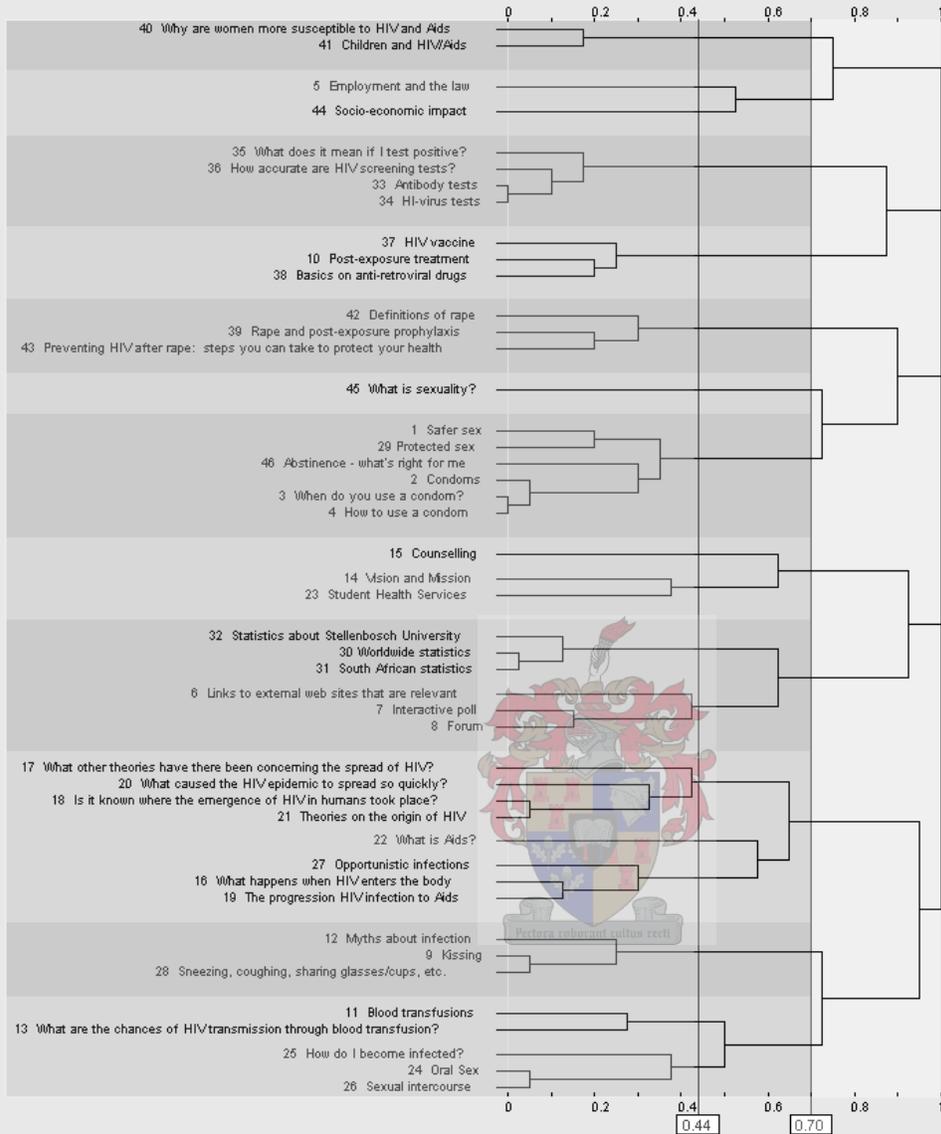
## Black women

(Complete)



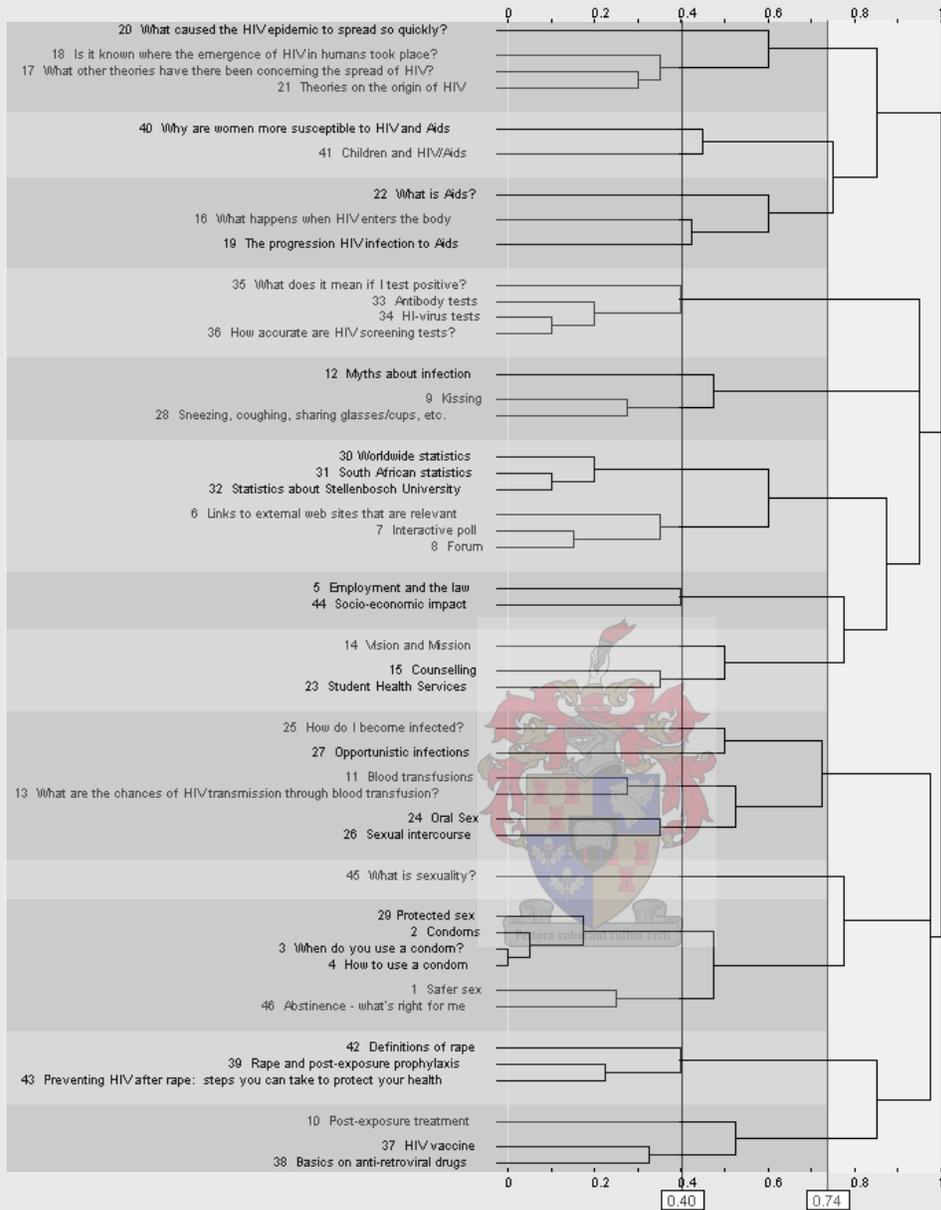
# White population

(Complete)



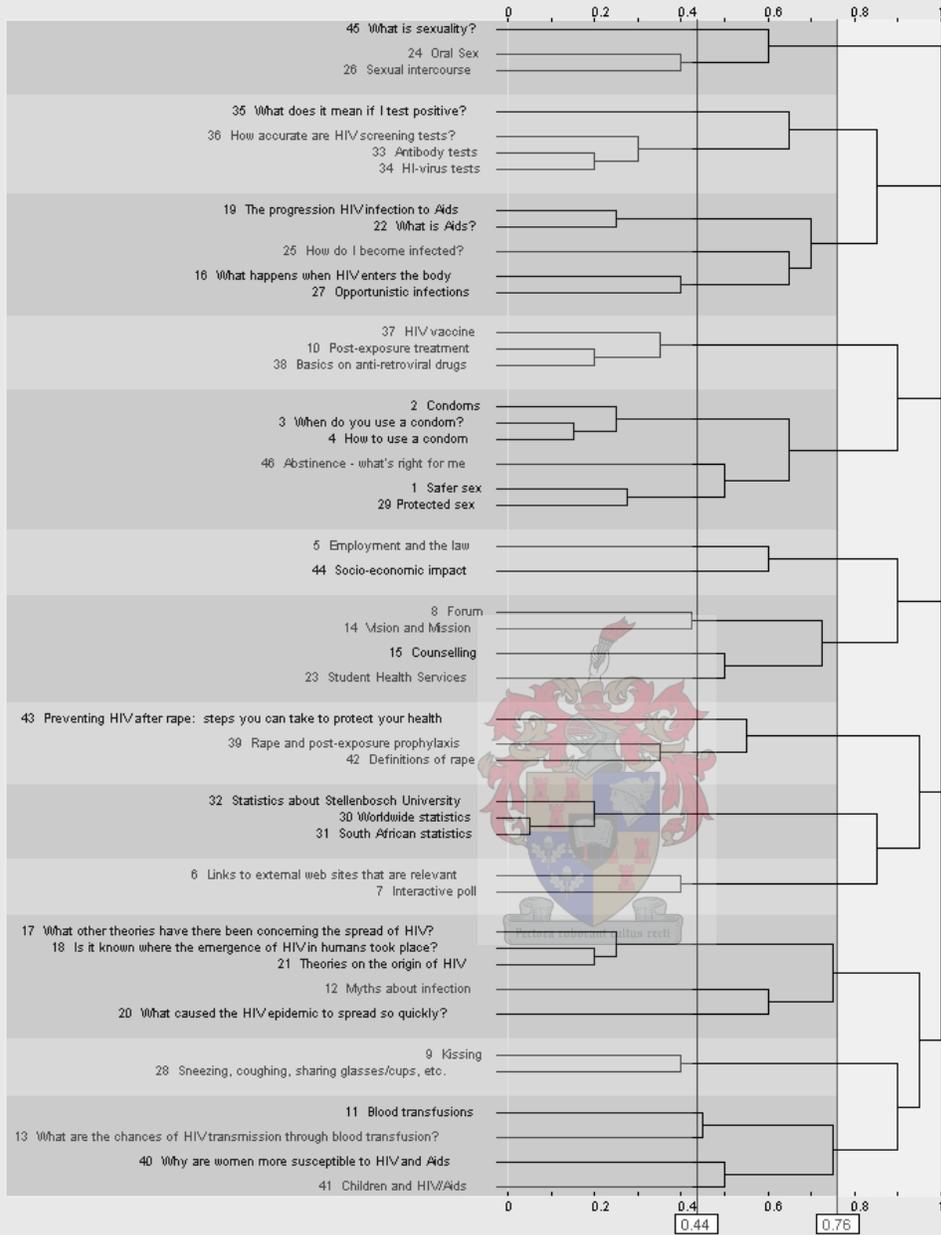
## Coloured population

(Complete)



# Black population

(Complete)

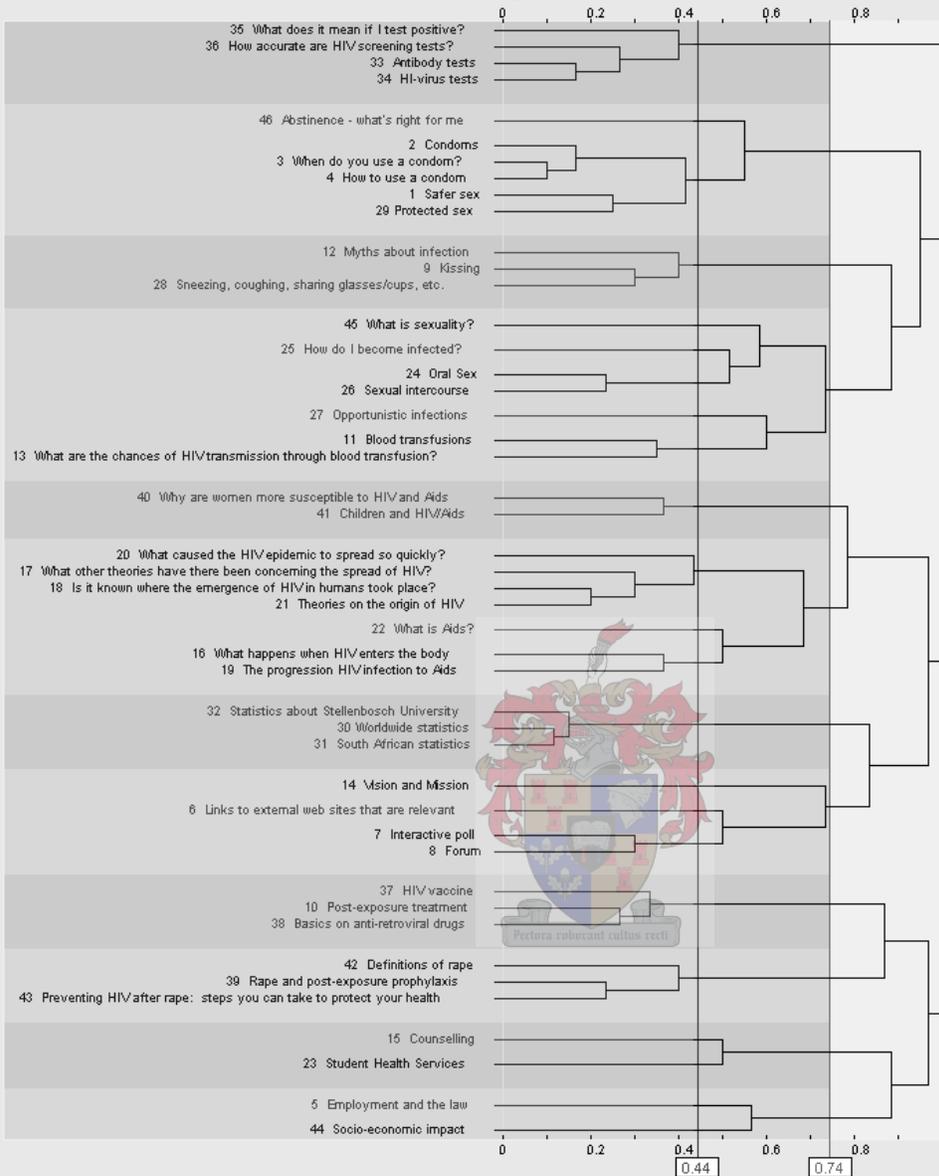


0.44

0.76

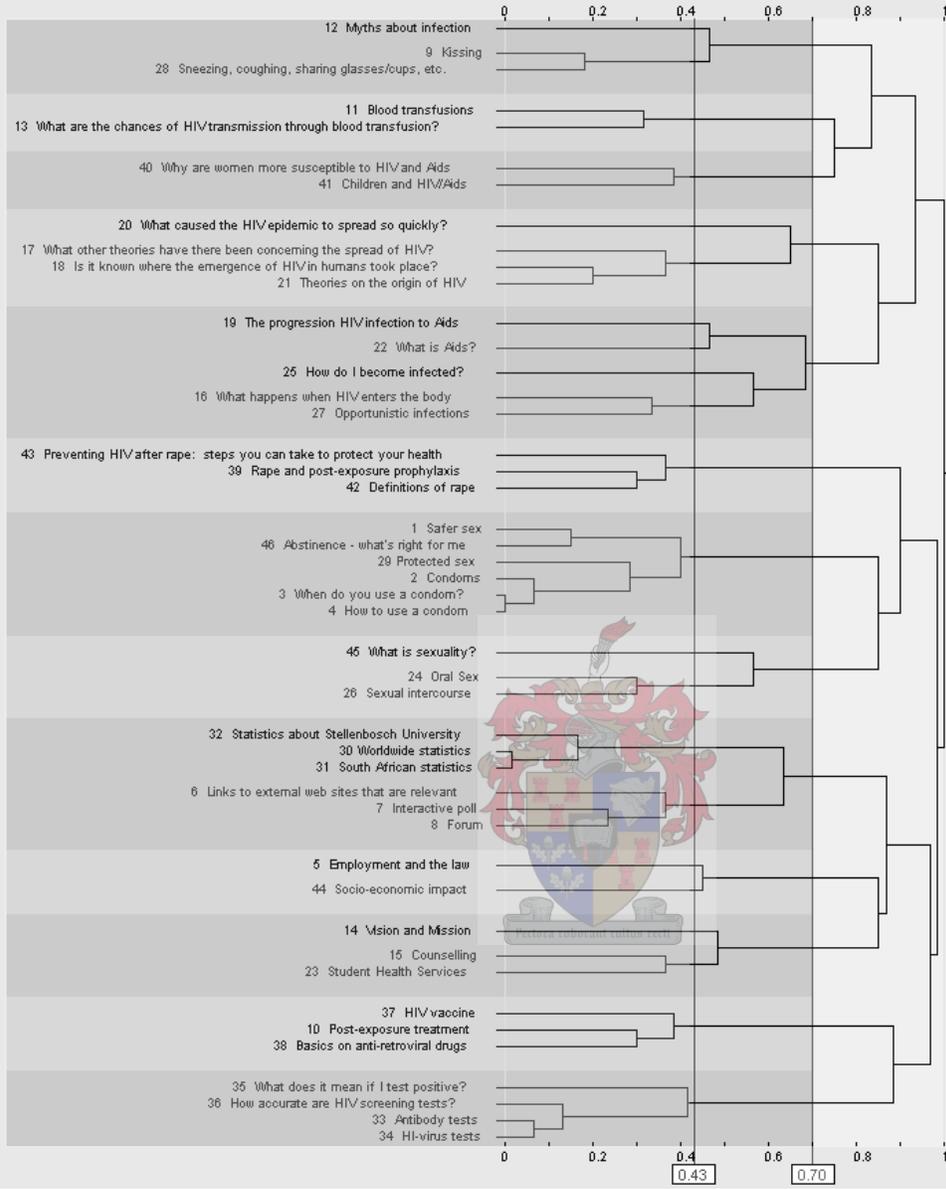
**Men**

(Complete)



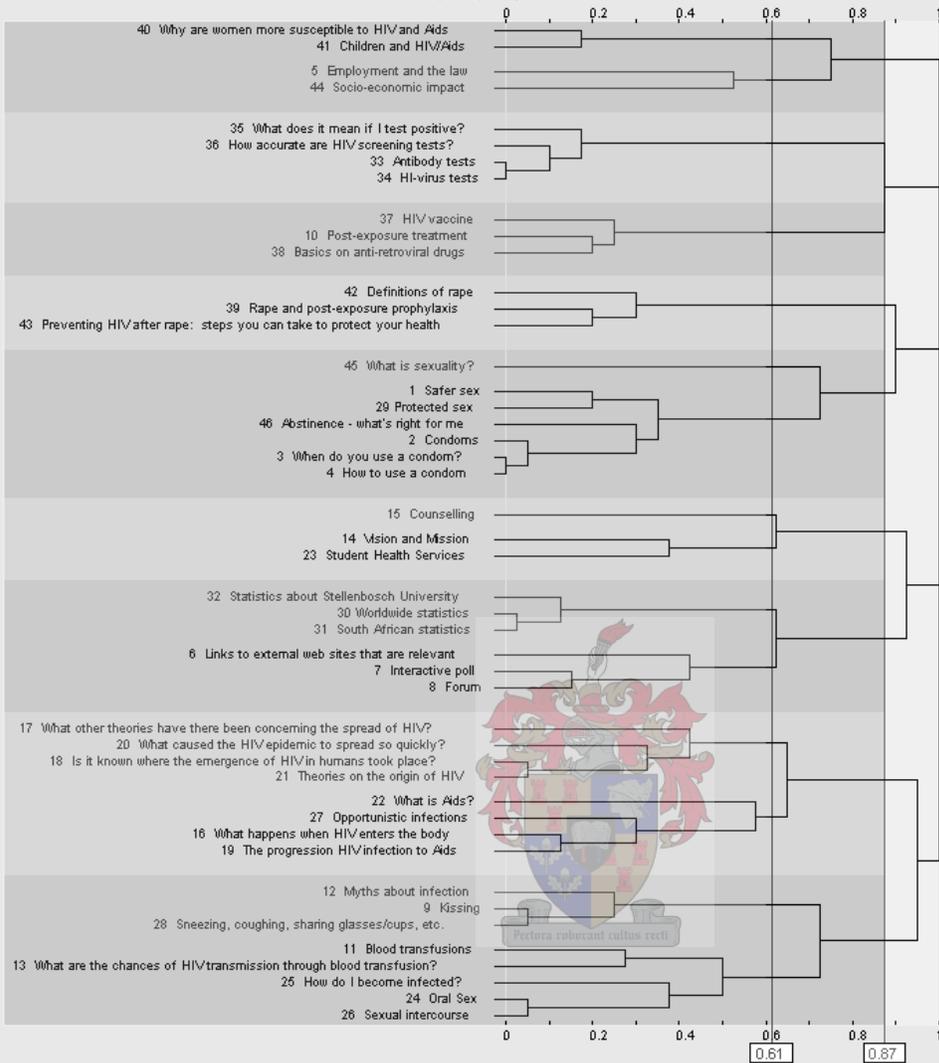
**Women**

(Complete)



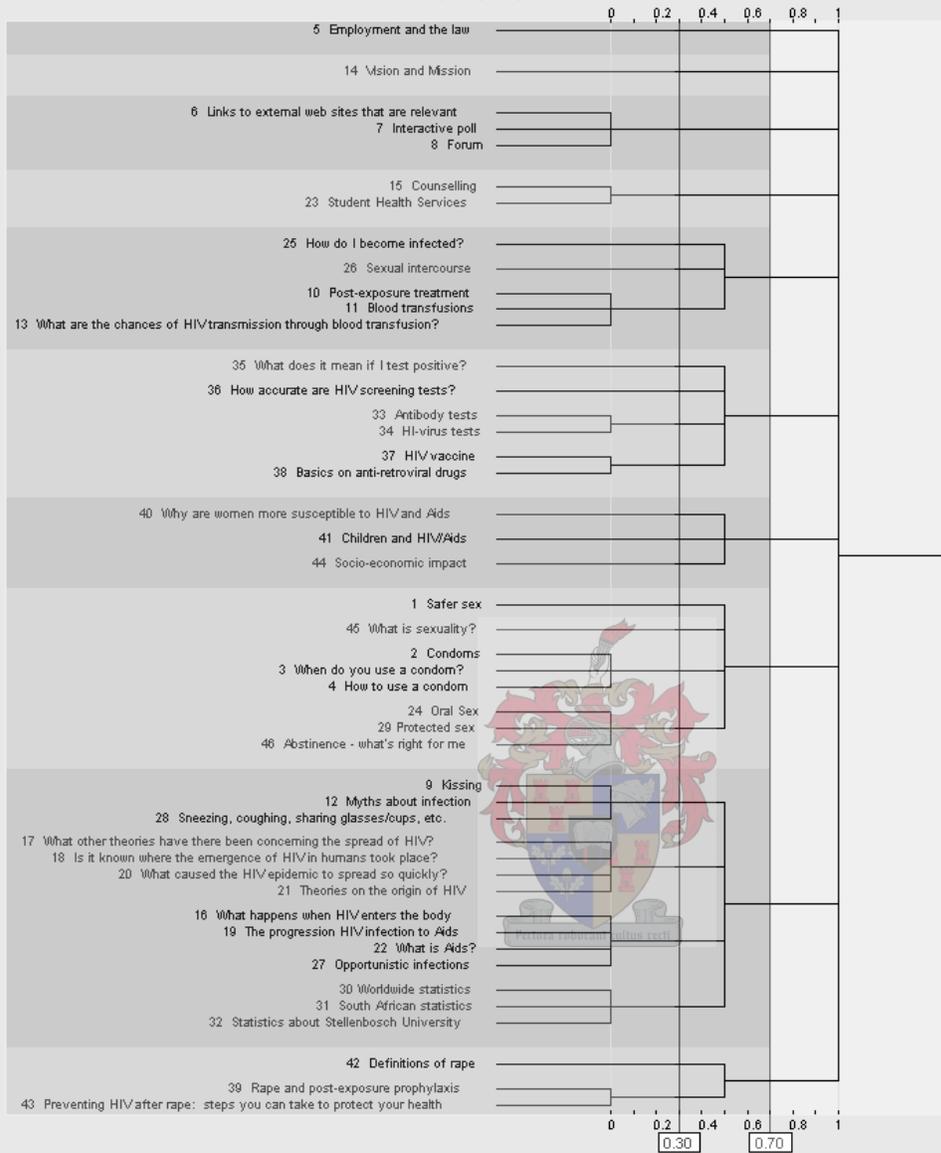
## Whole population

(Complete)

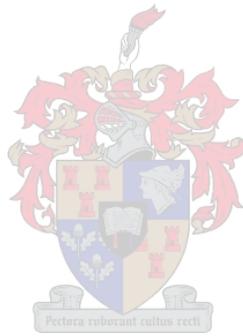


## Website tree diagramme

(Complete)

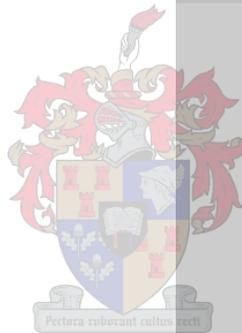


# Appendix E



# Project Management

**Introduction**  
**Stakeholders**  
**Influence Chart**  
**Goal Development**  
**Task Assignment**  
**Network Diagramme**  
**Gantt Chart**



# Project Management

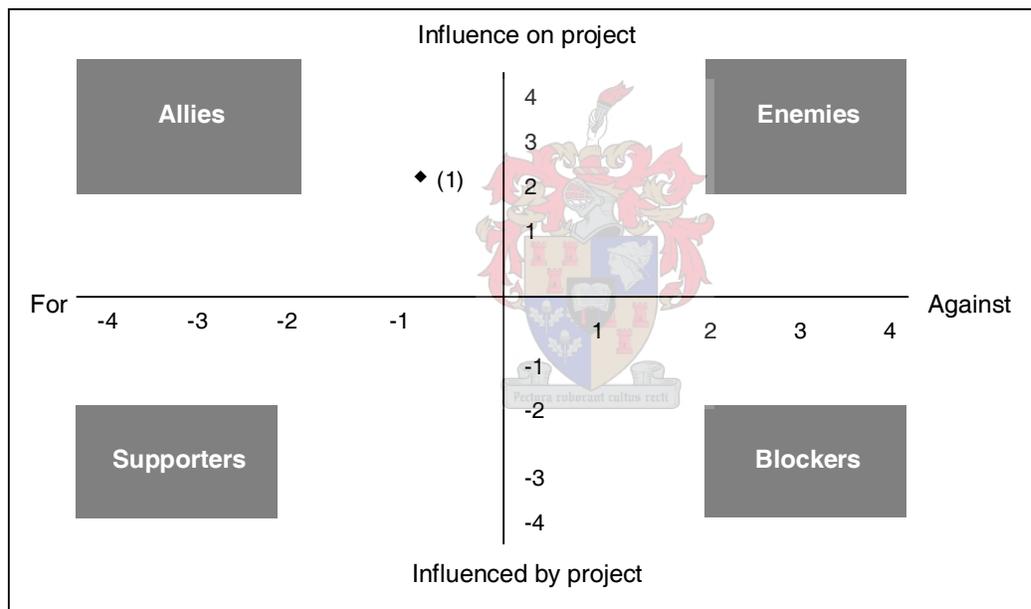
## 1 Influence assessment

When managing a project, it is important to assess who the people are that will have an influence on the project, as well as the people who will be influenced by the project. A determination of this kind only becomes significant when values are assigned regarding the amount of influence a person has or the amount a person is influenced by the project.

