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Senior Project Statement

As I started on my final year in the New Media program, I struggled to come up with an idea for my senior project. I knew I wanted to do something cutting edge, but I wanted my project to be something that I was proud of, an app or a piece of work that I could build on in the future. My initial idea was to build a fully functional augmented reality navigation application -- a testament to not only what I learned in the program, but to that of my professional experience as a software engineer. However, I soon encountered what has been a recurring theme throughout my time in the program: I was biting off more than I could chew. The immense complexity required in building a working application, much less one that employed new and ill documented tech such as augmented reality, led me to pivot. I didn't resign from the idea, but instead put a renewed focus on the conceptualization of the idea.

The idea for "Campus Quest" was born out of my own struggles and frustrations navigating the campus I had been attending for three years. Despite my familiarity now, the layout of the university often left me confused, with Google and Apple Maps providing little respite in this pedestrian