### 1.1 Procedure

- Name and number all people who has an influence on the project.
- Determine how much they influence the problem by assigning two values (x and y axis) to their name (see fig 1).

Fig 1



- Plot the value onto a graph (fig 1)
  - The people falling into the area from (-4;4) to (-2;2) are considered your allies. These people can be used to influence the people in the middle range to become more supportive of the project.
  - The people falling into the area from (2;4) to (4;2) are your enemies. They must be watched very carefully as they might try to ruin your project. This is entirely possible because they have considerable influence over the project.
  - The people falling into the area from (-4;-2) to (-2;-4) are your supporters.
  - The people falling into the area from (2;-2) to (4;-4) are your blockers. They must be avoided but are not dangerous because they don't have any influence over the project.

- Write a motivation for the weight assignments of each person involved in the project.

## 2 Goal determination

The next task in the project management is the goal determination. The project is divided into main goals. These goals are then broken into tasks that will enable the goal to be realised. Each task is divided into inclusions, exclusions, assumptions and risks.

**Inclusions:** The tasks that will be included are those falling into the scope of the project

**Exclusions:** The tasks that will not be included in the project. This is important to put on paper because it covers the project manager (in terms of expenses) when, for instance, the client wants more done.

**Assumptions:** Assumptions made with certain tasks.

**Risks:** Each assumption leads to a risk. Each risk must have a solution in the form of a next task. The risk is connected to the solution task with an arrow because a solution might not necessarily follow the risk. Each task is only written down once, so the situation might arise that the solution to a risk may be found several tasks before or after.

This is best presented in the form of an Excel worksheet or a table. (For an example see table 1).

Table 1

<b>Goal 1: Concept Development</b>			
<b>INCLUSIONS</b>	<b>EXCLUSIONS</b>	<b>ASSUMPTIONS</b>	<b>RISKS</b>
Decide on the target audience			
Plan to construct AIDS website for students		No such website exists at the University	There is a website and we're duplicating work <b>ACTION:</b> Research who has an AIDS website at the University and what is the function of this site(s)
Research who has an AIDS website at the University and what is the function of this site(s)			

## 4 Task break down

The tasks are now divided between the different members of the team according to the team roles assigned to them. The project leader's main task is to see that the project runs according to schedule and that all tasks are performed according to a certain standard. It follows therefore that the project leader will be involved in most tasks concerning the project.

It does not mean that the tasks assigned to the different team members, are performed by these members. It only means that these are the responsible people who can delegate the work as necessary.

## 5 Network Diagramme

The network diagramme is a visual representation of the time management of the project. It takes the form of a flow chart showing simultaneous and consecutive.

The purpose of the network diagramme is to determine how long the project will take to complete (critical path) and which tasks have time to spare where you can 'play' with the start dates.

The units of the flow chart has the following structure:

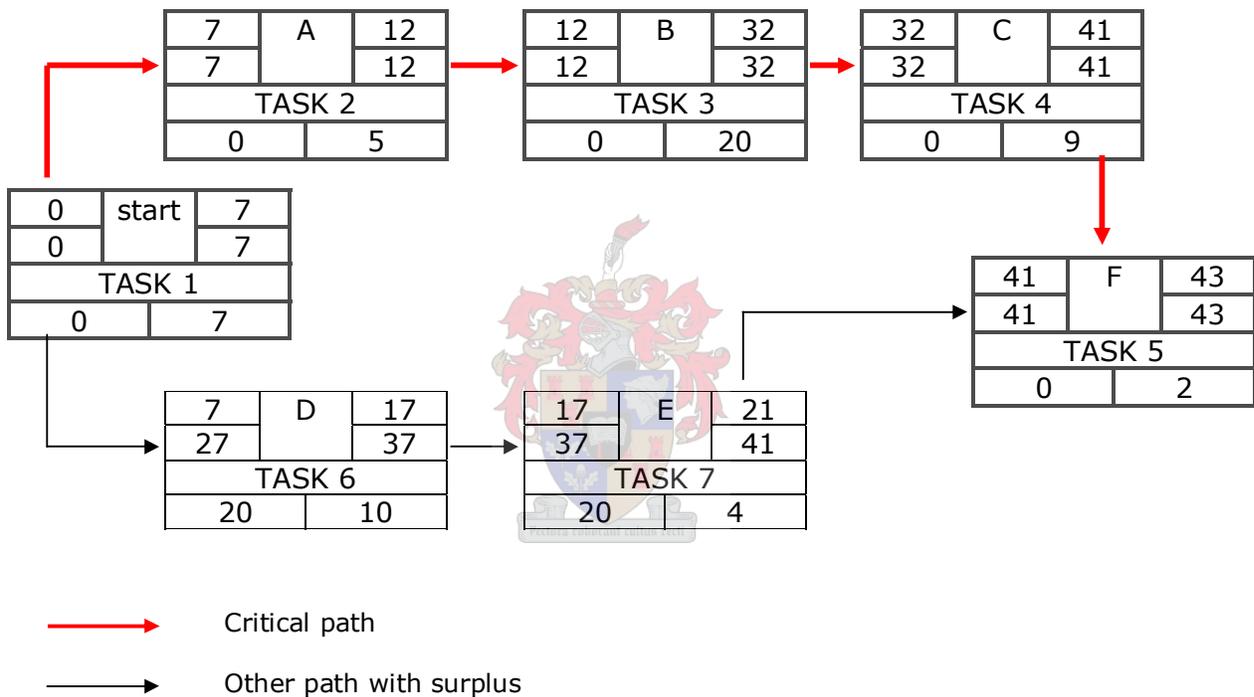
Earliest start time (EST)	Name	Earliest finish time (EFT)
Latest start time (LST)		Latest finish time (LFT)
TASK DESCRIPTION		
Float (days at disposal)	Duration of task	

### 5.1 Procedure

- Determine the flow of the project - which tasks follow each other and which tasks can be done simultaneously
- Work out the numbers (see fig 2):
  - First, indicate how long the specific task will take and fill it in the *duration of task* cell (in days). Do this for all the tasks.
  - Next, fill in the *earliest start time* (EST) of the first task.
  - Add the EST and the *duration of task* cells and write the answer in the *earliest finish time* (EFT) cell.
  - Carry this number to the next tasks EST.
  - Repeat the procedure until all the units are completed.
  - Determine the critical path by counting which path (of tasks) will take the longest to complete (in days). This line won't have any surplus days (hence the *critical path*).
  - Next write in the *latest finish time* (LFT) of the last task in the critical path.
  - Subtract the *duration of task* from the LFT and write the answer in the latest start time (LST) cell.
  - Carry this number to the previous task's LFT.
  - Repeat this process for the critical path. The EFT and LFT and the EST and LST of the critical path will be the same.

- Do the same for the other paths. These paths will be different from the critical path because the EFT and LFT and the EST and LST will not correspond.
- Subtract the LFT of the first task from the LST of the second task. The difference is the surplus days left on the path. The critical path will have no surplus, but the other paths will.
  - The determination of the surplus allows you to manage the project better. For instance, you can start the paths with a surplus at a later stage, ensuring that if the project fails in the critical path, no unnecessary money or effort was expended.

### NETWORK DIAGRAMME



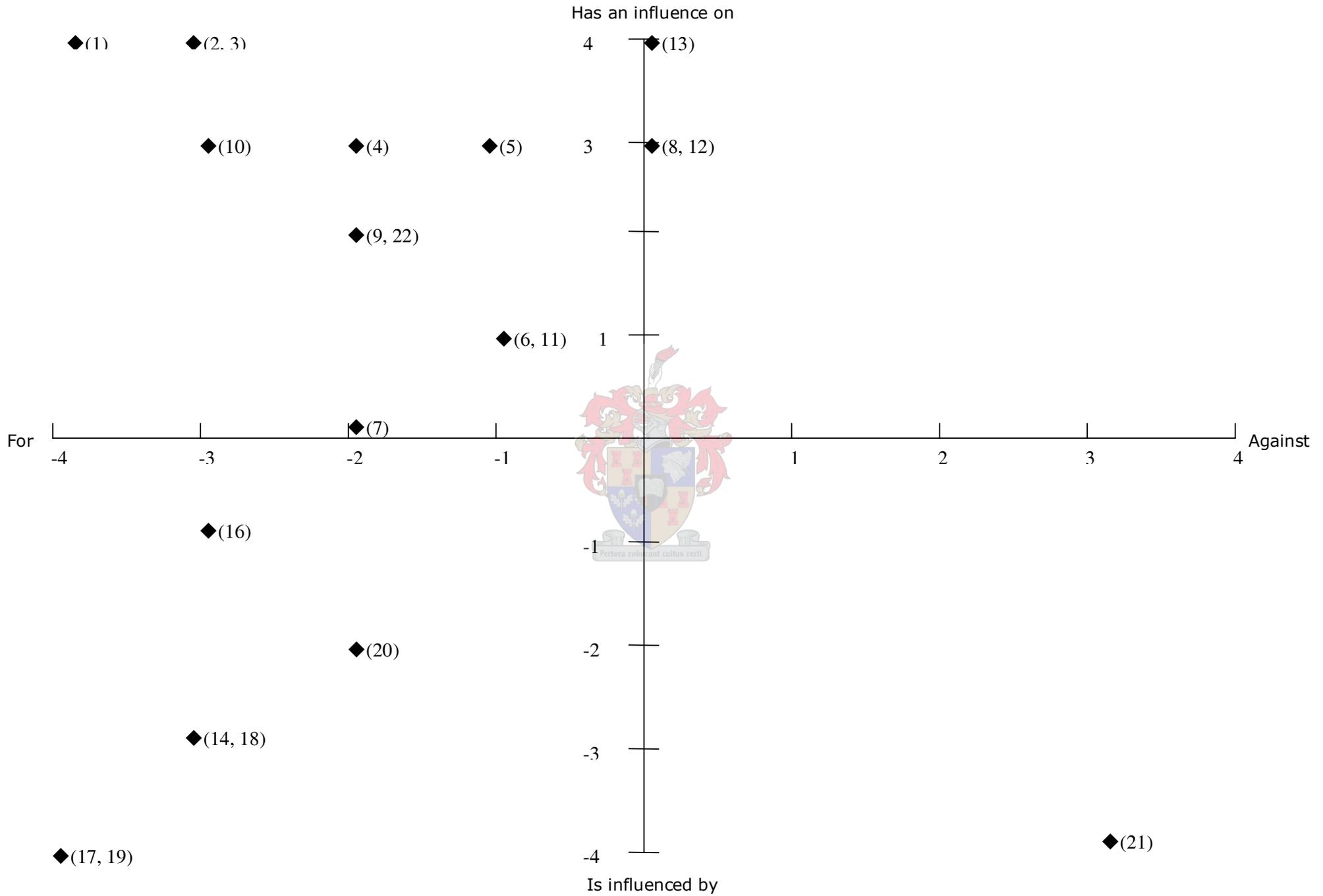
## 6. Gantt chart

This is a graphical representation of the task breakdown. This allows you to see exactly when the next task is to start and how long it takes. It makes this process very easy because it is in the form of a timeline, showing exactly when what is supposed to happen.

# Stakeholders

		x-axis	y-axis
<b>People who have an influence on the project</b>			
1	Monica du Toit	-4	4
2	Lize Vorster	-3	4
3	Nadia Saayman	-3	4
4	Wilhelm Louw	-2	3
5	Seef le Roux	-1	3
6	Leon de Stadler	-1	1
22	past. Roger Williamson	-2	2
7	Jennifer de Beer	-2	0
8	Lize Esterhuizen (website - look & feel)	0	3
9	Departments	-2	2
	Sosiology		
	Psychology		
	Law		
	Social Work		
	Economy		
	Medical		
10	Student Health	-3	3
11	Famous Maties	-1	1
	Jo-anne Strauss		
	Judge Cameron		
	Mark Shuttleworth		
	Rektor		
	Members of SRC		
	Prims/HC		
	DNA Strings		
	Valiant Swart		
	Rev. Christo Greyling		
	Leaders of controvercial societies		
	Miss Matieland		
	rugby players		
12	Publisher	0	3
13	Copyright	0	4
<b>People who are influenced by the project</b>			
14	Marsha van Belle & Maartje Bosman	-2	-2
15	Students		
16	Researchers	-3	-1
17	People living with AIDS	-4	-4
18	People affected by AIDS	-3	-3
19	University	-4	-4
20	Stellenbosch society	-2	-2
21	Other websites	4	-1





# Goal Development

## 1. Concept Development

TASK	ASSUMPTIONS	RISK
Decide on type of site		
Formulate the goals of the site		
Decide on the target audience		
Plan to construct AIDS website for students	No website exists for the University	There is a website and we're duplicating work <b>ACTION:</b> Research who has AIDS websites at the University and what is the function of these sites
	Students would want an AIDS website	They're not really interested <b>ACTION:</b> Find out what students want
Research who has AIDS websites at the University and what is the function of these sites		
Research development considerations		
Contact the AIDS co-ordinator for the University		

## 2. Role definitions

TASK	ASSUMPTIONS	RISK
Assess what roles are required in developing a website		
Assign roles for each member of the team	Each member can do the job assigned	Member can't do a job <b>ACTION:</b> Assign roles according to member's talents / interests / strong points
Assign roles according to member's talents / interests / strong points	Members have strong points	Members don't have strong points <b>ACTION:</b> Assess members
Assess members		

## 3. Design Critique

TASK	ASSUMPTIONS	RISK
Identify potential competitive sites		
Identify potential successful models		
Identify elements that we would like to emulate		

## 4. Content inventory

TASK	ASSUMPTIONS	RISK
Assess content need for the site		
Assess current content	We have information / content available	There isnt content / content is insufficient / content is incorrect <b>ACTION:</b> Do research - find content
Do research - find content		
Build inventory of existing content		

## 5. Look and Feel

TASK	ASSUMPTIONS	RISK
Define layout		
Define fonts		
Define images		
Define colours		
Combine all elements in a report		
Design a look and feel statement using graphic software	Members are able to design using a graphic package	Members are unable to use the software <b>ACTION:</b> Attend practical classes
Attend practical classes		

## 6. Research

TASK	ASSUMPTIONS	RISK
Find out what students and staff want		
Design a questionnaire		
Organize money with study leader to pay students for filling in questionnaire		
Investigate availability of electronic rooms to do research		
Book an electronic room where students can go onto the internet in order to fill in a questionnaire	Rooms will be available	Room(s) are not available <b>ACTION:</b> Investigate availability of electronic rooms to do research
Manage administration involved with the research process (signing of forms etc.)		

## 7. Content Draft

TASK	ASSUMPTIONS	RISK
Review content inventory		
Write lacking content		

## Information Architecture

TASK	ASSUMPTIONS	RISK
Review content		
Indicate the metaphor used for the information architecture		
Decide on the organization of pages and relationships		
Design site map		
Based on the site map design, design navigational flow chart		

## 8. Text analysis

TASK	ASSUMPTIONS	RISK
Read text		
Analyse text quality according to the Roodenberg/deStadler instrument		
Make recommendation as to the quality of the text based on the conclusions drawn from the analysis	Text quality is good enough	Text quality is not good enough <b>ACTION:</b> Write lacking content

Edit text	Few problems	Many problems <b>ACTION:</b> Write lacking content
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## 9. Template design

TASK	ASSUMPTIONS	RISK
Review all elements needed on each page		
Review original approved template design and client's wishes		
Implement all elements and design template		
Test template design by running it by the client	Client will approve design	Client doesn't approve the design <b>ACTION:</b> Review original approved template design and client's wishes

## 10. Navigation Design

TASK	ASSUMPTIONS	RISK
Review Information Architecture		
Research Java Script needed		
Design Navigation System		
Test Navigation		

## 11. Quiz Design

TASK	ASSUMPTIONS	RISK
Decide on which issues need to be addressed		
Decide on which questions to be asked		
Research Java Script needed		
Design quizz		
Test usability and effectiveness of quizz	It will work	It doesn't work <b>ACTION:</b> Find out what students want

## 12. Forum design

TASK	ASSUMPTIONS	RISK
Research Java script needed		
Arrange the management of the forum		
Design infrastructure for the management of the forum		
Design format of the forum		
Test usability, effectiveness	It will work	It doesn't work <b>ACTION:</b> Design format of the forum

### 13. Graphic and Image design

TASK	ASSUMPTIONS	RISK
Assess which graphics and images are required		
Research which images can be bought and which can be generated		
Design images, icons and other graphics needed		

### 14. Site construction

TASK	ASSUMPTIONS	RISK
Review Information Architecture		
Copy and paste information into template		
Adapt the colour scheme to reflect different subjects / topics		
Adapt fonts to create a 'funky' atmosphere		
Insert images		
Correlate navigation with the different pages		
Insert Links		
Test all links	Links will work	Links don't work <b>ACTION:</b> Fix the problem

### 15. Publish site

TASK	ASSUMPTIONS	RISK
Organise network space from the University		
Co-ordinate university technical requirements		
Submit site to <i>marketing and communication</i> for acceptance		
Load site onto network		

### 16. Testing

TASK	ASSUMPTIONS	RISK
Organize test group		
Design questionnaire		
Test usability	Usability is up to standard	Site is not very usable <b>ACTION:</b> Fix the problem
Test likeability	Students and staff will like what they find on the site / design of the site	Students and staff don't like the site <b>ACTION:</b> Find out what students and staff want
Test logic	Navigation system and design is logical	Navigation and design is not very logical <b>ACTION:</b> Design Navigation System
Fix the problem		

### 17. Visual Diary

TASK	ASSUMPTIONS	RISK
Identify topics to be included		
Co-ordinate the construction		
Design document for continuity		

## 18. Presentation

<b>TASK</b>	<b>ASSUMPTIONS</b>	<b>RISK</b>
Identify topics to be discussed (based on visual diary)		
Divide the topics between the members		
Co-ordinate the final presentation		



# TASK ASSIGNMENT

## PROJECT LEADER

### Concept Development

Initiate decision on type of site  
Initiate formulation of the goals of the site  
Initiate decision on the target audience  
Plan to construct AIDS website for students  
Research who has AIDS websites at the University and what is the function of these sites  
Initiate research on development considerations  
Contact the AIDS co-ordinator for the University

### Role Definitions

Initiate assessment on what roles are required in developing a website  
Assign roles for each member of the team  
Assign roles according to member's talents / interests / strong points  
Assess members

### Design Critique

Initiate identification of potential competitive sites  
Initiate identification of potential successful models  
Initiate identification of elements that we would be good to emulate

### Content Inventory

Initiate assessment of content needed for the site  
Initiate assessment of current content  
Manage research to find content  
Oversee the building of an inventory list of existing content

### Look and Feel

Initiate definition of layout  
Initiate definition of fonts  
Initiate definition of images  
Initiate definition of colours  
Combine all elements in a report  
Oversee the design of a look and feel statement using graphic software

### Research

Initiate research

### Content Draft

Review content inventory  
Identify lacking content  
Initiate the writing of lacking content  
Co-ordinate the writing of texts by third parties

### Information Architecture

Review content  
Indicate the metaphor used for the information architecture  
Decide on the organization of pages and relationships

Design site map  
Based on the site map design, design navigational flow chart

### Text Analysis

Initiate reading of text  
Initiate analysis of text quality according to the Roodenberg/deStadler instrument  
Make recommendation as to the quality of the text based on the conclusions drawn from the analysis  
Initiate editing of text

### Template Design

Initiate review of all elements needed on each page  
Initiate review of original approved template design and client's wishes  
Oversee implementation of all elements and design template  
Initiate testing of template design by running it by the client

### Navigation Design

Initiate review of Information Architecture  
Initiate research of Java Script needed  
Initiate design of navigation system  
Oversee the testing of the navigation

### Quiz Design

Initiate decision on what issues should be addressed  
Initiate decision on what questions are to be asked  
Initiate research of Java Script needed  
Oversee designing of quiz  
Initiate test of usability and effectiveness of quiz

### Forum Design

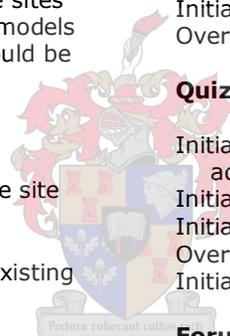
Initiate research of Java script needed  
Arrange the management of the forum  
Initiate the design of the infrastructure for the management of the forum  
Oversee the design of the format of the forum  
Initiate test of usability, effectiveness

### Graphic and Image Design

Initiate assessment of which graphics and images are required  
Initiate research of which images can be bought and which can be generated  
Oversee design of images, icons and other graphics needed

### Site Construction

Initiate review of information architecture  
Oversee the copy and pasting of information into the template  
Oversee the adaptation of the colour scheme to reflect different subjects / topics  
Oversee the adaptation of fonts to create a 'funky' atmosphere  
Oversee inserting of images



Oversee the correlation of the navigation with the different pages  
Oversee the inserting of links  
Initiate testing of all links

### **Publish Site**

Organize for network space from the university  
Co-ordinate university technical requirements  
Submit site to *marketing and communication* for acceptance  
Initiate the loading of the site onto network

### **Testing**

Initiate the organization of a test group  
Oversee the design of a questionnaire  
Oversee the testing of usability  
Oversee the testing of likeability  
Oversee the testing of logic  
Initiate the fixing of the problem if any are identified

### **Visual Diary**

Identify topics to be included  
Co-ordinate the construction  
Design document for continuity

### **Presentation**

Identify topics to be discussed (based on visual diary)  
Divide the topics between the members  
Co-ordinate the final presentation

## **ALL TEAM MEMBERS**

### **Concept Development**

Decide on type of site  
Formulate the goals of the site  
Decide on the target audience

### **Role Definitions**

Assess which roles are required in developing a website

### **Design Critique**

Identify potential competitive sites  
Identify potential successful models  
Identify elements that we would like to emulate

### **Content Inventory**

Assess content need for the site  
Do research - find content

### **Look and Feel**

Define layout  
Define fonts  
Define images  
Define colours  
Attend practical classes

### **Content Draft**

Write lacking content

### **Template Design**

Review all elements needed on each page  
Review original approved template design and client's wishes  
Implement all elements and design template  
Test template design by running it by the client

### **Quiz Design**

Decide on what issues are to be addressed  
Decide on what questions to be asked

### **Graphic and Image Design**

Assess which graphics and images are required  
Research which images can be bought and which can be generated

### **Visual Diary**

Identify topics to be included

### **Presentation**

Identify topics to be discussed (based on visual diary)  
Prepare individual presentations  
Combine individual presentations  
Do presentation



## GRAPHIC DESIGNER / TECHNICAL ADVISOR

### Design Critique

Identify potential competitive sites  
Identify potential successful models  
Identify elements that would be good to emulate

### Look and Feel

Design a look and feel statement using graphic software

### Template Design

Review all elements needed on each page  
Review original approved template design and client's wishes  
Implement all elements and design template

### Navigation Design

Review Information Architecture  
Research Java Script needed  
Design Navigation System

### Quiz Design

Research Java Script needed  
Design quiz

### Forum Design

Research Java script needed  
Design infrastructure for the management of the forum  
Design format of the forum

### Graphic and Image Design

Assess which graphics and images are required  
Research which images can be bought and which can be generated  
Design images, icons and other graphics needed

### Site Construction

Adapt the colour scheme to reflect different subjects / topics  
Adapt fonts to create a 'funky' atmosphere  
Insert Links

## SITE CONSTRUCTOR

### Concept Development

Research development considerations

### Look and Feel

Combine all elements in a report

### Site Construction

Review Information Architecture  
Copy and paste information into template  
Adapt the colour scheme to reflect different subjects / topics  
Adapt fonts to create a 'funky' atmosphere  
Insert images  
Correlate navigation with the different pages  
Insert Links

### Publish Site

Load site onto network

### Testing

Fix any problems identified with testing



## RESEARCH AND COPY CO-ORDINATOR

### Concept Development

Research who has AIDS websites at the University and what is the function of these sites

### Content Inventory

Assess current content  
Build inventory of existing content  
Identify missing / needed content

### Research

Co-ordinate research team in research activity

### Content Draft

Review content inventory  
Identify lacking content  
Co-ordinate the writing of lacking content

### Text Analysis

Read text  
Edit text  
Analyse text quality according to the Roodenberg/deStadler instrument  
Make recommendation as to the quality of the text based on the conclusions drawn from the analysis

### Testing

Organize test group  
Design questionnaire  
Test usability  
Test likeability  
Test logic  
Fix the problems identified in the research

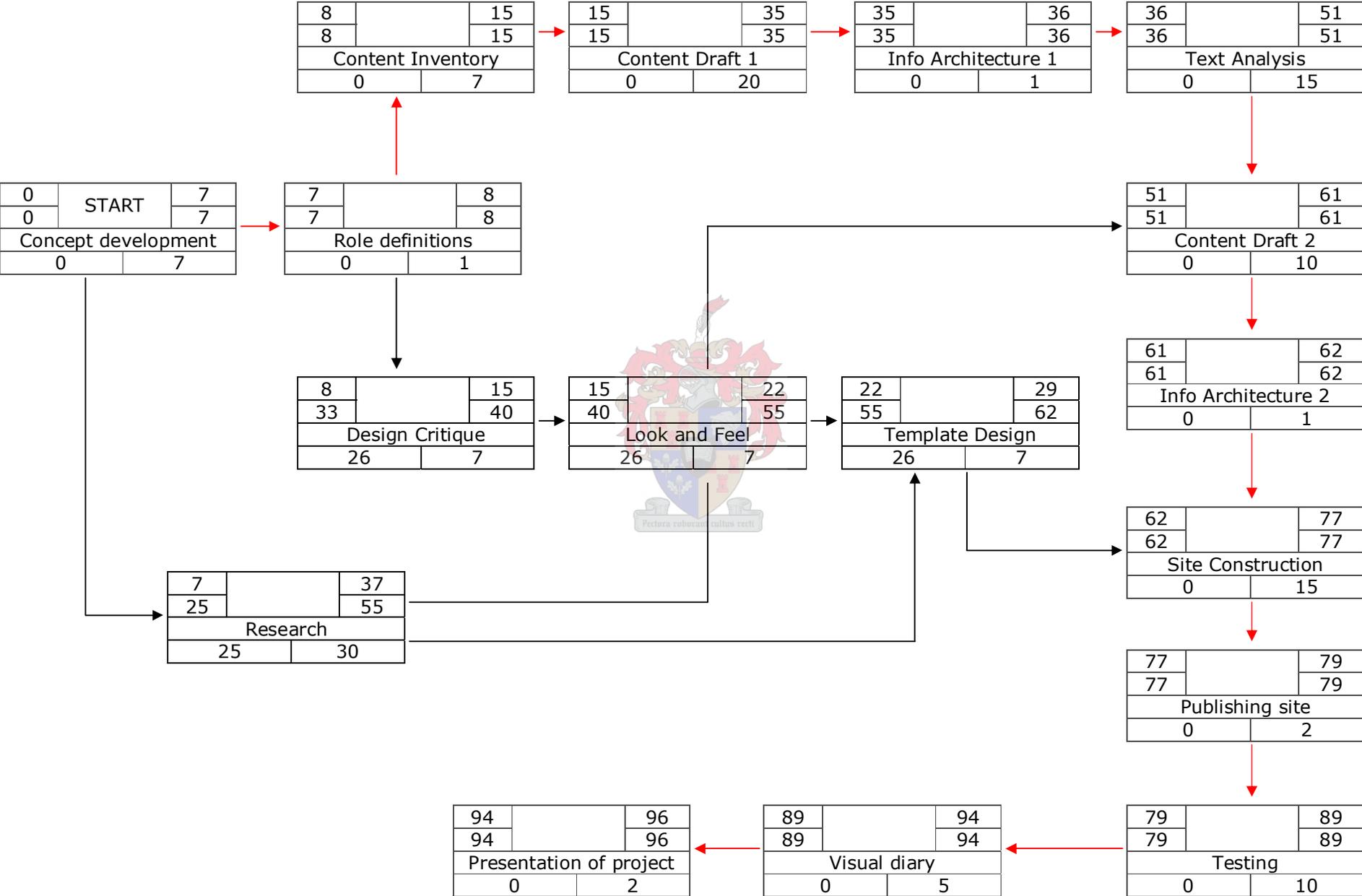
## RESEARCH TEAM

### Research

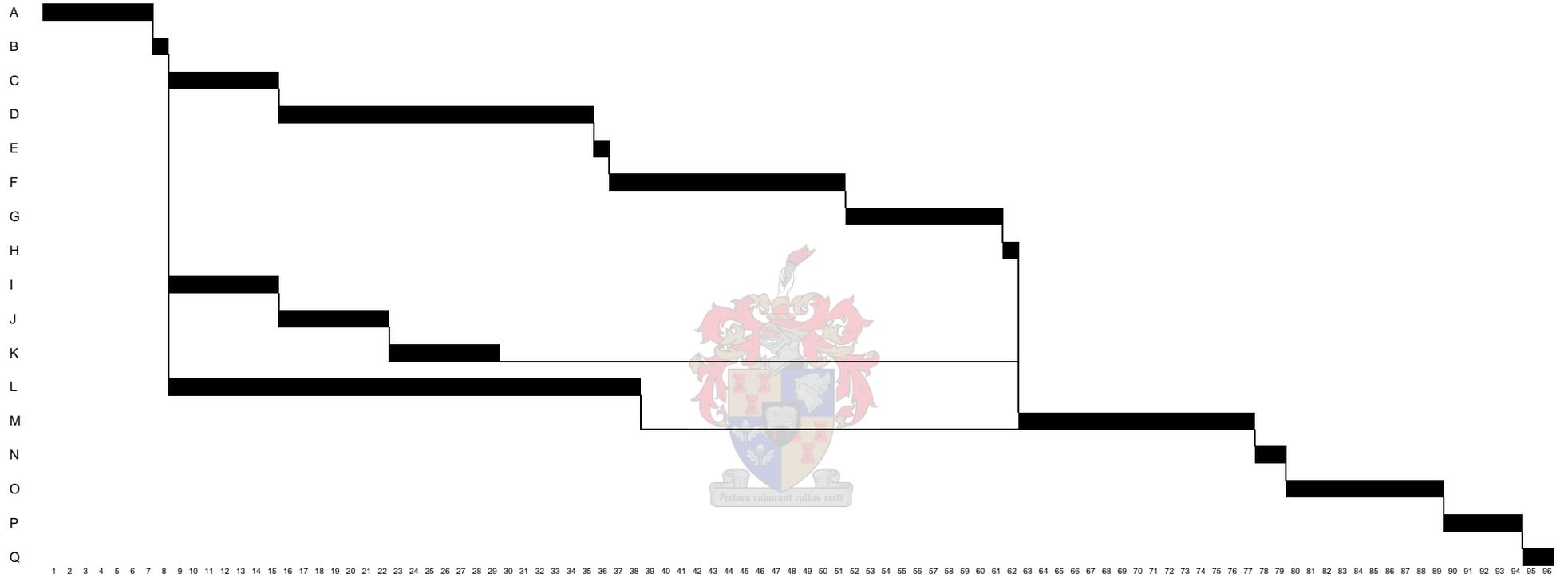
Design a questionnaire  
Organize money with study leader to pay students for filling in questionnaire  
Investigate availability of electronic rooms to do research  
Book an electronic room where students can go onto the internet in order to fill in a questionnaire  
Manage administration involved with the research process (signing of forms etc.)



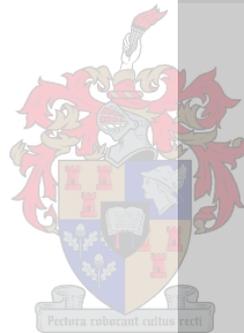
### NETWORK DIAGRAMME OF WEB DESIGN PROJECT



# Gantt Chart



# Concept Development



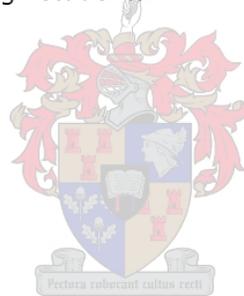
# Concept Development

The Unit for Document Design is participating in a project (EPIDASA) where the quality of HIV/AIDS texts in South Africa are examined. (see Appendix 1 in this section for more information about the EPIDASA project) The website was originally intended to be a product that could be used for user-focused research as part of the Mphil programme in document analysis and –design.

During the preparation for the project, research was done into who has HIV/AIDS websites at the University and what their purpose is. It was found that no comprehensive website currently exists where students can find information on HIV/AIDS.

A meeting between us and Monica du Toit, the HIV/AIDS co-ordinator at the University, determined that she had a need for a website where her work at the University could be reflected. The purpose is to have a place where students and staff can contact her and interact on the topic.

The new concept is therefore, the creation of the official website of the HIV/AIDS initiative at the University of Stellenbosch, with the added purpose of being a product for research for the Document Design students.



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## Improving the effectiveness of public information documents on HIV/AIDS in South Africa

Welcome to the EPIDASA website. The site offers the state of the art of the SANPAD project Epidasa. Epidasa focuses on the effectiveness and improvement of public information documents on AIDS in South-Africa.

South Africa is experiencing an HIV/AIDS epidemic of catastrophic proportions. Projections are that the epidemic will have a devastating effect on the South African population in the years to come (cf. Dorrington et al 2001; loveLife 1999, 2001).

Despite the various HIV/AIDS prevention, care and support interventions and programmes by Government and the more than 600 specialised HIV/AIDS organisations active in South Africa, prevention initiatives in South Africa have only met with mixed levels of success. In AIDS Foundation of South Africa (2000:4) it is stated that "the results of campaigns and prevention programmes has been largely disappointing..." - a fact attested to by the raising number of HIV-infected individuals, estimated to be around 2000 cases per day (cf. Moneymax 1999-2001).

On this website the motivation for the project is outlined and more detail is provided on the subprojects.



University of Twente  
The Netherlands



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## Motivation & Aims of the EPIDASA project

 [Motivation for the project](#)

 [Overall aims and research objectives](#)

### Motivation for the project

A crucial problem in this regard is the fact that there have hardly been any attempts at a scientific, systematic and comprehensive evaluation of the impact that current prevention interventions are having on the epidemic in South Africa (cf. Kelly 2000; 2001). Very little exists, in fact, by way of documented research on the impact that specific programmes, key components of programmes or the cohort of prevention messages have on the South African population.

With regard to the latter, the absence of literature on the evaluation of programme documents (e.g. brochures, booklets, leaflets, posters, videos, advertisements, etc), testifies to the fact that these key components of the communication strategies of programmes hardly receive any attention. (Cf. also Coulson 2002, Kelly 2000; 2001; Kelly, Parker & Oyosi 2002).

The lack of resources that most of the governmental and non-governmental agencies experience, makes it relevant to invest in research in which the effectiveness of HIV/AIDS persuasive documents is investigated. That is precisely what this project intends to do. It focuses on situations in the South African society which are pivotal in effectively fighting the spread of HIV/AIDS and in providing care and support to those living with and affected by HIV/AIDS and in which effective communication can make the difference:

- situations in which people are persuaded to have safer sex
- situations in which people are persuaded to go for voluntary HIV/AIDS, testing and referral
- situations in which people living with HIV/AIDS are instructed to take the necessary care and their caregivers to provide the necessary support.

### Overall aims and research objectives

The overall aim of this project is to improve the effectiveness of HIV/AIDS information and education documents (e.g. brochures, booklets, pamphlets, advertisements,

posters, etc.) for South African target groups.

The project distinguishes two crucial stages in improving these documents. The first stage is taking well-considered design decisions on content, structure, style, presentation and layout. The second stage consists of tailoring a resulting concept document to the needs and preferences of target audiences. In South Africa the diversity in cultural and demographic background of the various target groups provides an extra challenge for designing effective prevention documents (cf. Perloff 2000; Matsumoto 2000).

Sophisticated knowledge about both stages in the design process is a prerequisite for attaining the goal of the project. Therefore, there are two main research questions:

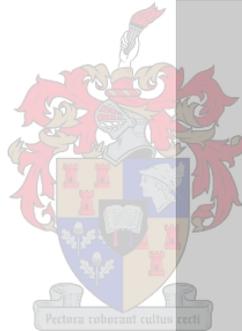
1. Which choices with respect to content, structure, style, presentation and layout will improve the effectiveness of HIV/AIDS information and education documents for the diverse cultural and demographic target groups in South Africa?
2. Which evaluation techniques will improve the effectiveness of HIV/AIDS prevention documents for the diverse cultural and demographic target groups in South Africa?

Given the overall aim of the project to improve the effectiveness of HIV/AIDS prevention messages, it is necessary to generate knowledge about:

- the effects of fundamental design decisions and
- the way in which concept messages can be tuned to the needs and preferences of the various target groups.



# Role Assignments and Definitions



# Aids project

## Role assignments and definitions

### General

The roles assigned in this group is not static, it's dynamic in the sense that all of us will have input in all areas as decisions are group based. The interpretation of the role assignment is that the one person is ultimately responsible for the management of his/her area.

We have decided on three broad categories as we are only three members in the group. We believe that any task or stage that is presented can and will be dealt with in relation to these three broad categories.

### **LIZE VORSTER – Project leader**

Aspects under this role include the general planning of the project, initiation of activities, co-ordination of activities, co-ordination of meetings and management of external parties involved in the project.

These parties include the client (Monica du Toit), the editor (Erina Basson) and the research team (Marsha van Belle and Maartje Bosman).

Because this project forms part of a bigger research project, special attention will be given to the reader's response to certain styles of information representation. Small scale research will be considered to test reader responses.

The biggest responsibility is co-coordinating ideas and reworking it into a cohesive, coherent product.

### **NADIA SAAYMAN – Research and Copy**

Research information needed for the site. Analysis of this information will be done and will then be reworked to fit the requirements of our target audience. The requirements of the target audience will be assessed by conducting of a small-scale research project.

Extensive research will be done on the type of information that major web sites support. We might consider testing these sites on a small scale with a few users to see the effectiveness of different persuasion methods used by these sites. This is important as this web site ultimately form the basis of the MPhil research project that deals with the effectiveness of the web sites considering many different factors of which the content and persuasion are the most important.

### **WILHELM LOUW – Site constructor**

The main responsibility as site constructor would be to build the site after all analysis and research has been done. The site constructor will receive the text in its reworked form and insert the text into the site staying within the constraints of the information architecture.

Correlation between the pages and navigation system is one of the major elements that will be considered in the process.

### **SEEF LE ROUX – Designer and Technical Advisor**

The main responsibilities for this role are co-coordinating the technical development and the design of the template and interactive components of the site. This assumes a good knowledge of technical aspects and design ability. This responsibility also includes the role of technical advisor as to what is possible (reasonable) considering our expertise.

Other activities include page design/composition and overall look and feel of the site. Extensive research on existing web sites dealing with the topic will be done to understand what works.

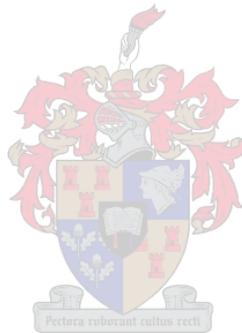
Comparisons with major web sites on the subject will allow us to distinguish what works in practice. We will do another small-scale test to see how the different technical elements, such as interactivity, affect the effectiveness of these sites. Needless to say, the most successful elements will be implemented.

### **MARSHA VAN BELLE AND MAARTJE BOSMAN – Research Team**

The responsibility of the research team would be to implement a research project which aims to present answers as to the preferences of the target audience with regards to design and content.

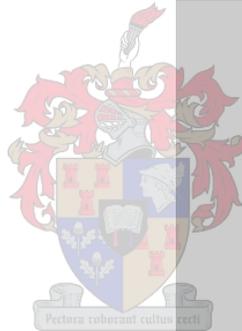
## **THE CLIENT – Monica du Toit**

The client is the initiator of the project, providing the team with an assignment brief, describing the requirements for the web site. All design and content decisions will be submitted to the client for final approval. The content will receive special attention from the client to ascertain whether the facts are correct. If not, the client will correct these mistakes and provide guidance to the team.



# Competitive Critique

**Design Critique**  
**Content Inventory**  
**Homepage Look and Feel**



## A. Design Critique

We have looked at a number of sites and identified certain aspects of the design that we would like to look at as possible elements in our website.

We have focussed our attention mainly on HIV/AIDS sites because it is important for us to find out how these sites have managed to capture their audience's attention. Our goal of course, is to do the same. The opposite is also important to us, when they've not managed to capture the attention, we need to know why to not make the same mistakes.

Of course, this goes beyond the scope of this assignment, but it is a start in competitive intelligence that will prove to be very useful in our final designs.

The rest of this section will be devoted to the specific sites we have looked at and the specific elements we liked and want to include in our design arsenal. We have not chosen specific designs to be representative of our final design. These are all designs that inspires us in our creativity.

### 1. HIV InSite: <http://hivinsite.ucsf.edu/>

This site was chosen because it has a very strong header that immediately grabs the readers attention. It is well designed with a professional feel.

We liked the navigation system that is visible at the bottom of the header section. This



element is repeated in the same position throughout the site.

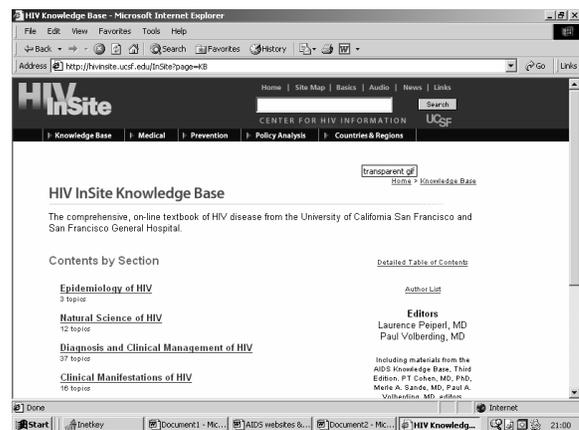
We also liked the colour scheme of the site because it moves away from the stereotypical red and white associated with HIV/AIDS sites.

We were also suitably impressed with the continuity created in the site with the use of a template. Although the header section is not as

big as the homepage, it creates a very strong feel of unity in the site.

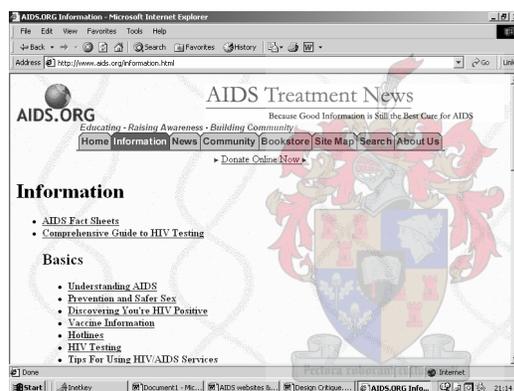
We liked the simplistic design and the good use of font colour to echo the site's colour scheme.

Another element that caught our attention was the search option that is repeated throughout the site in the header section. Because of the extent of the information we will have in our site, we must, most probably, consider also having a search option in our site. We are in the process of researching the technological implications and viability of a search facility in our site.



## 2. AIDS Treatment News: <http://www.aids.org/information.html>

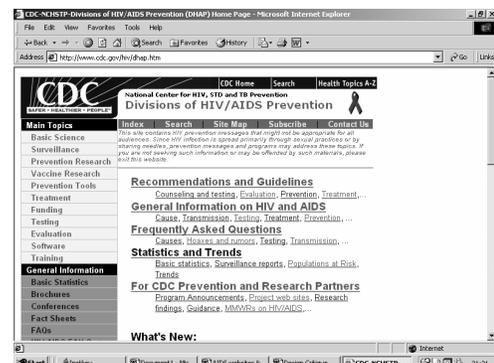
This site is included as an example of how we don't want our site to appear. The look and feel of this site is rather amateurish and serves as a yardstick to measure our design against. The information contained in this site will prove to be very useful, however.



## 3. Centre for Disease Control (CDC): <http://www.cdc.gov/hiv/dhap.htm>

What we liked about this site was the navigation system in the side bar down the left of the page and the unity it forms with the header. We found the fact that the list of links is too long to fit onto one page distracting. We decided that our navigation system will have to be broken into 8 main sections at most in order to fit onto the screen without the necessity to scroll down.

We liked the fact that the corporate logo is clearly visible (CDC) and that the different topics of links are presented in different colours. This is a design option we will consider in our site. We might even go so far as to adapt the colour schemes of the different sections to signify different themes.



#### 4. AIDS ACTION: <http://www.aidsaction.org/>

This site's basic design grid is the same as the previous site but with a crucial difference. The site is frames based and, in a sense, better designed because of this. The navigation system fits onto one screen and is fixed so you don't have to scroll.

The other advantage is that this navigation system does not change, it stays there constantly. This is very advantageous because the reader always has a sense of place in the site. We do realize the disadvantages of frames, but we would like our site to emulate this element of

frames even if it is only through the use of design templates.

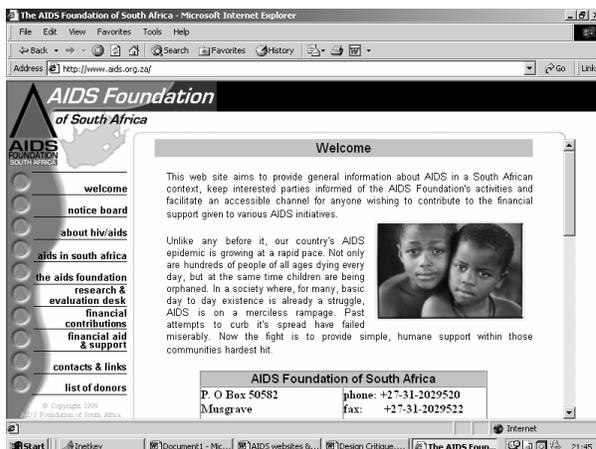


We thought that the colour scheme is a bit strong and overwhelming – especially with the black image on the page. Without this image, the colour scheme would be acceptable. We do, however like the way this design fits the design of the header and sidebar sections. It gives the page a completed feel.

#### 5. AIDS FOUNDATION (SA): <http://www.aids.org.za/>

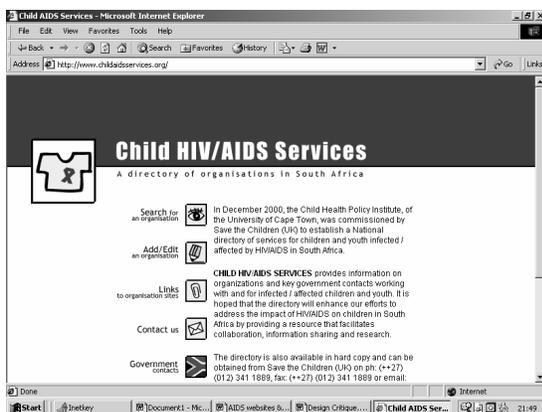
This site, like the previous two, makes use of the same design (header & sidebar navigation) but what we like about this site is the interesting design element in the navigation bar. This is a variation that is refreshingly different.

It seems like there is a tendency to use frames in these types of sites. It is well worth looking into for future reference.



## 6. Child HIV/AIDS Services: <http://www.childaidsservices.org/>

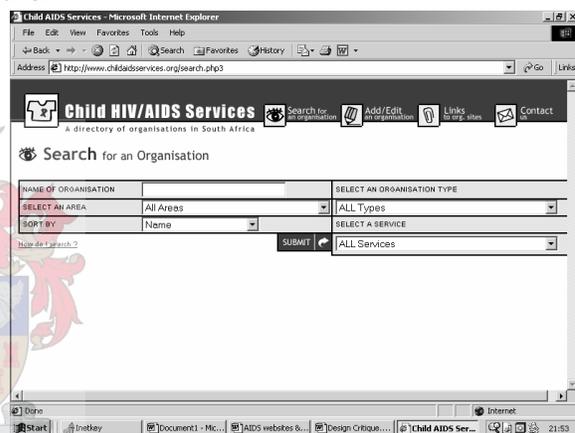
We liked this site because of its simplistic design. We felt that it made a tremendous statement and has a great impact on the reader.



Another aspect that we found would be advantageous to our design is the hierarchical structure of the site. This is obviously a path-based structure with the major sections leading the user to different subsections of the site. This aspect is very important because, as mentioned earlier, the type and quantity of information we have, will lend itself perfectly to this kind of structure.

An important aspect of this site is, as was already mentioned, the strong, simplistic design. What we liked about this site is that this design is repeated on the next pages but in a minimized form. The navigation system (of the homepage) is absorbed in the design of the header.

Another useful design element used in this site is that of a specific icon for each major section (path) in the site. On the homepage, this icon is used to indicate the search facility in the site:

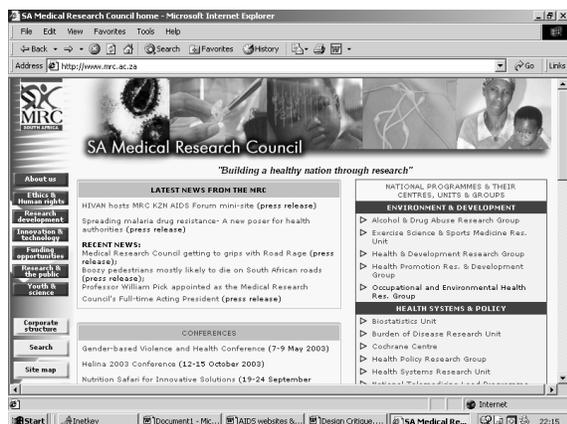


On the next page, this image is repeated in the title of the page:



We are very strongly considering a page/path identity design element.

## 7. MRC (Medical Research Council): <http://www.mrc.ac.za/>



The header section of this page is aesthetically pleasing and a design that is used in many corporate sites – especially (we've noticed) those that are people-oriented. Photos/images bring a certain humanity to a page that is unmistakable. This format happens to create, simultaneously, a very professional feel.

We also like the different sections of information that is indicated in different shades of the dominant colour scheme. These 'zones' draws the reader to explore these sections as different 'documents'. The colour co-ordination ensures that the information offered is not too much. Although a reader might feel overwhelmed with information when first looking at the site, the different 'zones' facilitate the successful access of the information.

## 8. KAISER FAMILY FOUNDATION: <http://www.kff.org/>

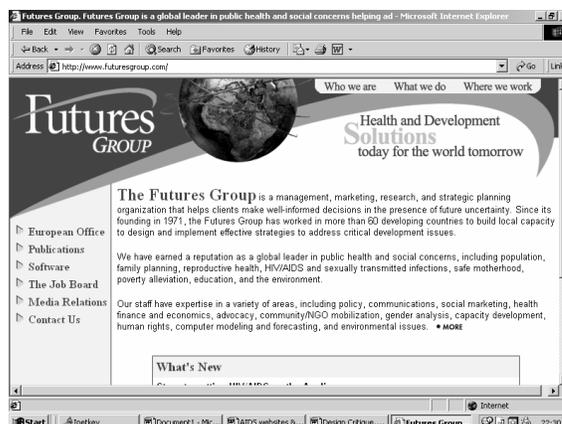


The site does not have any design features, apart from the logo, that grabs the attention or is worth discussing. What we did find very useful is the search and browse option on the site.

We like this simultaneous option because, from a design perspective, a browse option is much easier to create and maintain, but the simultaneous use of the two, gives the user a unique tool to use the site effectively by finding the information they want or need.

## 9. FUTURES GROUP: <http://www.futuresgroup.com/>

This site makes use of the seemingly standard layout grid with a header and a sidepanel of links. What makes this site unique, however, is the singular design of the header. The line in the design echoes the logo design and makes for an



aesthetically pleasant look and feel. We would like to take the integrated design of the whole page as an example of design excellence that should be sought after.

## 10. Logo's

The following logo's have attracted our attention and we would like to base at least some of our design on these designs.

- a. **Averting HIV & AIDS:** <http://www.avert.org/>



This design will do well as part of a header in our design.

- b. **KAISER FAMILY FOUNDATION:** <http://www.kff.org/>



We found this logo extremely appealing considering our target group. We considered using this kind of design for our page titles. We think that it will have a huge impact on our design.

## B. Content Inventory

### **Page 1: Definitions of terminology and abbreviations**

Title – What do you mean?

Document Type – HTML

Topics and keywords - HIV, AIDS and Sexually transmitted disease (STD)

Owner/Maintainer – This page will be maintained by staff of the US Language Centre.

Notes - In this section the terms HIV, AIDS and Sexually transmitted disease (STD) will be explained. Other definitions and abbreviations used in the site will also be defined on this page.

Various definitions have already been found, and the best ones will be constructed from a combination of these, and other, sources.

### **Page 2: Information on the transfer of HIV, AIDS and STD's**

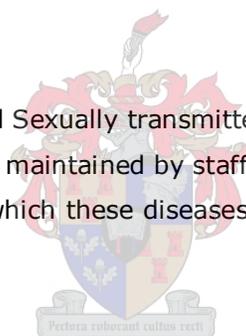
Title – Are you at risk?

Document Type – HTML

Topics and keywords - HIV, AIDS and Sexually transmitted disease (STD), transfer

Owner/Maintainer – This page will be maintained by staff of the US Language Centre.

Notes - Information on the ways in which these diseases can and cannot be transferred will be discussed.



A lot of information can be found in various brochures and web sites. We will use this information in combination with information from doctors and health workers. In combination, this will provide us with relevant and accurate information for our web site.

### **Page 3: Information on the relationship between the illnesses discussed**

Title – How is everything linked?

Document Type – HTML

Topics and keywords - HIV, AIDS and Sexually transmitted disease (STD)

Owner/Maintainer – This page will be maintained by staff of the US Language Centre.

Notes - In this section readers will be able to find information on the interrelation between the different diseases discussed in the site. Readers need to know how the different diseases are linked in order to be able to understand the relevance of all the information included in the web site.

Information on the relationship between HIV/AIDS and STD's has been found on the internet. Due to our limited knowledge, we will consult with experts before including any of the information we have found on our web site.

#### **Page 4: Statistics on the occurrence of these illnesses**

Title – What are the chances?

Document Type – HTML

Topics and keywords – Statistics, HIV, AIDS, South Africa

Owner/Maintainer – This page will be maintained by staff of the US Language Centre.

Notes - This section will be included to make readers aware of the fact that HIV, AIDS and STD's are illnesses that are responsible for the deaths of millions of people every year. People need to be aware of the effect of the illnesses in order to motivate them to act against these illnesses.

Information on the frequency with which the illness occurs, have been found in a web site by an American pharmaceutical company, Avert. This information will be tested and confirmed by further research before it will be included as factual correct in our web site.

#### **Page 5: Information on the rights of people with HIV/AIDS**

Title – What are your rights?

Document Type – HTML

Topics and keywords – Statistics, HIV, AIDS, South Africa

Owner/Maintainer – This page will be maintained by staff of the US Language Centre.

Notes - The government is protecting people with HIV and AIDS through different laws. All of these laws will be included in this section.

Information relating to the rights of people with HIV/AIDS has been found in various web sites. The accuracy of the information will be tested by comparing it to the laws that can be found in the JSG Library.

#### **Page 6: Testing for HIV/AIDS**

Title – How can you be sure?

Document Type – HTML

Topics and keywords – HIV, AIDS, testing, effectiveness

Owner/Maintainer – This page will be maintained by staff of the US Language Centre.

Notes - In this section the method of testing for HIV will be discussed in full. The effectiveness of this test will also be indicated.

There were various web sites found describing the procedures related to HIV testing. The accuracy of this information will be confirmed by interviews with doctors or nurses.

### **Page 7: Medication available**

Title – What can be done for you?

Document Type – HTML

Topics and keywords – HIV, AIDS, medication, effect

Owner/Maintainer – This page will be maintained by staff of the US Language Centre.

Notes - The medication available for people with HIV/AIDS will be listed in this section. The effect of the different types of medication will be indicated. The different medication for STD's will not be discussed, seeing that the number of different STD's is too great.

The medication available for the treatment of people with HIV/AIDS, have been found in various web sites. Interviews with doctors will be needed to confirm the any information found on the internet.



### **Page 8: Counselling**

Title – Where can you find help?

Document Type – HTML

Topics and keywords – HIV, AIDS, counselling, contact numbers, organisations

Owner/Maintainer – This page will be maintained by staff of the US Language Centre.

Notes - In this section the complete process from the day of diagnosis until the death of the patient, will be discussed. Here we will indicate what the different steps are that patients will have to take.

Limited sources on the counselling of people with HIV/AIDS have been found. Further research will have to be done in this respect.

### **Page 9: HIV/AIDS and Rape**

Title – But I was raped!

Document Type – HTML

Topics and keywords – HIV, AIDS, rape, medication, procedures

Owner/Maintainer – This page will be maintained by staff of the US Language Centre.

Notes - In this section we will indicate what the proper procedure is for people to follow after they have been raped. There will be an indication of the steps people will have to take and the time they have to respond.

This section is closely related to the information on medication available for the treatment of people with HIV/AIDS, and the information relating to the counselling of these people. We would however prefer to look for more interesting information related to this subject.

## **Page 10: HIV/AIDS and children**

Title – Children cannot get HIV/AIDS...Or can they?

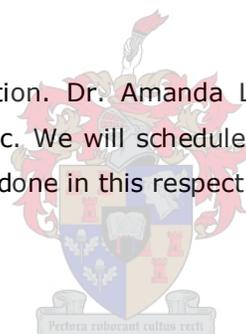
Document Type – HTML

Topics and keywords – HIV, AIDS, Mothers and children, Birth, Breast feeding

Owner/Maintainer – This page will be maintained by staff of the US Language Centre.

Notes - In this section we will discuss the transmission of HIV from mothers to their unborn or newborn babies. We will indicate which steps can be taken to minimize the risk of transmission.

This section still needs more attention. Dr. Amanda Lourens from the language Centre is currently doing research on this topic. We will schedule a meeting with her to learn more on this topic. More research will also be done in this respect.



Information found thus far:

Various pages with relevant definitions have been found using Google. The keywords used in the search, include aids brochure, HIV/AIDS information, HIV/AIDS legislation, HIV/AIDS and government, HIV/AIDS and counselling, HIV/AIDS and rape and HIV/AIDS and definitions. The merit of the information will be tested before any information is included in the web site. The URL's of sites with information that appear useful, is:

<http://www.cdc.gov/hiv/dhap.htm>

<http://www.fda.gov/oashi/aids/art.html>

<http://www.niaid.gov/publications/aids.htm>

<http://www.sfaf.org/aboutaids/brochures.html>

<http://www.state.il.us/agency/dhs/4452hivnp.html>

[http://www.state.ma.us/dph/aids/edu\\_promo.htm](http://www.state.ma.us/dph/aids/edu_promo.htm)

<http://earthways.com/trainbk.htm>

<http://www.avert.org/ypbooks.htm>

<http://www.shb.ie/nonworddocs/hp/aids.pdf>

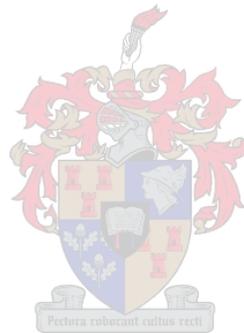
<http://www.avert.org/aidsbooklets.htm>

<http://www.ccih.org/harp/17.htm>

[http://www.practicepro.ca/Practice/Mentoring\\_booklet.pdf](http://www.practicepro.ca/Practice/Mentoring_booklet.pdf)

<http://www.hivma.org/HIV/HIVMA.hivmaResources1.htm>

<http://www.aids.about.com/blbrochures.htm>



## C. Homepage 'look and feel'

We have decided to use a large header for our homepage because of its potential impact and attraction value to the reader. The banner spans about a third of the homepage. We decided on this size in order for the user's attention to be caught immediately and to leave no ambiguity as to the purpose of the website.

The header will also contain relevant information regarding the website like the type of website, the logo, the aim of the website (by using a catch-phrase/mission statement), the navigational links and an in site search function. We are also considering of including an internet search function.

Even though the header will be quite large, it will appear simplistic and will function as a unifying element across the whole site. It is the groups feeling that the homepage should be well defined, very simple and easy to understand and navigate.

We have decided to use a rich blue, black and white as the major colors in our website because the combination of these colours are quite striking yet also easy on the eyes and not too overbearing. We chose these colours to move away from the colors normally associated with HIV/AIDS, which are black and red. Red carries a very strong connotation of danger and blood and we feel that the use of these colours might affect our target group (students) negatively. Our website is primarily there to educate people on HIV/AIDS using young, vibey designs and colours. Through using the lighter colors that we are using we hope that our users will find it easier to receive the information that we present to them.

We have decided to use a clear, readable font such as Verdana or Georgia or a mix of the two. Most of the text areas will have a white background with black where the hyperlinks will be highlighted in blue.

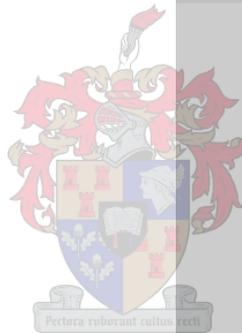
The body of the homepage is structured in two columns with 3 distinct tables (for the moment as an example). This is done as a structural aid to lead users to distinct types of information. This is built on the path-based model homepage.

Because we intend our site to be a freestanding site which can be used for research about HIV/AIDS, it is very important to have a simple design which is not confusing. It is for this reason that we as a group feel that by implementing the colors and design

layout that we have in our homepage the user will not get irritated or confused by our homepage.

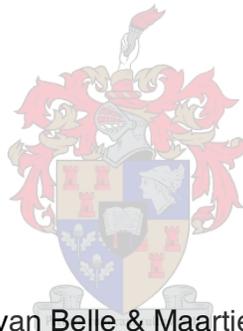


# Research Report



*What do students of Stellenbosch University want on a future website  
about HIV/AIDS?*

Survey Taalsentrum September/October 2003



Marsha van Belle & Maartje Bosman

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## 1. Introduction

Mass media like television, radio and magazines are frequently used to give HIV/AIDS education to the youth of South Africa. For example “Soulcity” and “Lovelife” are two well known projects about sexuality.

At first sight it seems to be that the most dynamic medium, the internet, is not being used as much as the other media when it comes to HIV/AIDS education. The South-African websites we have looked at do not yet use the specific qualities of the internet like interactivity, the possibility to see only the information one wants to see and anonymity. The designers of most websites about HIV/AIDS use the internet as a static medium, where almost no activity takes place. An example of this is the website [www.aidshelpline.org.za](http://www.aidshelpline.org.za), a website of a telephone help line people can call if they want information about HIV/AIDS. The website is only used as a link between the visitor and the organisation, the website itself does not contain HIV/AIDS information. Another example is [www.sexnews.co.za](http://www.sexnews.co.za), a “magazine” on the internet that is “published” every month and does not have more updates.

It seems that the internet has a lot of qualities that could be of use for HIV/AIDS education in South Africa. But if using these qualities would result in a website with HIV/AIDS education, would that automatically mean that people would also visit the website? No, because the user can choose to visit the website him or herself, they will not be confronted with the information if they do not visit the internet. That is why it is very important to find out how many people you will reach with the website and what they want on the website, so the website can be suited to the target group. Getting these facts is necessary for designing a user friendly website and should be done before starting the design process.

At the university of Stellenbosch students are currently developing a website about HIV/AIDS. They want the website to be made especially for the students of Stellenbosch. That is why they want to have an impression about the internet use of the students, how students want to be approached on the website and which features should not be left out on the future website according to the students. They asked us to set up an inquiry among the students of Stellenbosch so we could give advice about the design of the website.

## 2. Method

We decided that a survey would be the best way to get information from the students, because we want to ask a lot of students a lot of questions in a short period of time. We want to question 120 students of the university of Stellenbosch, because they belong to the target group of the future website.

The questionnaire consists of seven different parts. The first part is about general information from the student like age, gender, study and language. The second part is about the internet use of the students. The third part deals with the attitude students have with regard to the different information sources they can use to get information about HIV/AIDS. The fourth part consists of questions about what the students already know about HIV/AIDS. In the fifth part we ask students to have a look at two existing websites about HIV/AIDS, [www.redribbon.co.za](http://www.redribbon.co.za) and [www.csa.za.org](http://www.csa.za.org), we want to know their opinion about the websites. The sixth part is about how the future website should be designed. The last part asks the students about their motivation to visit or not to visit the future website and the recommendations they have. Most of the questions have to be answered by indicating a number, ranging from 1 to 7, on the Scale of Likert. The questionnaire is included with this report.

We choose the red ribbon and the CSA website for the survey because the first one is a persuasive website and contains basic information about HIV/AIDS while the second website is an informative website which contains more research information about HIV/AIDS. With basic information we mean information about getting HIV/AIDS, precaution and testing on HIV/AIDS. With research information we mean the information students would use for their study that goes further into the subject, for example literature about HIV/AIDS research.

The lay out of the two websites is also very different, the red ribbon website is colourful with cartoons and the CSA website is more sober. Because of these differences in the websites we will be able to find out the students preferences for a future website about HIV/AIDS.

We will conduct the survey in a multimedia lab in Humarga, this is part of the Arts faculty. We need a room with computers and internet, because the students have to look at two websites while answering the questionnaire.

### 3. Results

With our survey we questioned 146 students of the University of Stellenbosch. We will discuss the results here.

#### 3.1 General information

Among the students we asked are 75 men and 71 women. The age varies from 18 years to 42 years old, with an average of 22 years. Most of the students study Arts (43,8%) , see table 1.

Study	Number of students	Percentage
Arts	64	43,8
Science	19	13,0
Education	6	4,1
Agricultural and Forestry Sciences	3	2,1
Law	13	8,9
Theology	2	1,4
Economic and Management Sciences	13	8,9
Engineering	1	0,7
Health Sciences	10	6,8
Other	15	10,3

Table 1; studies of respondents

We asked students which language they speak at university, with their parents and with their friends. Most respondents speak Afrikaans; at university (48,6%), with parents (55,5%) and with friends (47,3%). See table 2.

Language	University	Parents	Friends
English	39,7	21,2	37,7
Afrikaans	48,6	55,5	47,3
Xhosa	2,7	11,6	4,8
Other	1,4	8,9	3,4
English + Xhosa	0,7	0,7	3,4
English + Afrikaans	4,8	2,1	3,4
English + Other	2,1	0	0

Table 2; language spoken by respondents at university, with parents and with friends in percentages.

### 3.2 Internet use

Most students use the internet more than once a day (37%) and visit the Maties website more than once a day (30,1%). See table 3

Frequency of visits	Internet	Maties website
More than once a day	37,0	30,1
Once a day	17,8	26,0
About 5 times a week	18,5	13,0
About 3 times a week	15,8	8,2
Once a week	6,2	13,0
Less than once a week	4,8	9,6

Table 3; use of internet and maties website in percentages.

### 3.3 Questions about sources for health information

34,9% of the respondents has visited medical/health websites before and 25,3% of the respondents has visited websites about HIV/AIDS before. We asked the students if they would use the internet as a source for answers to delicate questions and questions about HIV/AIDS. See table 4

	Delicate questions	HIV/AIDS questions
Totally agree	17,1	31,5
Agree	19,2	27,4
Partially agree	16,4	14,4
Do not agree/do not disagree	12,3	7,5
Partially disagree	8,2	4,8
Disagree	15,1	8,2
Totally disagree	11,6	6,2

Table 4; When searching for information about delicate questions /HIV/AIDS I would consult/ go to the internet. Answers in percentages

### 3.4 What do the students already know about HIV/AIDS

We asked the students 13 questions about HIV/AIDS which they had to answer with yes or no. The first question asked students about the percentage of people in South Africa between the ages of 15-49 having AIDS, 66,4% of the students gave the wrong percentage.

17,1% of the respondents gave all the right answers to the 12 questions.

	Right	Wrong
Percentage people living with AIDS	33,6	66,4
All questions	17,1	82,9

Table 5; correctness of answers to questions about HIV/AIDS, in percentages

### 3.5 Opinion about [www.redribbon.co.za/basics](http://www.redribbon.co.za/basics) and [www.csa.za.org](http://www.csa.za.org)

We asked the student for their opinion about the two websites. The results show that most of the respondents have a positive opinion about the lay out and the use of language of the websites. The lay out of the red ribbon website is evaluated as more attractive (83,6%) than the CSA website (67,2%). The language of the red ribbon website is also evaluated as more attractive (82,9%) than the CSA website (72%). See table 6.

	Lay out RR	Lay out CSA	Language RR	Language CSA
Totally agree/ agree/ partially agree	83,6	67,2	82,9	72,0
Do not agree/ do not disagree	7,5	9,6	8,9	11,6
Partially disagree/ disagree/ totally disagree	9,0	23,3	8,2	16,5

Table 6; opinion about the lay out and language of the red ribbon website (RR) and the CSA website, in percentages.

We also asked which website the students would visit if they wanted to find basic or research information about HIV/AIDS. Both websites were evaluated positively as a website they would visit for research information and for basic information. The red ribbon website is evaluated more positive when searching for basic information (84,2%) than the CSA website (45,2%). The CSA website is evaluated more positive when searching for research information (66,4%) than the red ribbon website (58,9%). See table 7

	Basic RR	Basic CSA	Research RR	Research CSA
Totally agree/ agree/ partially agree	84,2	45,2	58,9	66,4
Do not agree/ do not disagree	5,5	19,2	11,0	11,0
Partially disagree/ disagree/ totally disagree	10,3	35,6	30,1	22,6

Table 7; which website would respondents visit for basic and research information, in percentages

### 3.6 Future website

#### 3.6.1 Basic information versus research information

The students think a future website about HIV/AIDS is only complete when it contains both basic information and research information (90,4%). Most respondents also answered that they could use research information about HIV/AIDS in the future (84,9%) more than they need basic information (33,6%). See table 8

	Combination	Research	Basic
Totally agree/ agree/ partially agree	90,4	84,9	33,6
Do not agree/ do not disagree	4,8	4,8	12,3
Partially disagree/ disagree/ totally disagree	4,8	10,3	54,1

Table 8; what kind of information do people want on future website, basic/research information or a combination, in percentages

#### 3.6.2 Statistics

Most of the students want statistics on the future website (91,1%), these statistics may be displayed on the first page of the website (58,2%). 47,9% of the respondents answered that they do not mind to be confronted with statistics. Students want to see statistics displayed in a table (81,5%), graphs (74,0%) and text (61,6%). Few respondents want to see the statistics displayed in a counter (32,2%). See table 9

	Statistics	First page	Confrontation	Text	Counter	Graph	Table
Totally agree/ agree/ partially agree	91,1	58,2	47,9	61,6	32,2	74,0	81,5
Do not agree/ do not disagree	2,1	17,8	18,5	13,7	21,2	10,3	6,2
Partially disagree/ disagree/ totally disagree	6,8	24,0	33,6	24,7	46,6	15,7	13,3

Table 9; opinion about the use and presentation of statistics on the future website, in percentages

### 3.6.3 Interactivity

We asked the students about the different interactions the website should have. Most of the students think the possibility to email information from the website to someone else is a good idea (88,4%). Also a quiz (81,5%) and a discussion board (97,3%) are appreciated on the future website. See table 10

	Email information	Quiz	Discussion board
Totally agree/ agree/ partially agree	88,4	81,5	97,3
Do not agree/ do not disagree	1,4	11,6	0,7
Partially disagree/ disagree/ totally disagree	10,2	6,9	2,0

Table 10; do students want interactivity on the future website, in percentages

### 3.6.4 Testimonials and photos

People telling about their experiences with HIV/AIDS on the future website, testimonials, are wanted very much by the respondents (93,2%). Photos showing people on the website are less wanted by the students (51,4%) See table 11

	Testimonials	Photos of people
Totally agree/ agree/ partially agree	93,2	51,4
Do not agree/ do not disagree	2,7	13,0
Partially disagree/ disagree/ totally disagree	4,1	35,6

Table 11; testimonials and photos on the future website, in percentages

### 3.6.5 Lay out

65,1 % of the students like the lay out of the Red Ribbon as an example for the future website. 38,4% of the students would like to see the lay out of the future website similar to the lay out of the CSA website. See table 12

	Lay out like RR	Lay out like CSA
Totally agree/ agree/ partially agree	65,1	38,4
Do not agree/ do not disagree	11,0	19,9
Partially disagree/ disagree/ totally disagree	23,9	41,7

Table 12; opinion about the lay out of the future website, should it be similar to the red ribbon or the CSA site, in percentages

### 3.6.6 Humour

We asked the students if they thought there is humour on the red ribbon website, 78,8% of the respondents think there is. Most of the students find the use of humour on a website about HIV/AIDS appropriate (71,2%) and they also think that using humour makes it easier to handle this difficult subject (78,1%). They do not feel that the use of humour makes them feel not taken seriously (62,3%). Humour is appropriate on a website about HIV/AIDS containing basic information (81,5%), more than on a site containing research information (47,3%). If there would be humour on a website about HIV/AIDS most of the students like to see this incorporated in cartoons, like the cartoons on the red ribbon website (77,4%). See table 13

	Humour RR	Humour appropriate	Easier to handle	Taken seriously	Humour on basic	Humour on research	Cartoons
Totally agree/ agree/ partially agree	78,8	71,2	78,1	21,9	81,5	47,3	77,4
Do not agree/ do not disagree	9,6	17,1	8,2	15,8	7,5	12,3	9,6
Partially disagree/ disagree/ totally disagree	11,6	11,7	13,7	62,3	11,0	40,4	13,0

Table 13; humour on the red ribbon website, use of humour on future website, in percentages.

### 3.6.7 Language

31,5% of the respondents want to see a future website about HIV/AIDS only in English. 25,3 % of the students want to see a future website about HIV/AIDS in English as well as in Afrikaans and Xhosa.

See table 14

Language of future website	
English	31,5
Afrikaans	18,5
Xhosa	4,8
Other	3,4
All	25,3
English + Xhosa	4,8
English + Other	2,7
English + Afrikaans	8,9

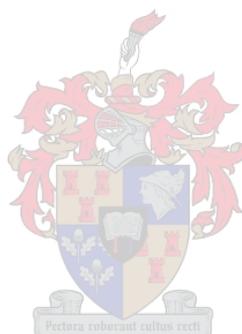
Table 14; language of the future website, in percentages

### 3.6.8 Visit the future website

95,2% of the students answered that they would visit the future website when it is finished. See table 15

Visit the future website	Number	Percentage
yes	139	95,2
no	7	4,8

Table 15; are students going to visit the future website



#### 4. Conclusion

The results in table 3 show that most respondents make use of both the internet and the maties website 5 times a week or more. A lot of students visit the maties website regularly and will know when there is a new link to a website about HIV/AIDS, especially when the new website is promoted. It is advisable to make it attractive to visit the website particularly for the people who don't visit the internet or the maties website that often, maybe by promoting via other sources than the internet, on campus for example.

When looking at the internet as a source for answers to questions about HIV/AIDS, most students agree that this is a source they would use. This shows that the website which will be developed could be a good source to inform the students. This result is also shown by the question about visiting the future website. Only 7 people (4,8%) are not planning to visit the new website (see table 15). This shows that there is a need for more information about HIV/AIDS. Also the results to the questions about HIV/AIDS show that there are a lot of students who are not yet fully informed about the subject. (see table 5). The answers to the last question about the recommendations also indicate that students think the website would be a good idea (see enclosure 2).

The answers to the questions about the two websites indicate that there is preference for the lay-out of the red ribbon website. The CSA website is evaluated more negative, maybe because this is a more sober website. Most of the students would like to see the future website with a lay out like the red ribbon website (see table 6 & 12).

The majority of the respondents want a combination between basic and research information on a website about HIV/AIDS. Although they did indicate that the research information is more important if they had to choose between both (see table 8).

When students have to search for basic information, they would choose the red ribbon website. There is not a real difference between the choice for one of the two websites when it concerns research information.

Statistics on a website about HIV/AIDS are evaluated as very important by almost all the students. (see table 9). They definitely should be on the website. The students prefer the statistics presented in a table or a graph. A counter is not appropriate. The recommendations given by the respondents (see enclosure 2) say that they would like to see statistics of people infected by HIV/AIDS, especially the number/percentage in Stellenbosch.

The specific qualities of a website, like interactivity, are evaluated as very important (see table 10). Students want a discussion board, quiz and the possibility to e-mail information to friends and family. These features should not be left out on the website.

Other people sharing their experience with HIV/AIDS in testimonials are very appreciated (see table 11). The recommendations also indicate that people would like to see testimonials because the HIV/AIDS subject becomes more real to them in this way. Photos are not appreciated by everyone. The recommendations also indicate that students want the web designers to be careful with using photos of people.

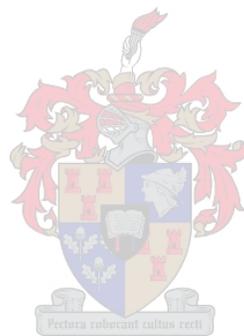
Humour on a website about HIV/AIDS is not inappropriate according to the students (see table 13). They think that humour will make it easier to handle this difficult subject. Cartoons, like those on the red ribbon website, are appropriate to use.

Students do not agree with each other on the language of the website. There is not a clear preference, although the answers indicate that a multilingual website is important to a lot of students (see table 14).

Taking all the above in consideration, we would recommend to use the specific qualities of the internet, by designing an interactive website. This website should be updated frequently, especially with regard to the statistics. The language of the website should be taken in consideration, seeing that it is very important to a lot of students that the website is multilingual. Students indicate that it is important that all people are able to read the information in their preferred language.



**Enclosure 1: Survey**  
See attached document



**A:**

Age: ..... years old

Gender:

- male
- female

I Study:

- Arts (and Social Sciences)
- Science
- Education
- Agricultural and Forestry Sciences
- Law
- Theology
- Economic and Management Sciences
- Engineering
- Health Sciences (Tygerberg)
- Graduate School of Business (Belville)
- School of Public Management and Planning (Belville)
- Other;.....

Which language do you speak most at university:

- English
- Afrikaans
- Xhosa
- Other;.....



Which language do you speak most with your parents:

- English
- Afrikaans
- Xhosa
- Other;.....

Which language do you speak most with your friends:

- English
- Afrikaans
- Xhosa
- Other;.....

**B:**

I use the internet (surfing and e-mail):

- More than once a day
- Once a day
- About 5 times a week
- About 3 times a week
- Once a week
- Less than once a week

I use the internet for: (more than one answer is possible)

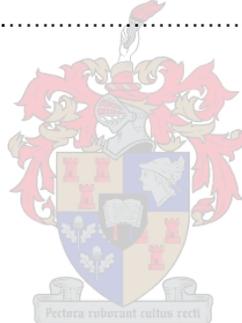
- E-mail .....times a week
- Visiting websites .....times a week
- Chat .....times a week
- Other.....times a week

When I visit websites I look for: (more than one answer is possible)

- Entertainment (games, music, chatting) .....times a week
- News (South-Africa / World) .....times a week
- Sport results .....times a week
- Research for my study .....times a week
- Other things, like.....times a week

I visit the Maties website:

- More than once a day
- About once a day
- About 5 times a week
- About 3 times a week
- About once a week
- Less than once a week



On the Maties website, I usually look for the following information: (more than one answer is possible)

- Webmail
- Exam results
- Exam schedules
- News
- Sport
- Entertainment
- Computer facilities
- Other;.....

**C:**

When I am searching for answers to delicate questions, for example about sexuality, I will consult/go to:

My family:								
<i>Totally agree</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Totally disagree</i>
My friends:								
<i>Totally agree</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Totally disagree</i>
Brochures:								
<i>Totally agree</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Totally disagree</i>
Internet:								
<i>Totally agree</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Totally disagree</i>
Telephone help line								
<i>Totally agree</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Totally disagree</i>
Public Institution:								
<i>Totally agree</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Totally disagree</i>

Have you ever visited medical/health websites? Please indicate which one(s).  
 If you do not know the exact name or address, then please indicate the subject the website was about.

- Yes, .....
- No.

Have you ever visited websites about AIDS? Please indicate which one(s).

- Yes, .....
- No.



When searching for information about AIDS, I would consult/go to:

My family:								
<i>Totally agree</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Totally disagree</i>
My friends:								
<i>Totally agree</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Totally disagree</i>
Brochures:								
<i>Totally agree</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Totally disagree</i>
Internet:								
<i>Totally agree</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Totally disagree</i>
Telephone help line								
<i>Totally agree</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Totally disagree</i>
Public Institution:								
<i>Totally agree</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Totally disagree</i>



**E:**

We will now ask you to look at two websites, [www.redribbon.co.za/basics](http://www.redribbon.co.za/basics) and [www.csa.za.org](http://www.csa.za.org), who are open on the computer screen in front of you. We want your opinion about the two websites, there are no right or wrong answers.

**When we refer to:**

- **'basic information'** we mean information about getting AIDS, precaution and testing on AIDS

- **'research information'** we mean the information you would use for your study, that goes further into the subject. For example literature about AIDS research that has been done in the past and research initiatives for the future.

**The following questions are about the Red Ribbon site; please look at the homepage and the "virus" section of this website.**

The lay-out of the Red Ribbon website is attractive

Totally agree      1      2      3      4      5      6      7      Totally disagree

The use of language at the Red Ribbon website is attractive

Totally agree      1      2      3      4      5      6      7      Totally disagree

I belong to the target group of the Red Ribbon website

Totally agree      1      2      3      4      5      6      7      Totally disagree

**Please take a look at the "Kidz n Aids" section of the website before you answer the next question.**

There is humour on the Red Ribbon website

Totally agree      1      2      3      4      5      6      7      Totally disagree

**The following questions are about the CSA website; please look at the homepage and the "HIV/AIDS the basics" section of this website**

The lay-out of the CSA website is appealing

Totally agree      1      2      3      4      5      6      7      Totally disagree

The use of language at the CSA website is attractive

Totally agree      1      2      3      4      5      6      7      Totally disagree

This website makes it possible for you to email the information from the website to someone else, for instance the information about "HIV/AIDS the basics – Testing". This is a good idea

Totally agree            1        2        3        4        5        6        7        Totally disagree

I belong to the target group of the CSA website

*Totally agree            1        2        3        4        5        6        7        Totally disagree*

***Please compare the two websites while answering the next questions:***

When I would have to look up information for research, I would choose the Red Ribbon website

*Totally agree            1        2        3        4        5        6        7        Totally disagree*

When I would have to look up information for research, I would choose the CSA website

*Totally agree            1        2        3        4        5        6        7        Totally disagree*

When I would want to know basic information about HIV/AIDS, I would choose the Red Ribbon website

*Totally agree            1        2        3        4        5        6        7        Totally disagree*

When I would want to know basic information about HIV/AIDS , I would choose the CSA website.

*Totally agree            1        2        3        4        5        6        7        Totally disagree*



**F:**

Imagine there will be worked on a new website about AIDS/HIV. This website would be designed especially for the students of Stellenbosch. What should the website look like, according to you? Keep this case in mind while answering the following questions. There are no right or wrong answers.

*When we refer to:*

- **'basic information'** we mean information about getting AIDS, precaution and testing on AIDS

- **'research information'** we mean the information you would use for your study, that goes further into the subject. For example literature about AIDS research that has been done in the past and research initiatives for the future.

-----  
 A website about AIDS is only complete when it contains basic information about getting AIDS, precaution and testing on AIDS. The website doesn't have to contain research information.

*Totally agree*      1      2      3      4      5      6      7      *Totally disagree*

A website about AIDS is only complete when it contains research information. The website doesn't have to contain the basic information.

*Totally agree*      1      2      3      4      5      6      7      *Totally disagree*

A website about AIDS is only complete when it contains both basic information and research information

*Totally agree*      1      2      3      4      5      6      7      *Totally disagree*

I already know enough basic information about AIDS

*Totally agree*      1      2      3      4      5      6      7      *Totally disagree*

I already know enough basic information about AIDS, but I can imagine that I could use research information about AIDS in the future.

*Totally agree*      1      2      3      4      5      6      7      *Totally disagree*

I do not think that I will be needing research information in the future, but I would like to know more about the basic information.

*Totally agree*      1      2      3      4      5      6      7      *Totally disagree*

-----  
 Using humour on a website about AIDS is appropriate

*Totally agree*      1      2      3      4      5      6      7      *Totally disagree*

Using humour on a website about AIDS will make it easier to handle this difficult subject

*Totally agree*      1      2      3      4      5      6      7      *Totally disagree*

There shouldn't be humour on a website about AIDS, I want to be taken seriously

Totally agree      1      2      3      4      5      6      7      Totally disagree

If there is humour on a website about AIDS, I like to see this incorporated in cartoons  
(for example the cartoons on the Red Ribbon website)

Totally agree      1      2      3      4      5      6      7      Totally disagree

Humour is appropriate in a website about AIDS containing basic information

Totally agree      1      2      3      4      5      6      7      Totally disagree

Humour is appropriate in a website about AIDS containing research information

Totally agree      1      2      3      4      5      6      7      Totally disagree

-----

The lay-out of the future website should look like the lay-out of the Red Ribbon website

Totally agree      1      2      3      4      5      6      7      Totally disagree

The lay-out of the future website should look like the lay-out of the CSA website

Totally agree      1      2      3      4      5      6      7      Totally disagree

The lay-out of a website about AIDS is not important, only the content is

Totally agree      1      2      3      4      5      6      7      Totally disagree

A future website about AIDS should display photos of people

Totally agree      1      2      3      4      5      6      7      Totally disagree

-----

A future website about AIDS has to contain information about statistics like the number of people infected with HIV/AIDS and the number of people who died of AIDS

Totally agree      1      2      3      4      5      6      7      Totally disagree

According to me these statistics about AIDS may be displayed in:  
(Please note that the numbers used in the examples are arbitrary!)

Text i.e.

.....In 2002 5 million people are newly infected with HIV, of which 4,2 million adults and 800.000 children under 15 years.....

Totally agree      1      2      3      4      5      6      7      Totally disagree

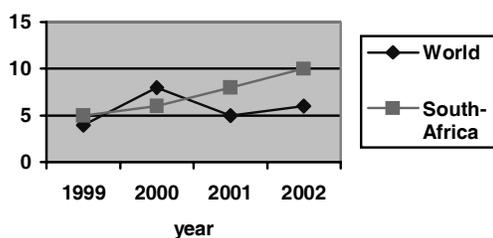
Counter i.e.

1 1 4 3

Totally agree 1 2 3 4 5 6 7 Totally disagree

Graphics i.e.:

Graph



Totally agree 1 2 3 4 5 6 7 Totally disagree

Tables i.e.:

	1999	2000	2001	2002
World	4	8	5	6
South-Africa	5	6	8	10

Totally agree 1 2 3 4 5 6 7 Totally disagree

The statistics may be displayed on the first page of the website

Totally agree 1 2 3 4 5 6 7 Totally disagree

It is important to me that I'm not confronted with the statistics when I do not want to be

Totally agree 1 2 3 4 5 6 7 Totally disagree

A quiz to test your knowledge about AIDS will make the website more attractive.

Totally agree 1 2 3 4 5 6 7 Totally disagree

A future website about AIDS should have a discussion board where I can discuss my problems and questions with others

Totally agree 1 2 3 4 5 6 7 Totally disagree

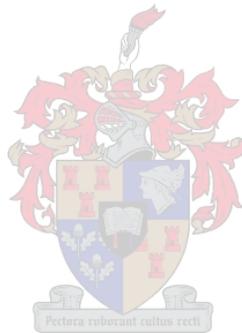
People telling about their experiences with AIDS , testimonials, would make the website more attractive

Totally agree            1        2        3        4        5        6        7        Totally disagree

---

A future website about AIDS I would like to see in:

- English
  - Afrikaans
  - Xhosa
  - Other;.....
- 



**G:**

**We are working on the development of a website about AIDS. This website will be for the students of Stellenbosch and will be linked to the Maties website. This questionnaire helps us to get a good idea of what you, the students, want on a future site.**

Do you think you will visit this website when it is finished?

Yes, because.....  
No, because.....

Do you think that there are subjects that didn't come forward in this questionnaire or do you have some other recommendations? Please explain them here:

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

**! THANK YOU VERY MUCH FOR HELPING US !**



## Enclosure 2: Recommendations

### THE ANSWERS TO THE OPEN QUESTIONS SURVEY

#### Content:

..I think the web address should be easier to find. E.g. including the word 'AIDS' or 'HIV' and easy to remember. (Only for those who don't belong to Stellenbosch University)..

..Show proper problems with anti-remiral drugs (breast-feeding, costs)

..Subjects like programs for people living with HIV/AIDS should also be selected on the website..

..There should be information about the generalisations people have about the disease e.g. that it is a black disease when whites are also affected..

..How often will the site be updated? Will the site have experts who regularly respond via the bulletin board? Will the site be affiliated to a testing clinic? Will there be statistics about Stellenbosch students on the site?..

..I think it is a good idea to develop this website. It must be user friendly and attractive to students as well as comprehensive in presenting the facts about this epidemic. Humour, statistics and forums I think are good ideas..

..I think people should know where to go testing and counselling. They must also know what to do after they know that they are HIV positive..

..Information on where to get help should you discover that you are HIV positive. And also where testing is done and what happens during the testing as well as the window period phase. Most people go to the first test and ignore the second one. They need information on what the window period is..

..Who to see for professional help in various areas..

..Perhaps tips on how to deal with /help someone in your family/community/campus with HIV/AIDS..

..The practical use of condoms because lots of people they don't know how to use them, you must teach students how to use a condom and the importance of it..

..More info on what condoms to wear and not to wear..

..What I can recommend is that statistics must be carefully done. At least there must be a trusted advisor that would advice. Issues of sex must also be covered and the effect of drugs and it's contribution towards AIDS.

..The basics & statistics is very important. More emphasis must be put on other illnesses (STD's) that's not as bad as AIDS..

..Maybe a statistic about Stellenbosch student's HIV/AIDS figures. It is a huge problem here, or merely a theoretical one..

..I would like to know how many people of this university are infected!..

..Please inform me about the statistics in Stellenbosch..

..It is very important to give statistics about the students of Stellenbosch..

..Lots of statistics to make it believable and attractive..

..I feel very strong about statistics on the site as well as people's different experiences with the virus. This I hope will bring into reality the whole issue of the AIDS epidemic..

..The website should focus on HIV positive young people, with testimonials of how they contracted AIDS/HIV. However they should, if they want to, remain anonymous as to protect their fundamental rights, as enshrined in our Constitution (108/1996)

It is more "close to home" when we hear about young people –17 to 25- and what they have experienced..

..Especially the part where people share their opinions would be useful. One often tends to think that these things only happen to other people, or just outside of Stellenbosch. It is a fact that these things happen all over and we as students need to be more aware of these things..

..People should be confronted with true stories and pictures of people who have died of AIDS. It should not be humorous. The website should reflect the truth..

..Motivational letters for people infected with HIV/AIDS

..Shed more light on symptoms, show more healthier methods of eating, preparing foods. (eg. To eat more beans, tuna, Pro Nutro etc.)..

..Explain that if you have AIDS, you can still live a long and happy life, by being healthy and avoiding bad habits..

..Include the issue on HIV and nutrition, HIV and exercise training, transmission during sporting and lifestyle e.g. drinking alcohol, smoking and drugs to an HIV positive individual's health..

..How to deal with HIV/AIDS; self-help guide on how to live with it i.e. eating healthy foods and exercise regularly..

..Involve NGO's on the project for it to be a success..

..The issue of what does the government say about HIV/AIDS..

..You could look at the more religious ways of preventing AIDS. Try encourage teenagers to stay away from sex before marriage. Look at certain definite consequences, not to scare but to inform..

..I believe that these issues should be addressed very directly. We have been hiding the truth of this horrible disease too long by covering it with fancy words and political issues..

..remember to keep the site up to date and the information fresh and new..

..I think in the website, the questions must be answered immediately when one is in front of the computer. What I mean is that if I need some information there must be no hesitation for answering that question and I must be answered honestly and helpfully. If that is not done, more information should be on the website so that no further questions can be asked..

..People have to get out of their "safety bubble" it is "us" and not "them", so the stereotypes such as homosexual, drug-users, lower-class etc. are the only people to get HIV/AIDS should be proven wrong. The website should encourage everyone to know their status..

..Please inform students about any further new discoveries that are made in relation to AIDS cure..

### **Lay-out:**

..I want to complement on the issue of using cartoons for humour, because people will be more interested about their status..

..More colours, motion like cartoons and more life..

..I think interactivity would be a nice idea, as long as it's completely anonymously and safe..

..Maybe include in the website a quiz, a place to chat anonymously would also be great..

..I think a questionnaire on the site would be appropriate and it would show you actually how much you know..

..Pictures of what you look like when you have certain STD's and AIDS to discourage people of sexual activity with numerous partners..

..Please, if the website is designed, yes make it colourful. If information is displayed do it in a "in your face" type of way, so that young people immediately see how many people in numbers have died/are infected. When showing pictures of people who died, it's good but not too much cause the others will tell and this will prevent people from even opening the website..

..Yes, pictures about dying people, showing what people in the last stage of AIDS look like..

..Lay-out should be more pleasing and easier to read, in a more informal, yet striking way which slams you with the cold hard facts. The time for sounding informed an educated is over, we must face the cold reality and it must be presented in such a way. By showing how people are really affected, even if this means showing the worst of the worst and by this really shocking people and making an impact..

Designing the site in the form of a portal might be a good idea. That way it is possible for each independent user to personalise and customize the site he/she sees when entering the site. Further it would enable one to keep on top of the topic they find interesting. Thus they won't have to view material they wish not to..

..One big reason why I think people would not look at the website, is because there is often a lot of people around. So the website should be neutral..

### **Language/ use of language:**

..If you develop a website make more use of lay-man's terms. The red-ribbon website used big medical terms which made it hard to understand. Where the CSA website used more general terms which was understandable.

So please on the website for the Maties put it in plain language, this way you'll get your message across better..

..By using more of a plain language so that school kids to can get informed and even people who do not understand the whole situation in full..

..This website should somehow be multilingual so that non-English speakers or non-Afrikaans or non-speakers of both will not have too much trouble understanding the contents of the website..

..It would be nice if the website could be translatable i.e. from English & Afrikaans to Xhosa..

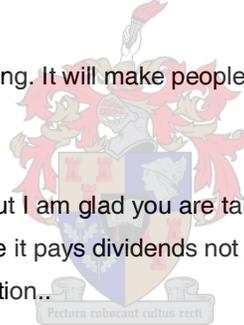
The fact that the website will be developed in a few languages is totally out of order, because you all know that HIV/AIDS is non-discriminating and affects everybody..

**Other...:**

..I think it is very important that the website, when finished, should be widely “advertised”. Lecturers can even incorporate the material into their courses (i.e. Afrikaans and English classes can be asked to hand in a paper on AIDS) in order to ensure the website is visited..

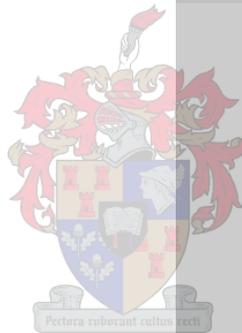
.. Well done with your good job, searching. It will make people to be aware of AIDS, AIDS is there and killing people..

..I haven't got any recommendations, but I am glad you are taking this disease seriously. I wish you luck in your endeavour and I really hope it pays dividends not just because it is a noble thing, but I think you will be saving a whole generation..



# Content and Navigation Design

Content Draft  
Information Architecture



## Content Draft

The task of writing the content was divided between the four core members of the team:

**Lize Vorster:** HIV and the Law; Sexuality

**Wilhelm Louw:** What is HIV/AIDS; Relationship between HIV and Aids; Opportunistic infections; Transfer / Infection; Statistics

**Nadia Saayman:** Children & Aids; HIV & Education; Medication & Treatment; Testing & Counselling

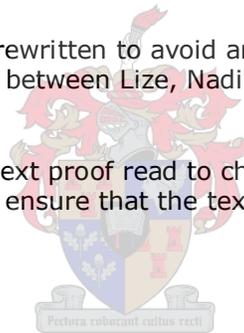
**Seef le Roux:** Socio-economic impact of HIV/ Aids and Gender, Culture and Aids

The different sections were combined in a logical order reflecting the Sitemap of the project.

The next step in the process of developing the text was to submit it to the Aids co-ordinator for factual verification and reworking according to her own experience and information bank.

The text was also adapted and rewritten to avoid any copyright infringements that might occur. A constant collaboration between Lize, Nadia and Monica resulted in a finished product within 4 weeks.

The next step was to have the text proof read to check for any spelling and grammar and formulation problems. This will ensure that the text will manage a high technical standard.



# PART 1 – INFORMATION ARCHITECTURE

## Metaphor used

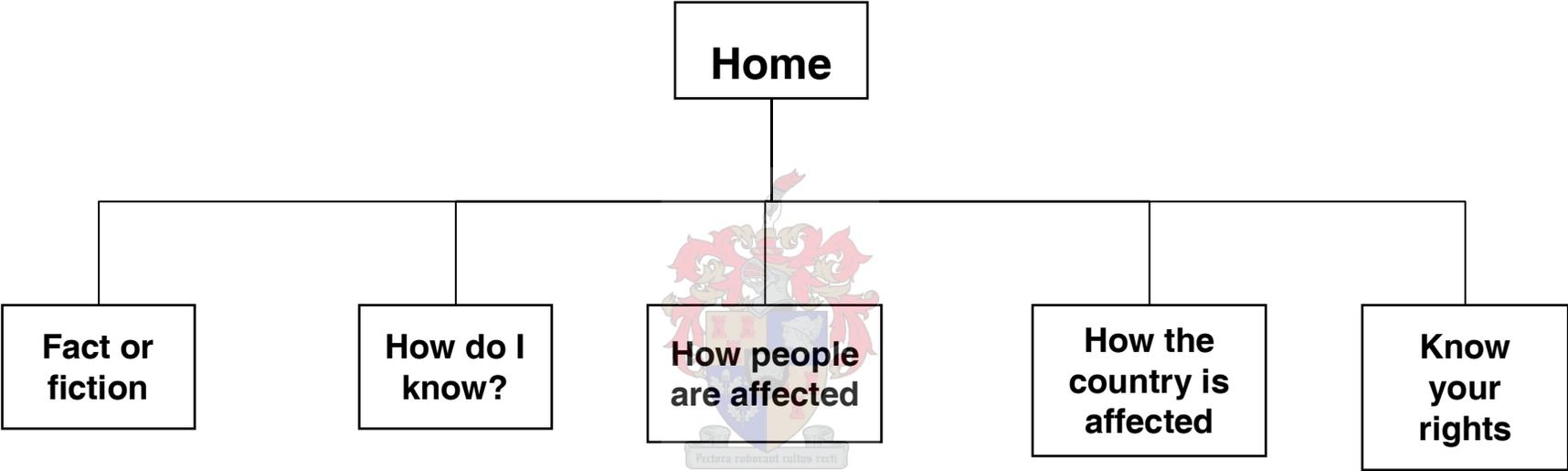
The metaphor used in the site architecture is an organizational metaphor. The reason for this is that the site is divided into 'themes' of related topics. The organizational metaphor serves as a way to usefully organize the content

## Site Map

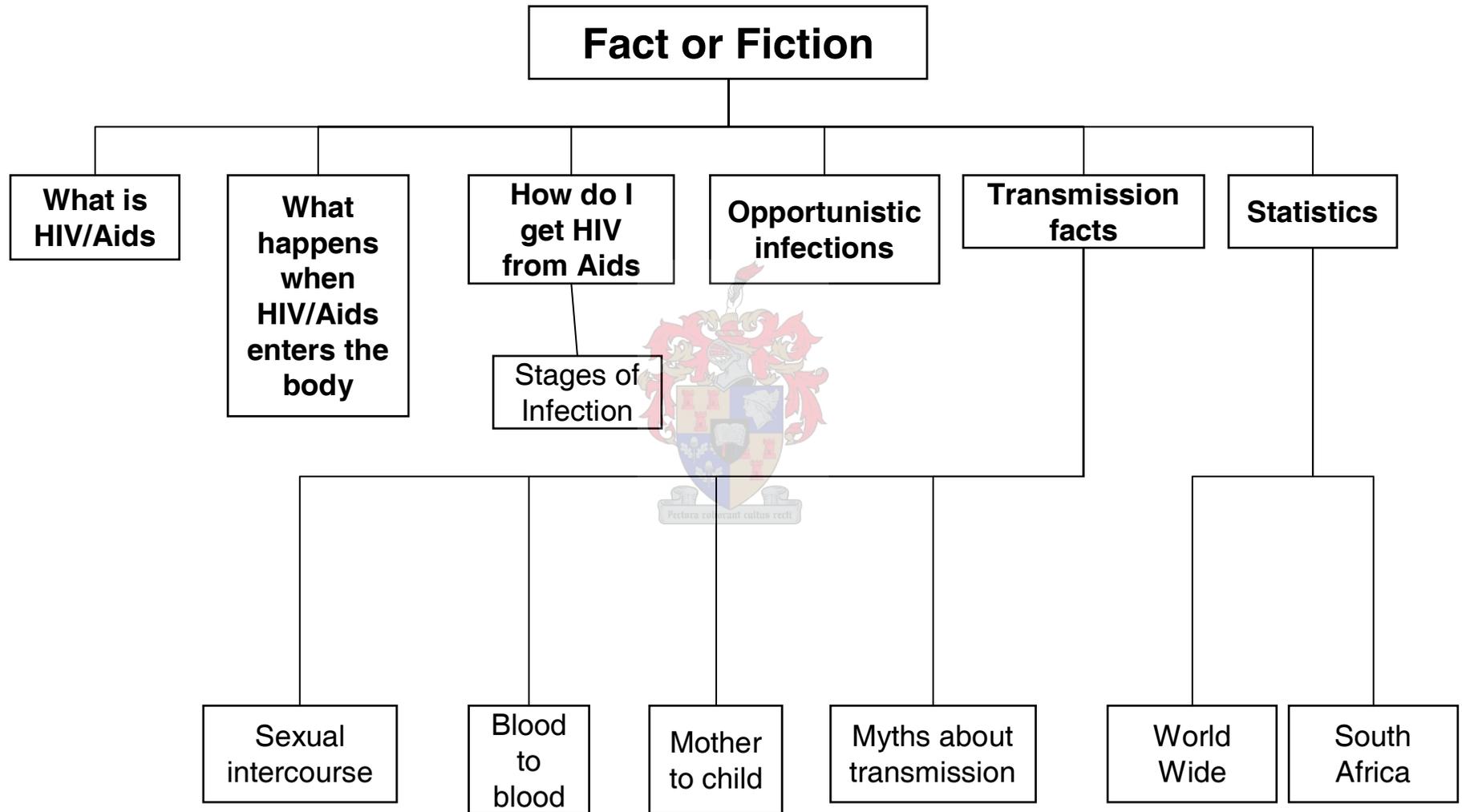
1. Home
2. Fact or Fiction
  - 2.1 What is HIV/Aids?
  - 2.2 What Happens when HIV enters the body?
  - 2.3 How do I get Aids from being HIV positive?
    - 2.3.1 Stages of HIV infection
  - 2.4 Opportunistic infections
  - 2.5 Transmission facts
    - 2.5.1 Sexual intercourse
    - 2.5.2 Blood to blood
    - 2.5.3 Mother to child
    - 2.5.4 Myths about transmission
  - 2.6 Statistics
    - 2.6.1 World wide
    - 2.6.2 South Africa
3. How do I know?
  - 3.1 Testing
  - 3.2 Counselling
  - 3.3 Medication and treatment
    - 3.3.1 Basics on anti-retroviral drugs
    - 3.3.2 Can South Africa afford ARV drugs?
    - 3.3.3 Generic medicines, patents and TRIPS
4. How people are affected
  - 4.1 Gender & HIV/Aids
  - 4.2 Children & HIV/Aids
  - 4.3 Socio-economic impact of HIV/Aids
  - 4.4 Sexuality
    - 4.4.1 What is sexuality?
    - 4.4.2 Your sexual rights
    - 4.4.3 Sexual choices
      - a) Abstinence
      - b) Masturbation
      - c) Sexual involvement
    - 4.4.4 How do I know if I'm ready for sex?
    - 4.4.5 Safer sex
5. Know your rights
  - 5.1 HIV/ Aids and the law
    - 5.1.1 Employment
    - 5.1.2 Healthcare

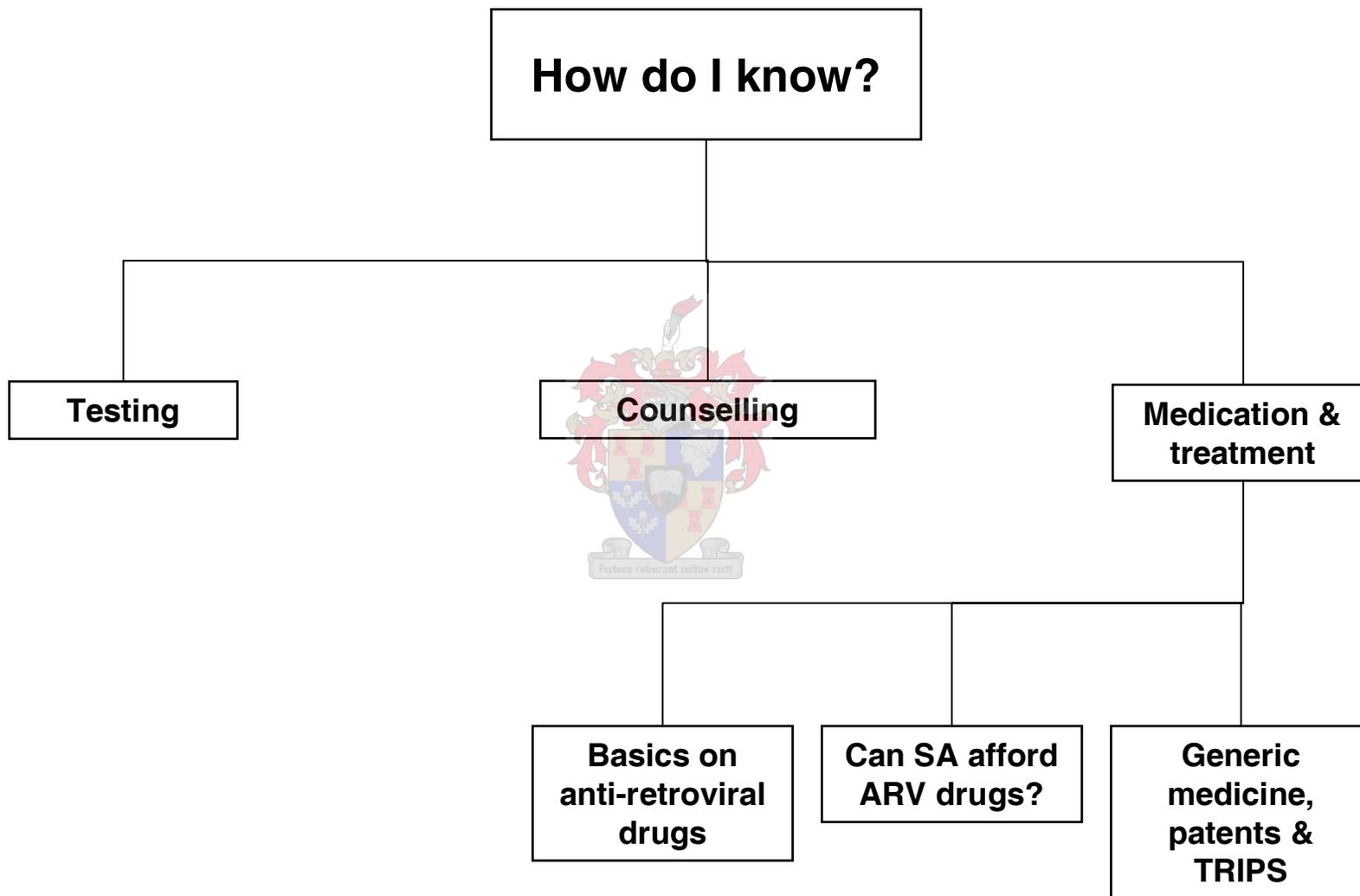


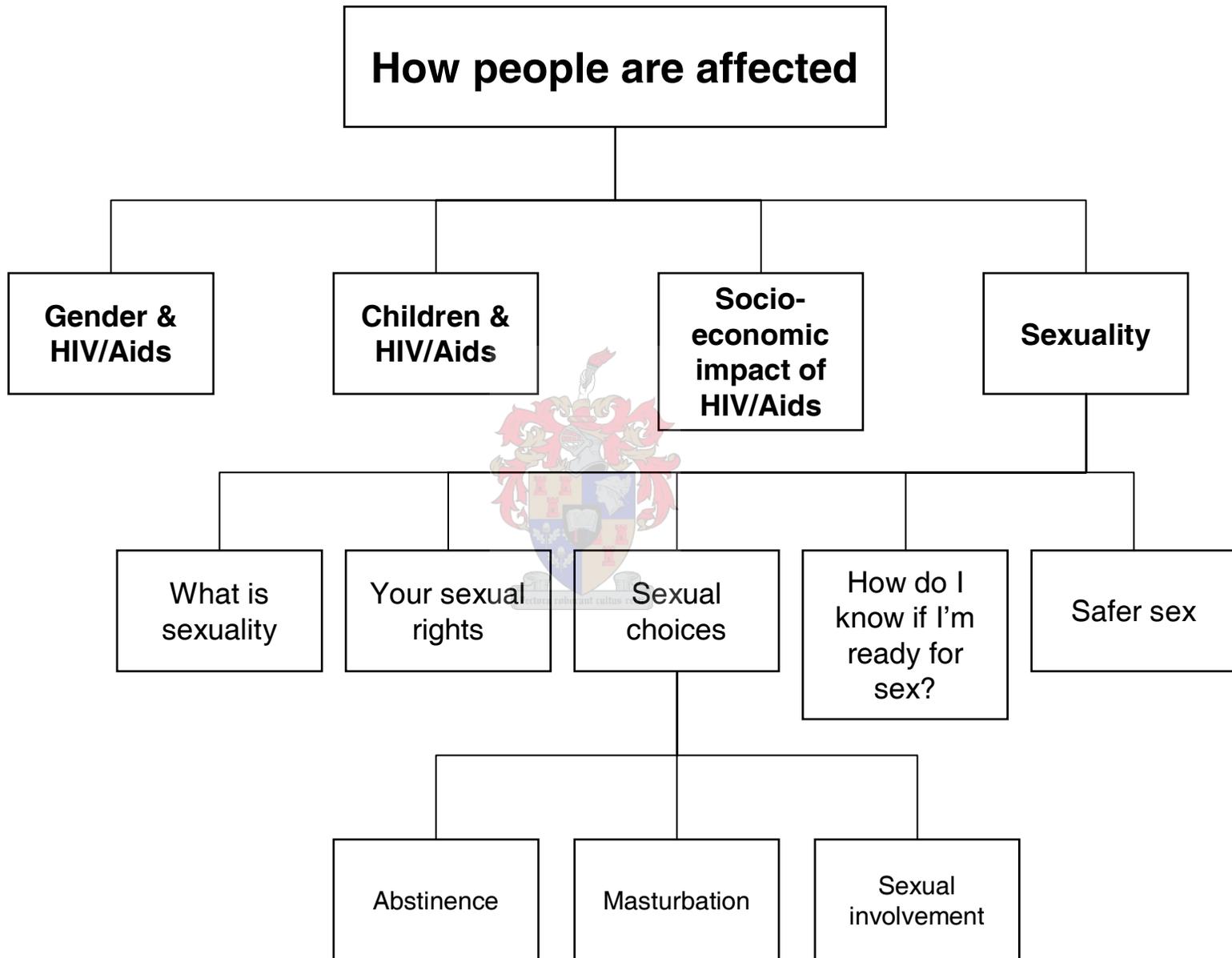
# First Level Division



# Second Level Division





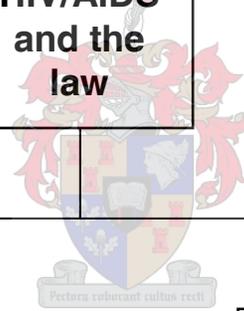


**Know your rights**

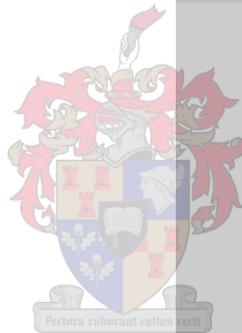
**HIV/AIDS  
and the  
law**

Employment

Healthcare



# Text Analysis Report



# TEXT ANALYSIS – HIV/AIDS WEB SITE

## Source

The web site was compiled by Information Science students. The web site was designed to provide students with information on HIV/Aids. The web site is English and might be translated into Afrikaans and isiXhosa at a later stage. The use of English was decided upon, seeing that this an international language that will accommodate a large number of users.

The website will form part of the Stellenbosch University website. The URL of the website is <http://www.sun.ac.za/studenthealth/aids>. The fact that the website is connected to the Stellenbosch University means that certain expectations exist as to the quality of the site. It also places certain limitations on the design, such as the use of explicit material and wording.

## Target group

The users of the web site will be students at the University of Stellenbosch, researchers and staff of the University. The diverse group of users places certain expectations on the design and layout of the website, as well as the type and amount of information included in the website.

The compilers of the site used informal language that will be seen as appropriate by students and staff alike. The language in the site has to be informative without being prescriptive. The goal is to find a way in which sensitive information are conveyed in a pleasant fashion.

All the users of the web site have at least a grade 12 qualification. This enabled the compilers of the site to pitch for readers with a certain level of education. This increases the chances that the information in the website will apply to the target group and serve the purposes they use it for.

## Content

The content of the web site is divided into three layers. The first layer provides limited information for "scanners". The goal of this layer is to draw people into the site. The second layer contains the bulk of the information in the site. Users can only access this layer via the first layer. This forces the users to navigate through the site and familiarize themselves with the information contained in it. The second layer has detailed discussions of the issues at hand. Here readers can find information through the use of a search function. The third layer of the web site is designed for researchers. The layer contains links to other web sites with related information and articles.

The use of various layers containing different types of information makes the site practical in terms of the large number of people that will use it for varying reasons. It also enables people to find what they are looking for with more ease.

Various themes are discussed in the different pages of the website. The main themes focus on the mission statements of the University, the facts related to the virus, testing, and the impact of the virus, means of transmission and the rights of people with HIV/Aids. Secondary topics discussed include the history of the virus, different definitions, statistics, how and where people go for counselling, rape, etc.

## Goal of the web site

The main goal of the site is to communicate effectively with all the users of the web site. The aim is to provide users with the correct facts surrounding HIV/Aids. The virus is relatively inactive on the campus at this stage. The numbers of students being infected are however growing every year. In order to ensure that the number of students being infected stay as low as possible, they need to have access to the latest research on the topic. The location of the web site will make it visible, to ensure that students and staff are aware of the location of the information.

## Argumentation mechanisms

The compilers of the web site are aware that HIV/Aids is a growing problem on the US campus. Most of the students and staff are, however, not aware of this fact. In order to bring this to their attention, users must first be made aware of the fact that they are living in a way that is placing them at risk. This can be done through the provision of facts that indicates that certain actions that are viewed as safe, are in reality not safe.

The information in the web site is from reliable sources. These sources are indicated on the web site to ensure that users know they can trust the information provided. Statistics are also provided when available. The fact that the web site forms part of an academic institution's web site increases this feeling of security amongst students.

The arguments used in the website are direct in order to ensure that the information does not lead to confusion. This is effective, seeing that the information can make the difference between life and death. The arguments are accurate and have been checked repeatedly to ensure they are absolutely correct.

The arguments used are positive. Due to the nature of the web site, this is very important. Users have to be made aware of the dangers related to the HI-virus. This information does however not have to scare them in such a fashion that they are afraid of reading more on the topic. The positive presentation of information might also lead to less prejudice towards people living with HIV/Aids.

## Language usage and Style

The text contains difficult words. These terms are however explained throughout. This enables users to get familiar with the medical terms related to HIV/Aids, as well as the exact meaning of these words. Information in the website are not duplicated as far as possible, seeing that the site is very comprehensive. The titles of the links are clear and users can find information with ease.

The information provided is precise and unambiguous, to ensure that users are not confused due to the large amount of information. The nature of the web site requires that the writer explain information in such a way that all the users are able to extract any information without having difficulty understanding the information provided. In order to accomplish this, the compilers of the web site opted for various layers to cater for different users with different background knowledge.

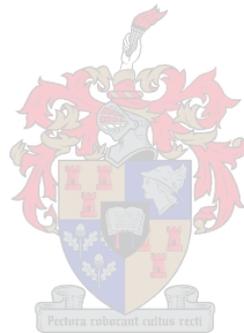
The language used in the web site has the view that readers will be able to infer certain information and will understand the general content of the web site. More complex information is explained or links are provided to sites that provide more information on the topic.

## Structure and Layout

The aim of the web site is to convey as much information to as many users as possible. The layout of the site can promote this goal. The information is divided into small chunks that are easy to read and understand. All the pages are designed in such a fashion that users need not scroll down more than once. Where possible, all the information of a page fits onto the opening screen. Users can thus immediately see what information is covered on the page. This makes the web site user friendly, promotes usability and comprehension.

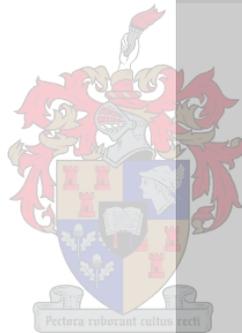
The hierarchy used in the website is made visible on each page through the links that are displayed at the top of each page. These links are visible at all times, and are not presented as drop down menus.

All the links in the website are not working. This is due to the fact that the information that has to be placed on certain pages, have not been finished. The links not working are very few. It will, however, have to be corrected before the official launch of the website in December.



# Site Design and Construction

**Design Methodology**  
**Template Design**  
**Interactivity Design**  
**Graphic and Image Design**  
**Site Construction**



# Design Methodology

The Design methodology provides a standard, structured approach that was applied throughout the design of the FACT website. The FACT project lifecycle was divided into the following stages:

1. Exploration
2. Requirements
3. Release

## Exploration

In the initial high-level analysis performed during the exploration phase, the scope of the project was determined and documented in conjunction with the client, Monica du Toit. On the successful conclusion of the exploration phase, both the design team and the client had a clear picture of the short- and long-term goals of the site, as well as its intended audience, content, and timeframes.

## Requirements

The fundamentals of the site were laid in the requirements phase and formed the blueprint for the project. The requirements phase was one of the most critical stages of the whole project development process.

The specification process incorporated:

- Research
- Brainstorming
- Planning
- Information Architecture

Regular communication was maintained with the client throughout, and Work In Progress (WIP) meetings ensured that the client was kept fully informed at all times.

The following processes were completed during the requirements phase:

- **Creative Design Brief**  
This was obtained after consultation with the client. It addressed the issues of site content, structure, visual presentation and usability.
- **Functional Specification**  
The Functional Specification was the blueprint for the flow and structure of the FACT

site evolving from the client's response to the Creative Design Brief, as well as the Technical Advisor's own research into the client and their market. It provided the client with an unequivocal definition of the site's functionality, the content of every page and the site navigation.

- **Technical Specification**

This described the website's components and processes involved in implementing the Functional Specification, including any development, server side validation and security.

- **Initial Look & Feel**

The look and feel of any website is essential to its success. Information on the organisation and any branding details were crucial in developing layouts, colour schemes and usability. These were all obtained from consultations with the client and through the project coordinator.

- **Client Approval**

Formal approval was required from the client on the Functional and Technical Specification prior to the commencement of site production.

## **Production**

The Technical Advisor implemented the Project Plan and managed the project by coordinating and communicating with the Graphic Designer and the Content Engineer and Internet Programmer. The key deliverables of the Production phase were:

- Page Templates.
- HTML Build.
- Integration of Internet Programming.
- Expert Review.
- Usability Testing.
- Quality Assurance Testing.

## **Release**

Once production and testing was completed, the site was ready to be made live.

Responsibility for the site was passed from the design team to the Stellenbosch University HIV/Aids coordinator, Monica du Toit.

# Template Design

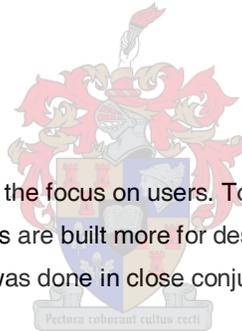
## Basic web process model

### Abstract Groupings

The first consideration was whether the website was going to be information focused or task focused. The distinction is had to be made as to whether the site was to be document-orientated or one that is application-orientated. Document-orientated or content heavy sites provide information for users, but they provide very limited interactivity. Sites that are task or applications oriented allow the user to interact with information or accomplish some task, such as giving their opinions or interacting with the author. Hybrid sites do a little of both. The obvious choice for the design team was a hybrid site, as the client's and user's needs demanded a content intensive website with interactivity and good graphic design. The type of site chosen is a Community site, which provides information or transaction-related facilities, but focus on the interaction between the visitors of the site. Community-based sites tend to focus on a particular topic or type of person and encourage interaction between likeminded individuals.

### User-Focused Design

A common theme of Web design is the focus on users. To avoid the common mistake made in website development where, sites are built more for designers and their needs and not for the site's actual users, the design was done in close conjunction with the user survey.



## Goals and problems

One of the major design problems encountered was balancing the site's goals. The major concern was balancing function and form. As a result of the content intensiveness of the site the challenge was to balance the content with the form of the design, which had to be clean and graphically enhanced. The problem was that function without form would be uninteresting: while the site may work, it won't inspire the user. A clear and continuous relationship between form and function had to be found. The form of the site had to directly relate to its purpose. The site is marketing-driven, and the thinking was that it had to be very visual and had to incorporate heavy amounts of multimedia to help to accomplish the goals.

## Requirements

Many design considerations were needed, and these elements had to be integrated into the design of the website. One of the first and major design requirements faced was the establishment of three visual levels to the content. A clear distinction had to be made between basic, factual and research information. This was achieved through a complex hyperlink

navigation system, essentially working off the menu as shown in figure 19.1. On each page of the website the three links available on this menu guides the user to specific content levels, all on the topic the user is busy viewing.



Figure 19.1 Three content levels

Figure 19.2 shows the three content levels in context. Level 1: The Basics, takes the user to the most basic content on a specific topic. Level 2: The Facts, takes the user to more detailed information on a topic, still available on the FACT website. Level 3: Research, provides the user with detailed external research links on the topic the user is viewing.



Figure 19.2 Three content levels on the FACT website.

A further requirement to the design was to create a navigational system that showed users exactly what is available to them. From user information gathered from the survey it became evident that potential users were very adamant to only view content that they wanted to see. The navigational system thus details all available links, allowing the user to skip certain links if they did not want to see them, as detailed in figure 19.3. The navigational menu stays constant on all pages allowing the user to skip any section of content if need be.

Mates and HIV	Fact or Fiction	How do I know?	How we are affected
Vision and Mission	What is HIV/AIDS?	Testing	Gender & HIV/AIDS
Policies	The History of HIV/AIDS	Counselling	Children & HIV/AIDS
Research	How do I Develop AIDS?	Living with HIV	Rape
Curriculum	Opportunistic infections	Medication & Treatment	Socio-economic impact
Events	Transmission facts		
Services	Statistics		

Figure 19.3 Main navigation system

Marketing HIV/Aids awareness was one of the major goals and requirements of the FACT website. Striking and provocative imagery had to be incorporated into the design. Whereas

the website allows the user to bypass content, the imagery cannot be skipped. Images rotate from page to page in order to create the optimum effect. Forcing the user to see the images is considered to be an excellent marketing tool, as 80% of what a user sees when opening a webpage are the images.



Figure 19.4 Images are used as a marketing tool to promote HIV/AIDS awareness.

All interactive functionality was seen as one of the major requirements that had to be incorporated into the design. The design allows the user to access any interactive menu, as seen in figure 19.5, at any stage or level on the website.

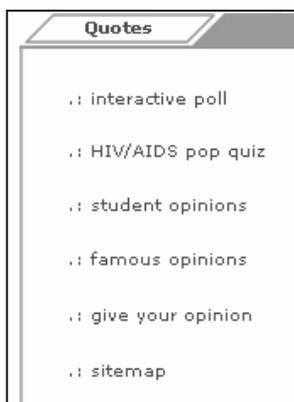


Figure 19.5 Interactive functionality available on all pages.

A very important requirement within the design was to keep the whole webpage within one screen. Screen resolution does play a major role as many users will have different resolutions on their computers from the one used in the design. The size chosen for the design fits within the 1024 x 768 pixel resolution. This was chosen as most users will be Stellenbosch University students and staff with 97% of the students potentially visiting the website from one of the computer user areas. All computers in these areas have a resolution of 1024 x 768 pixels. Figure 19.6 details the bottom bar that cuts off the screen vertically, indicating to the user that the page ends and no scrolling would be needed. Figure 19.7 shows the horizontal and vertical scrollbars, indicating that no scrolling is needed.

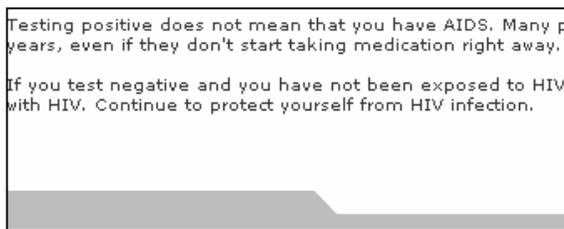


Figure 19.6 Bar at the bottom cuts the screen off.



Figure 19.7 All

pages are kept within one screen.

## Beta site implementation

After all the client's and user's design requirements had been taken into account, certain other factors had to be considered before the beta site could be developed, these included:

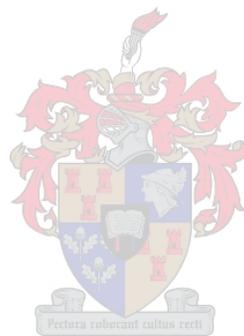
- Logical site organization
- Hierarchy
- Page and site style
- Placing navigation
- Consistency of navigation
- Linking
- Page types and layouts
- Text design
- Setting type hierarchy
- Colours, images, and backgrounds
- Interactivity using GUI features

Appendix G shows the preliminary sketches made for the design, from this sketch the design was done using Macromedia Flash, Dreamweaver and Fireworks. The alpha implementation was built, taking into account all the elements mentioned above. After consultation with the client and group the design was accepted and the beta site implemented. Appendix H shows the beta site as accepted and implemented.

## Testing

After the beta site was implemented, testing on the site had to be conducted. This was done using a Thomas A. Powell's standard website evaluation worksheet (Powell: 2003, pp. 841-845), as shown in appendix I. The group members, the client and users were asked to evaluate the website. Topics in the worksheet include amongst others general site characteristics, visuals and layout, content qualities, technologies used and overall impression. This test was considered the alpha, pre-content engineering test; a final beta test was conducted after the content engineering phase.

Information gathered from the website evaluation worksheet initiated minor changes to create a design that met all interested parties expectations. After the final design was accepted and the templates for the rest of the site completed the design was ready for content engineering.



# Interactivity Design

Interactivity played a major role in the design of the FACT website. One of the goals of the project was to create a hybrid site, allowing the user access to both quality content as well as the opportunity to interact with other users and the website publisher. Initially the following interactive options were planned for the FACT website:

- Quiz
- Forum
- Feedback Forms
- Chat
- Live Opinion Poll

## Interactivity implementation

Due to security constraints on the server where the FACT website is hosted, certain of these features could not be included. For the users own security the design team decided to exclude the forum and chat options. Users can still interact with each other through the feedback forms and student opinion sections; this is however moderated by the site administrator.

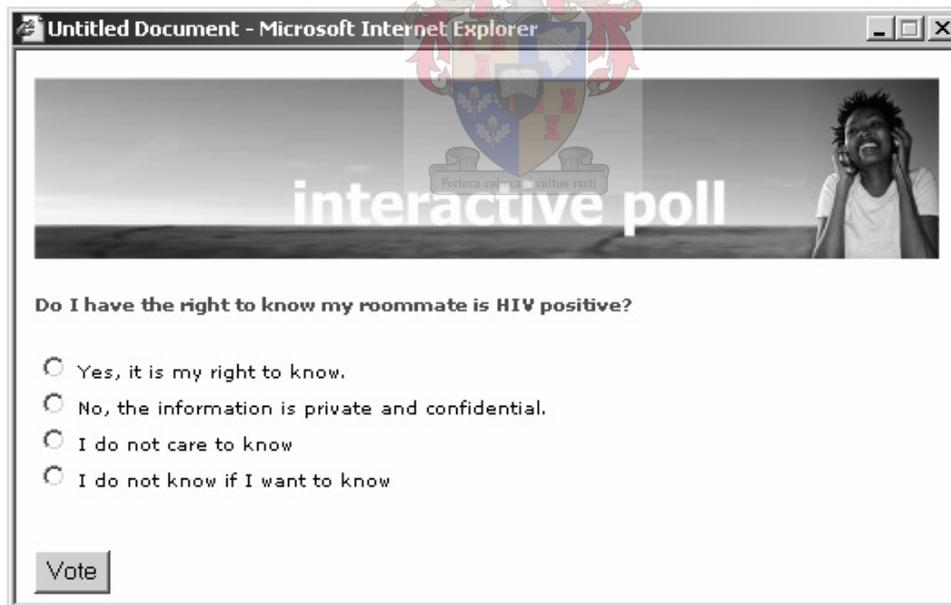


Figure 22. 1 Interactive poll on the FACT website.

The quiz was designed using standard JavaScript and runs from the local hosting server. This was included in the website as many students asked for such a function, as to gauge their knowledge on basic facts on HIV/AIDS. The feedback forms and the interactive poll functions

could, for security reasons, not be locally hosted and had to be set up from the Internet. These two functions ask topical questions on which users can either vote or comment.

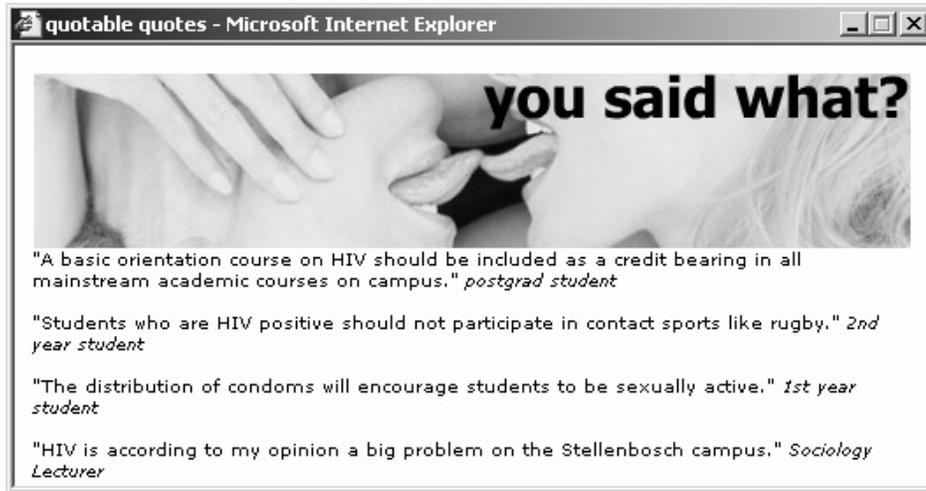
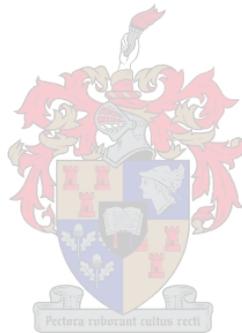


Figure 22.2 Student opinions feature on the FACT website.



# Graphic and Image Design

## Graphic design considerations

One of the initial and most important goals of the project was to create HIV/Aids awareness amongst the student population of Stellenbosch University. The vehicle for this would be the graphic design and image use on the FACT website. The three major considerations with regard the graphic design was:

- Creating awareness without shocking
- Addressing the target audience – Students
- Connecting the graphics to the text



Figure 23.1 Graphic design is used to promote HIV/Aids awareness on the FACT site.

## Corporate colour scheme

The major challenge with regard the graphic design was the fact that the Stellenbosch AIDS Action had no corporate logo, colours or identity. The first step in the graphic design phase was to create a corporate logo and colours. The client wanted to break away from the traditional colours associated with HIV/Aids, namely red, black and white. The colour chosen was blue, and three shades where used, as shown in figure 24.2.



Figure 24.2 Colour scheme used on the FACT website.

## Logo design

After the colour scheme was created a suitable logo had to be designed for the website. The acronym FACT was chosen made up from the slogan "Forwarding AIDS Communication and Training". Figure 25.3 details the beta logo as used on the FACT website.



Figure 25.3 The FACT logo.

## Graphic design



The final element in the graphic design phase was the creation of horizontal and vertical images that would lead in each page.

These graphics would be the main focus of the awareness goal set out in the planning stages of the project.

Macromedia Flash was predominantly used to create images that highlight topical issues, such as relationships, condom use and HIV transmission. 32 different images were created which rotate from page to page.

A delicate balance had to be created between the user's needs with regard image use and the client's. Users demanded images that would be very strong and which might shock and disturb. The client demanded a milder approach, as the organisation serving the website reached a wide and diversified audience. Within the diversified audience many people could have been offended by strong graphic representations. Another factor that had to be taken into account was the fact that many religious organisations were associated with the Stellenbosch AIDS initiative and subsequently the FACT website.

A scenario was created where the content elements were out of balance with the visual representations, even though visual elements have a stronger effect on users. After consultation with both the client and design experts from Stellenbosch University it was decided to visually represent the facts in the content, without necessarily being explicit, but still speaking to the audience.

# Site Construction

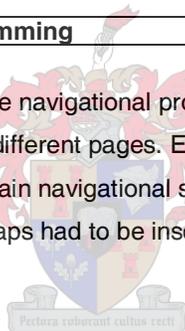
After the implementation of the beta site the graphic design team handed the template over to the Content Engineer and Internet Programmer. The first step in the site construction phase was to initiate a review of the information architecture. All content had to be divided into the sections where it would be placed on the website. After this review all content had to be copied and pasted in to the different templates, named to the correct filenames and evaluated, before being given to the Internet Programmer, who in turn set up the navigational system.

## **Graphic design programming**

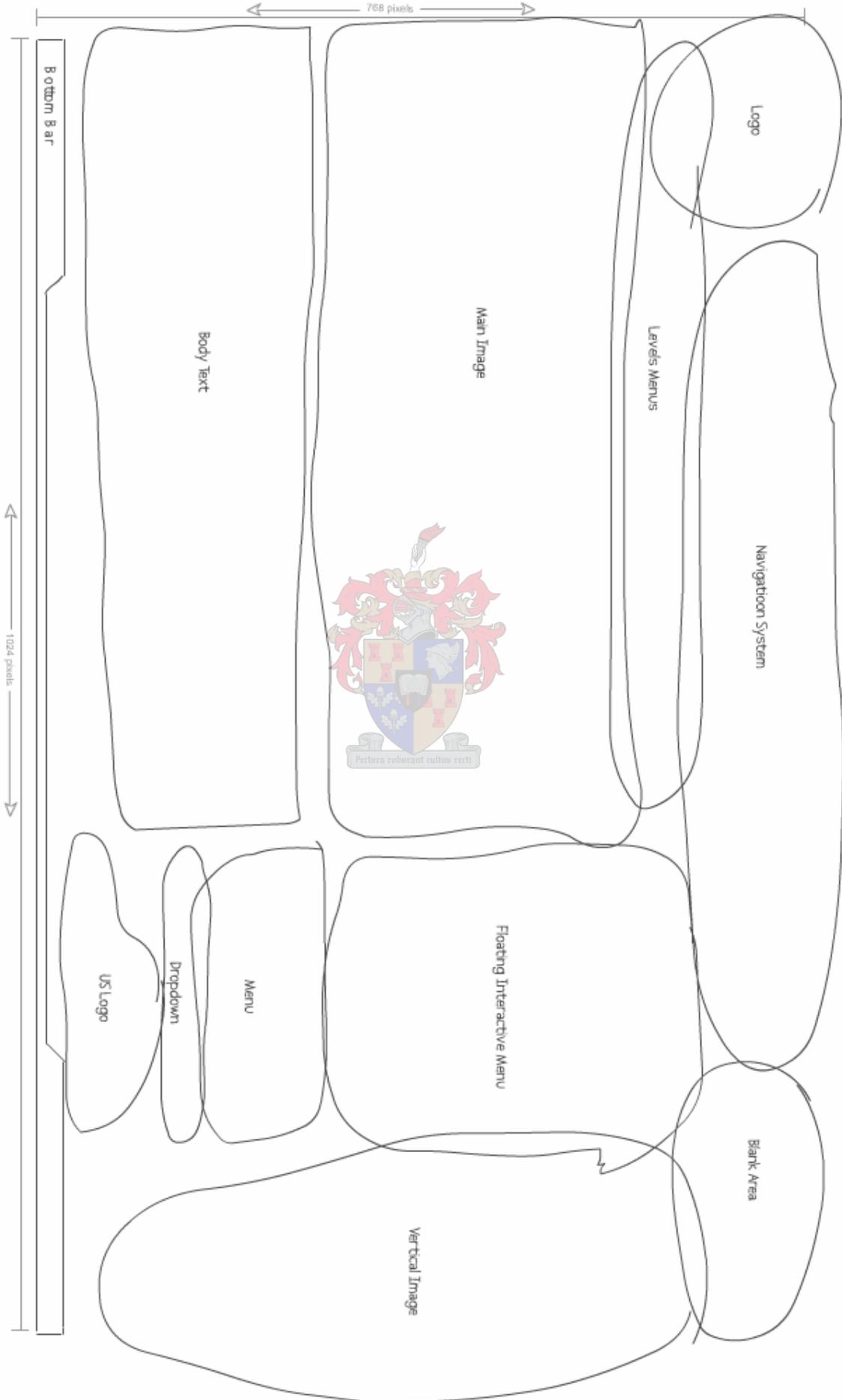
The Internet Programmer had to create all graphic design elements electronically, based on the beta template design. All graphic elements was created using Macromedia Flash and Dreamweaver, and had to be rotated on all 180 plus web pages. The Internet Programmer further had to oversee the correlation between the graphic design and the content, such as relating font colours to the images.

## **Navigation programming**

The main responsibility with regard the navigational programming was the overseeing of the correlation of the navigation with the different pages. Each one of the 180 pages had to be connected to each other and to the main navigational system. Hypertext links, Macromedia Flash ActionScript links and image maps had to be inserted to link together the various elements and parts of the website.



Appendix G FACT Website Rough Draft



<b>FACT</b>	<b>Mates and HIV</b>	<b>Factor Fiction</b>	<b>How do I know?</b>	<b>How we are affected</b>	<b>Prevention</b>	<b>Know your rights</b>
<a href="#">Vision and Mission</a> <a href="#">Policies</a> <a href="#">Research</a> <a href="#">Curriculum</a> <a href="#">Events</a> <a href="#">Services</a>	<a href="#">What is HIV/AIDS?</a> <a href="#">The History of HIV/AIDS</a> <a href="#">How do I Develop AIDS?</a> <a href="#">Opportunistic Infections</a> <a href="#">Transmission facts</a> <a href="#">Statistics</a>	<a href="#">Testing</a> <a href="#">Counseling</a> <a href="#">Living with HIV</a> <a href="#">Medication &amp; Treatment</a> <a href="#">Socio-economic impact</a> <a href="#">Rape</a> <a href="#">Gender &amp; HIV/AIDS</a> <a href="#">Children &amp; HIV/AIDS</a> <a href="#">Rape</a> <a href="#">Socio-economic impact</a>	<a href="#">Sexuality</a> <a href="#">Your Sexual Rights</a> <a href="#">Sexual choices</a> <a href="#">Are you ready for sex?</a> <a href="#">Safer Sex and Condoms</a> <a href="#">Prevention messages</a> <a href="#">Peer group education</a>	<a href="#">HIV/AIDS &amp; the law</a> <a href="#">Employment &amp; Work</a> <a href="#">Health Care</a>		

.. The Basics ..

.. The Facts ..

.. Research ..

# About FACT

South Africa is still one of the burning points of the worldwide HIV epidemic. It was estimated that 5.3 million South Africans have been infected by 2002.



As an institution hosting students and staff representing a number of South-African communities, the University of Stellenbosch can no longer assume that our campus are not affected in many ways.

The University HIV and AIDS program (residing under Student Health Services) is a new initiative that started with the approval of a formal policy to guide students and staff in managing HIV on campus. FACT is the first step in a process to unite resources and to mobilise the staff and student population to become partners in the fight against HIV in their personal, academic and work capacity. We believe that FACT can serve as a network for research and academic related initiatives and at the same time assist individuals to understand the risk and impact of HIV on their own lives.

Ultimately we hope to create a space where faculties, students and staff can take ownership of this South African crisis and share the responsibility to address negative attitudes and train HIV-skilled professionals and leaders.

## Quotes

- ..: interactive poll
- ..: HIV/AIDS pop quiz
- ..: student opinions
- ..: famous opinions
- ..: give your opinion
- ..: sitemap
- ..: home

## Click here for:

- newsletter
- events
- links

quick links



..: contact details

## SITE EVALUATION WORKSHEET

## PRELIMINARY INFORMATION

Site name: \_\_\_\_\_  
URL: \_\_\_\_\_  
Purpose of  
evaluation: \_\_\_\_\_  
Evaluated by: \_\_\_\_\_  
Date: \_\_\_\_\_  
Time: \_\_\_\_\_  
First Impression:— [ 1 (poor) – 5  
(excellent) ] \_\_\_\_\_  
General Comments: \_\_\_\_\_

## Navigation Pretest

*Print the page or do not touch anything. Identify clickable areas on the screen by inspection:*

Number of believed clickable areas: \_\_\_\_\_  
Actual number of clickable areas: \_\_\_\_\_  
Accuracy: \_\_\_\_\_  
Comments: \_\_\_\_\_



## Identity Pretest

*Based solely on information presented, identify site owner and describe general type of site:*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Purpose Pretest

*Based upon quick inspection, identify the basic points of the site. What basic functions would it likely provide?*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Audience Pretest**

*Based upon quick inspection, consider who the audience for the site would be:*

---

---

---

**GENERAL SITE CHARACTERISTICS**

**Site Structure**

**Is a site diagram provided?**

- Yes
- No

**Are there any broken links in the site? (Use a tool.)**

- Yes
- No

**If yes, are they broken links to external sites or internal pages?**

- Yes
- No
- Both

**What is the maximum page depth in the site (clicks from the home page)?**

---

**Are there orphaned files in the site?**

- Yes
- No

**Are there clear entrance and exit pages to the site?**

- Yes
- No

**If yes, describe:** \_\_\_\_\_

**Does the site use pop-ups?**

- Yes
- No

**If yes, in what situations?**

---

**Visuals and Layout**

**Describe the visuals used in the site:**

---

**Do you like the visuals?**

- Yes
- No

**Why or why not?**

---

**Are the visuals purely decorative or do they add to the site's function or information?**

- Only decoration
- Improve function

**Print out the home page as well as a sub-page and content page. Mark up the printouts to illustrate previous answers and attach to report.**

**How is the screen contrast [ (poor) 1–5 (excellent) ]?**

---

**If poor, describe why:**

---

**Describe text size**

- Too small
- Just right
- Too large:

**Make browser text size larger or smaller using the browser.**

**Does the text change size?**

- Yes
- No

**Does the layout still work with text modifications?**

- Yes
- No

**Resize the browser very large or very small.**

**Does the layout still work?**

- Yes
- No

**Do the text or images scale with the window size?**

- Yes
- No

**Is the layout width static (stays the same size) or does it grow with the screen size?**

- Static
- Stretchable

**If the site has a static width, does the page fit or is there rightward scrolling at:**

**640 x 480?**

- Fits
- Scrolls right

**800 x 600?**

- Fits
- Scrolls right

**1024 x 768 and greater?**

- Fits
- Scrolls right

**With respect to vertical screen size, does the primary navigation fit on screen at:**



**640 x 480?**

- Fits
- Scrolls off

**800 x 600?**

- Fits
- Scrolls off

**1024 x 768 and greater?**

- Fits
- Scrolls off

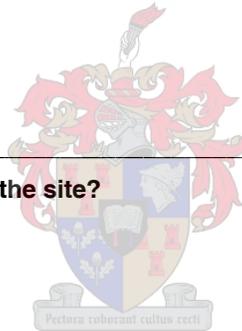
*Note: You may want to perform this test at resolutions other than those mentioned, depending on your target platform.*

**Do pages print correctly as is, or is a special print feature provided?**

- Prints correctly without special print page
- Prints correctly with special print page
- Doesn't print correctly

**If a special print feature is provided, describe:**

- Special printer page
- Printer style sheet
- Adobe Acrobat
- Other:



**What kind of images are used in the site?**

- GIF
- JPEG
- PNG
- Other

**Are the images generally used correctly (e.g. GIF for illustrations, JPEG for photos)?**

- Yes
- No

**Are the images optimized properly? (e.g. small file size, safe colours)?**

- Yes
- No

**Are there image execution problems (e.g. colour matching, seems showing in background tiles, etc.)?**

- Yes
- No

Describe: \_\_\_\_\_

**Is ALT text used for images?**

- Yes

- No
- Partially

**Is the site usable without images on?**

- Yes
- No
- Partially

**General Content Statistics**

**Approximate number of content pages in the site:**

---

**Percentage of content pages in site: (content pages/total pages)**

---

**Content Qualities:**

**Is there enough detail to answer simple user questions?**

- Yes
- No

**Is there enough content detail to answer complex user questions?**

- Yes
- No

**Does content appear accurate and truthful?**

- Yes
- No

**If no, describe what suggests this belief:**



---

**Are there obvious misspellings in the site?**

- Yes
- No

**Are there egregious spelling errors such as misspellings in buttons or headlines?**

- Yes
- No

**Are there obvious grammar or usage errors in the site?**

- Yes
- No

**If yes, describe these errors: (e.g., fragments, run-ons, heavy use of acronyms without explanation)**

---

**Describe the tone of content in the site (e.g., playful, business like, serious, humorous)**

---

**Does the tone of content fit what is presented?**

Yes

No

**If no, describe why not:**

---

**Is content updated on the site?**

Yes

No

**Is update necessary?**

Yes

No

**Answer the following questions only if content is being actively updated:**

**If content requires update, is it fresh?**

Yes

No

Partially

**On average how often does it appear the content is updated?**

Daily

Weekly

Monthly

Yearly

Other

**How was freshness determined (copyright, label of last update, etc.)?**

---

## TECHNOLOGY USAGE



### HTML

**Version(s) used:**

HTML 2.0

HTML 3.2

HTML 4.0 Transitional

HTML 4.0 Strict

XHTML Transitional

XHTML Strict

No consistent compliance

**Proprietary tag use:**

Yes

No

**Home page validation:**

Pass

Fail

Comments:

---

**Sub page validation:**

Pass

Fail

Comments:

---

**Style of HTML (e.g., tag case, formatting, comments, etc. [ (poor) 1–5 (excellent) ]**

---

**HTML style consistency [ (poor – many styles) 1–5 (excellent – strict guidelines) ]**

---

**Method of creation:**

By hand

Editor

Editor(s) used: \_\_\_\_\_

Translator (e.g., Save as...) - From what: \_\_\_\_\_

Dynamically created / Method: \_\_\_\_\_

**CSS**

**Version(s) used:**

CSS1

CSSP (Positioning features)

CSS2

CSS3

**Proprietary properties:**

Yes

No



**If yes, provide examples:**

---

---

**Do all CSS rules work correctly?**

Yes

No

**CSS rules inclusion method(s):**

Linked style sheet

Document-wide style sheet

Inline style

**Quality of rules (e.g., simplicity, style, naming) [ 1 (poor)–5 (excellent) ]**

---

**CSS use consistency: [ 1 (poor, many styles)–5 (excellent, strict guidelines) ]**

---

**Method of creation:**

By hand

- Editor / Editor(s) used: \_\_\_\_\_
- Translator (e.g., Save as...) From what: \_\_\_\_\_
- Dynamically created / Method: \_\_\_\_\_

**Compatibility: (CSS compatibility with browsers)**

- Site works only for latest CSS browsers.
- Site uses CSS conservatively.
- Site uses browser-specific CSS based upon viewer.

**Degradability: (works without CSS)**

- Perfect degradation
- Degradation with cosmetic or subtle differences
- Degradation with serious differences in appearance
- Significant layout problems without CSS

**PROGRAMMING**

**Server-side Technology**

**Are server-side programming facilities used?**

- Yes
- No

**If yes, which ones?**

- CGI (using Perl, C, etc.)
- Cold Fusion (.cfm)
- Traditional Active Server Pages (.asp)
- ASP.NET (.aspx)
- PHP (.php)
- Java Server Pages (.jsp)
- Server-APIs (ISAPI, NSAPI)
- Other



**Describe usage of server-side technologies: (e.g., form processing, dynamic page generation, etc.)**

---

**Describe the performance of the server application:**

---

**Describe any errors encountered:**

---

**Is a database used in the site?**

- Yes
- No

**If yes, describe how the database is used:**

---

**Client-side Scripting: JavaScript**

**Is JavaScript used?**

- Yes
- No

**If yes, describe uses:**

---

**How are scripts included?**

- Directly in document
- Linked to external .js file

**Scripts function properly?**

- Yes
- No

**JavaScript version(s):**

- 1.0
- 1.1
- 1.2
- 1.3
- Other

**JavaScript style—[ (convoluted and not commented) 1–5 (clear and well commented) ]**

---

**Is the JavaScript degradable? (works on older browsers or without scripting)**

---

**Client-side Component Technology**

**Java**

**Are Java applets used?**

- Yes
- No



**If yes, describe how used and applet(s) name:**

---

**Is the Java degradable? (warning messages or alternate for no Java)**

- Yes
- No

**Are there functionality problems (e.g., errors)?**

- Yes
- No

**If yes, describe:**

---

**Are there performance problems?**

- Yes
- No

**If yes, describe:**

---

**Are there security problems?**

Yes

No

**If yes, describe:**

---

**ActiveX**

**Are ActiveX controls used? (e.g., Flash)**

Yes

No

**If yes, describe:**

---

**Does the site work properly without ActiveX controls?**

Yes

No

**Are there functionality problems (e.g., errors)?**

Yes

No

**If yes, describe:**

---

**Are there performance problems?**

Yes

No

**If yes, describe:**

---

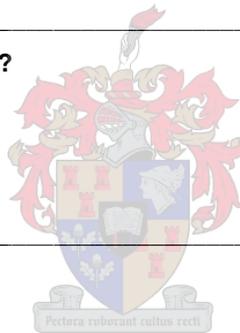
**Are there security problems?**

Yes

No

**If yes, describe:**

---



**Netscape Plug-ins**

**Are Netscape plug-ins used? (e.g., Flash)**

Yes

No

**If yes, describe how they are used and the plug-in(s) name:**

---

**If a plug-in is not present, is assistance provided to obtain it?**

Yes

No

**Does the site work properly without plug-ins?**

Yes

No

**Are there functionality problems? (e.g., errors)**

Yes

No

**If yes, describe:**

---

**Are there performance problems?**

Yes

No

**If yes, describe:**

---

**Are there security problems?**

Yes

No

**If yes, describe:**

---

### **Cookies**

**Are cookies used on the site?**

Yes

No

**If yes, describe their use:**

---

**If cookies are used, does the site work with cookies support off?**

Yes

No

**Is a privacy policy used on the site explaining cookie use?**

Yes

No



### **BROWSER SUPPORT**

**Does the site work in Netscape or Mozilla? What versions?**

---

**Does the site work in Internet Explorer? What versions?**

---

**Does the site work in Opera? What versions?**

---

**Are there other browsers supported?**

---

**Does site identify a browser that it does not work in?**

Yes

No

**If compatibility problems exist, are they explained in the site?**

Yes

No

## **NAVIGATION**

**Placement of navigation elements:**

**Primary Navigation (select one or more):**

Top

Bottom

Left

Right

**Secondary Navigation (select one or more):**

Top

Bottom

Left

Right

**Tertiary Navigation (select one or more):**

Top

Bottom

Left

Right

**Does the site use assistance links (breadcrumbs)?**

Yes

No

**Consistency of navigation placement: [ 1 (random)–5 (very stable) ]**

---

**Comments on navigation placement:**

---

**Is a navigation hierarchy used? Describe:**

---

**Average number of navigation items per page:**

---

**What is the average number of navigation items per navigation cluster:**

---

**Are alternate forms of navigation provided? Describe:**

---

**Does navigation in the site rely on the back button?**

Yes

No

**Is a “back-to-top” button used on longer pages which require the user to scroll?**

- Yes
- No

**Navigation label clarity: [ 1 (unclear)–5 (very clear) ]**

---

**Are scope notes used for labels?**

- Yes
- No

**Are tool tips used?**

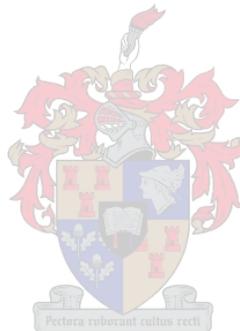
- Yes
- No

**What is the organization of navigation labels?**

- Alphabetical
- Importance
- Random
- Other

**What forms of navigation feedback are employed?**

- Font type
- Font size
- Colour
- Position
- Looks pressable
- Underlined
- Rollovers\*
- Sound
- Other



**Is the navigation feedback useful?**

- Yes
- No

**Discuss:**

---

**If a link results in a download (e.g., PDF), is the size of the download clearly indicated?**

- Yes
- No

**Are link colours modified from the blue, red, and purple defaults?**

- Yes
- No

**If yes, is the colour combination logical?**

---

**Are link colours used consistently throughout the site?**

- Yes
- No

**How is location indicated?**

- URL
- Page label
- Deselected labels
- Depth gauge
- Colour
- Design style

**Are frames used?**

- Yes
- No

**If yes, are they for navigation or layout?**

---

**Can pages be bookmarked?**

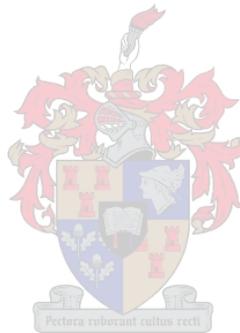
- Yes
  - No
- 

**Is Meta Information provided (for internal and external search engines) on all pages?**

- Yes
- No

**If yes, what meta tags are used?**

- Title
- Description
- Keywords
- Others



**Navigation Aids**

**Site map**

**Is the site map included?**

- Yes
- No

**If no, should a site map be included?**

- Yes
- No

**Reason:**

---

**What is the method to access the site map?**

- Link on all pages
- Link on one or few pages
- Help system or search engine

**What is the scope of the site map?**

- Whole site

- Most pages
- Main sections
- Unknown scope

**What is the format of the site map?**

- Graphical
- Text

**Is the site map static or dynamic?**

- Static
- Dynamic

**If static, is it up to date?**

- Yes
- No

**Comments on site map:**

---

**Site Index**

**Is a site index used?**

- Yes
- No

**If no, should a site index be included?**

- Yes
- No

**Reason:**

---



**What is method to access site index?**

- Link on all pages
- Link on one or few pages
- Help system or search engine

**What is the scope of the index?**

- All topics
- Main topics
- Unknown selection of topics

**Is the index static or dynamic?**

- Static
- Dynamic

**If static, is it up to date?**

- Yes
- No

**Comments on site index:**

---

**Glossary**

**Is the glossary included?**

- Yes
- No

**If no, should a site term glossary be included?**

- Yes
- No

**Reason:**

---

**What is the method to access glossary?**

- Link on all pages
- Link on one or few pages
- From the help page

**Number of terms in glossary:**

---

**Comments on glossary:**

---

**Form Usage**

**Are required fields clearly indicated in the form?**

- Yes
- No

**Are clear messages and indicators used to show errors?**

- Yes
- No

**Is the first field focused on the form?**

- Yes
- No



**Does the form use accelerator/access keys?**

- Yes
- No

**Does the form support tabbing well?**

- Yes
- No

**Does the form support browser auto-fill in?**

- Yes
- No

**Is an adequate confirmation page provided upon form submit?**

- Yes
- No

**Help and General Site Error Handling**

**Does the site deal with common DNS typos? (e.g., ww.xyz.com, wwwwww.xyz.com)**

Yes

No

**Is there helpful information with broken links (404 errors)?**

Yes

No

**If yes, describe:**

---

**Is there helpful information when a page has been moved?**

Yes

No

**If yes, describe:**

---

**Does the site deal with browsers, technology, or screen characteristics outside its optimal range?**

Yes

No

**If yes, how? (clear error message, alternate site, adapted pages, reasonable degradation of pages)**

---

**Does the site provide an online help page?**

Yes

No

**If yes, describe:**

---



**Does the site provide basic contact information?**

Yes

No

**Does the site provide contact for Web-specific problems?**

Yes

No

**Does the site provide an online Help System?**

Yes

No

**If yes, describe:**

---

**Delivery**

**What operating system is used on the Web server?**

---

**What Web server software with version number is being used?**

---

**Where is the site being hosted?**

Internal

Externally

**Who is the closest “upstream” Internet Service Provider from server?**

\_\_\_\_\_

**What is the amount of bandwidth available for the server if known or determinable?**

\_\_\_\_\_

**Rate the responsiveness of the server—[ 1 (very slow)–5 (very fast) ]**

\_\_\_\_\_

**What is the largest page in the site, byte wise?**

\_\_\_\_\_

**What is the average page size in the site?**

\_\_\_\_\_

**What are the theoretical download times for the average and largest pages at:**

Modem speeds (56Kbps) \_\_\_\_\_

ISDN (128Kbps) \_\_\_\_\_

Cable (600Kbps +) \_\_\_\_\_

DSL/T1/Ethernet (1Mbps +) \_\_\_\_\_

**Are real download times similar?**

Yes

No

**If no, provide times for tested speeds:**

\_\_\_\_\_

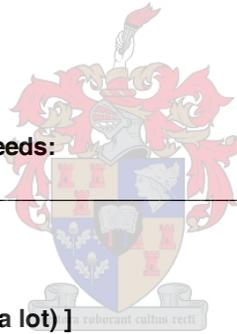
**THE FINAL SCORE**

**Final Score—[ (Dislike) 1–5 (Like a lot) ]**

\_\_\_\_\_

**Key reasons for final score:**

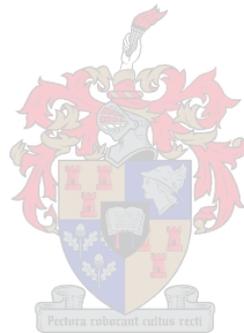
\_\_\_\_\_



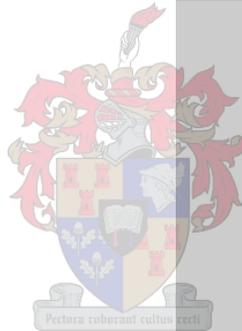
# Bibliography

## Sources Used

Powell, Thomas. 2003. *The Complete Reference: Web Design*. 2nd edition. McGraw-Hill Osborne Media.



# Publication and Marketing



# Publication

Because this is an official web site of the University, we were able to arrange for network space on the University's server. The procedure was as follows:

1. The client had to contact IT and convince them of the legitimacy of the web site.
2. They wanted to know what technology we are using because they do not support some applications
  - We had to adapt our incompatible technology by designing the interactive function of the site to work through the firewall of the university.
3. Provisional network space was awarded to us to upload the site providing that the web master of the university approves the site.

The HIV/AIDS initiative of the University falls under Student Health Services and a folder was created under them. The URL is:

<http://www.sun.ac.za/studenthealth/aids>



# Marketing

The web site will be marketed utilizing several marketing channels.

## 1. Name

The name of the project is FACT – Forwarding AIDS Communication and Training

## 2. Launch

The official launch of the web site will be on 1 December (international Aids day). A function will be held where dignitaries that have an interest in the HIV/Aids initiative at the University will be invited. The major event of international Aids day will be used to promote the web site.

## 3. Maties.com and the staff bulletin

We have established that 69% of students who participated in our survey visit the maties.com web site at least 5 times a week. Because of the frequent use of this web site, we decided that we will post a regular news item with a link to our web site on the homepage of maties.com. We will use interesting issues like quizzes and famous quotes to draw students to visit the web site. A similar strategy will be followed with the staff bulletin where issues pertaining to staff interests will be explored.

## 4. Re-introduction to new students

The site will be re-introduced to the new students at the university in the new year's orientation programme. This will be done in conjunction with the introduction of the HIV/Aids initiative of the web site.

## 5. Language Center (EPIDASA project)

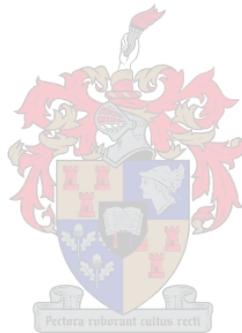
The development of the web site also falls under project 5 of the EPIDASA project that aims to research and improve the quality of HIV/Aids texts in South Africa. The web site will be featured on the Language Centre's web site (responsible for project 5) with the status of a research project.

## **6. Student Health Services**

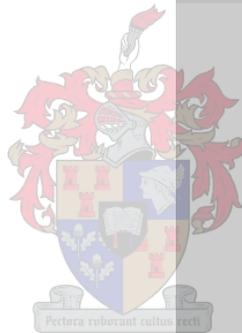
We are busy negotiating with Student Health Services to place a link on their homepage to the FACT web site. The rationale behind this is that the project falls under them and it is the most natural place for students (and staff) to start looking for information.

## **7. URL**

The URL of the web site will be printed on all future documentation produced by FACT (HIV/Aids initiative at the University). This includes promotional material (like business cards, flyers etc.), letters and communication (letterhead) etc.



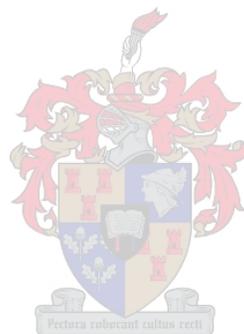
# Testing



# Testing

The website will be submitted to testing during the next few months by:

1. Testing all links
2. Editing the text
3. Running Bobby.com on the site and implementing the recommendations.  
([Click here](#) for a Bobby analysis of the homepage)
4. Performing a Functional Text Analysis and implementing the recommendations made by the document designer(s)
5. Performing a heuristics text on the first version
6. Performing several reader-focussed tests in order to establish the usability of the site
7. Relying on the feedback of the users of the site and implementing the recommendations made by the readers/users



Follow the links in guideline titles for detailed information about the error.

## Priority 1 Accessibility

This page does not meet the requirements for Bobby A Approved status. Below is a list of 2 Priority 1 accessibility error(s) found:

1. [Provide alternative text for all images.](#) (1 instance)  
**Line 234**
2. [Provide alternative text for all image map hot-spots \(AREAs\).](#) (1 instance)  
**Line 116**

## Priority 1 User Checks

User checks are triggered by something specific on the page; however, you need to determine manually whether they apply and, if applicable, whether your page meets the requirements. Bobby A Approval requires that all user checks pass. Even if your page does conform to these guidelines they appear in the report. Please review these 11 item(s):

1. [If style sheets are ignored or unsupported, are pages still readable and usable?](#)
2. [If an image conveys important information beyond what is in its alternative text, provide an extended description.](#) (3 instances)  
**Lines 75, 114, 234**
3. [Make sure that the page does not cause the screen to flicker rapidly.](#)
4. [If you can't make a page accessible, construct an alternate accessible version.](#)
5. [Provide accessible alternatives to the information in scripts, applets, or objects.](#) (14 instances)  
**Lines 53, 56, 57, 60, 62, 65, 81, 84, 226, 229, 236, 239, 248, 251**
6. [If a table has two or more rows or columns that serve as headers, use structural markup to identify their hierarchy and relationship.](#) (9 instances)  
**Lines 51, 117, 112, 186, 184, 110, 213, 72, 246**
7. [Synchronize equivalent alternatives with multimedia presentations.](#) (14 instances)  
**Lines 53, 56, 57, 60, 62, 65, 81, 84, 226, 229, 236, 239, 248, 251**
8. [If this is a data table \(not used for layout only\), identify headers for the table rows and columns.](#) (2 instances)  
**Lines 117, 186**
9. [Make sure pages are still usable if programmatic objects do not function.](#) (14 instances)  
**Lines 53, 56, 57, 60, 62, 65, 81, 84, 226, 229, 236, 239, 248, 251**
10. [If you use color to convey information, make sure the information is also represented another way.](#) (6 instances)  
**Lines 75, 114, 186, 189, 234**
11. [Provide alternative content for each SCRIPT that conveys important information or functionality.](#)

The following 2 item(s) are not triggered by any specific feature on your page, but are still important for accessibility and are required for Bobby A Approved status.

12. [Identify any changes in the document's language.](#)

13. Use the simplest and most straightforward language that is possible.

## Priority 2 Accessibility

This page does not meet the requirements for Bobby AA Approved status. Below is a list of 5 Priority 2 accessibility error(s) found:

1. Use relative sizing and positioning (% values) rather than absolute (pixels). (68 instances)  
**Lines 51, 53, 57, 61, 72, 74, 75, 90, 96, 101, 107, 108, 112, 114, 117, 119, 120, 123, 124, 128, 132, 133, 137, 141, 142, 146, 150, 151, 155, 159, 160, 164, 168, 169, 173, 177, 178, 184, 186, 188, 189, 191, 195, 200, 205, 215, 233, 234, 235, 246, 248**
2. Use a public text identifier in a DOCTYPE statement. (1 instance)  
**Line 1**
3. Make sure event handlers do not require use of a mouse. (5 instances)  
**Lines 116, 124, 133, 142, 151**
4. Explicitly associate form controls and their labels with the LABEL element. (1 instance)  
**Line 216**
5. Do not use the same link phrase more than once when the links point to different URLs. (2 instances)  
**Lines 78, 79**

## Priority 2 User Checks

User checks are triggered by something specific on the page; however, you need to determine manually whether they apply and, if applicable, whether your page meets the requirements. Bobby AA Approval requires that all user checks pass. Even if your page does conform to these guidelines they appear in the report. Please review these 10 item(s):

1. Consider grouping long lists of selections into a hierarchy. (1 instance)  
**Line 216**
2. Check that the foreground and background colors contrast sufficiently with each other. (7 instances)  
**Lines 47, 75, 114, 186, 189, 234**
3. If objects use event handlers, make sure they do not require use of a mouse.
4. Avoid use of obsolete language features if possible. (29 instances)  
**Lines 75, 90, 96, 101, 119, 123, 124, 128, 132, 133, 137, 141, 142, 146, 150, 151, 155, 159, 160, 164, 168, 169, 173, 177, 178, 189, 195, 200, 205**
5. Is the user made aware that there will be pop-up windows or changes in the active window? (3 instances)  
**Lines 77, 78, 79**
6. Make sure that labels of all form controls are properly placed.
7. Make sure that all elements that have their own interface are operable without a mouse. (14 instances)  
**Lines 53, 56, 57, 60, 62, 65, 81, 84, 226, 229, 236, 239, 248, 251**
8. If this gif image is animated, make sure it does not contain fast or distracting motion. (1 instance)  
**Line 75**
9. If scripts create pop-up windows or change the active window, make sure that the user is aware this is happening. (1 instance)  
**Line 18**

10. Add a descriptive title to links when needed.

The following 7 item(s) are not triggered by any specific feature on your page, but are still important for accessibility and are required for Bobby AA Approved status.

11. Make sure that all link phrases make sense when read out of context.
12. Group related elements when possible.
13. Make sure your document validates to formal published grammars.
14. Is there a site map or table of contents, a description of the general layout of the site, the access features used, and how to use them?
15. Is there a clear, consistent navigation structure?
16. Use the latest technology specification available whenever possible.
17. Where it's possible to mark up content (for example mathematical equations) instead of using images, use a markup language (such as MathML).

## Priority 3 Accessibility

This page does not meet the requirements for Bobby AAA Approved status. Below is a list of 3 Priority 3 accessibility error(s) found:

1. Provide a summary for tables. (9 instances)  
**Lines 51, 117, 112, 186, 184, 110, 213, 72, 246**
2. Identify the language of the text. (1 instance)  
**Line 1**
3. Client-side image map contains a link not presented elsewhere on the page. (3 instances)  
**Lines 77, 78, 79**



## Priority 3 User Checks

User checks are triggered by something specific on the page; however, you need to determine manually whether they apply and, if applicable, whether your page meets the requirements. Bobby AAA Approval requires that all user checks pass. Even if your page does conform to these guidelines they appear in the report. Please review these 6 item(s):

1. Consider furnishing keyboard shortcuts for form elements.
2. If this document is part of a collection, provide metadata that identifies this document's location in the collection.
3. If this is a data table (not used for layout only), provide a caption. (9 instances)  
**Lines 51, 117, 112, 186, 184, 110, 213, 72, 246**
4. Consider specifying a logical tab order among form controls, links and objects.
5. Use the ABBR and ACRONYM elements to denote and expand any abbreviations and acronyms that are present.
6. Consider adding keyboard shortcuts to frequently used links.

The following 5 item(s) are not triggered by any specific feature on your page, but are still important for accessibility and are required for Bobby AAA Approved status.

7. Is there distinguishing information at the beginning of headings, paragraphs, lists, etc.?
8. If there is a search feature, are there different types of searches for different skill levels and preferences?

9. Are there navigation bars for easy access to the navigation structure?
10. Do you allow users to customize their experience of the web page?
11. Is there a consistent style of presentation between pages?

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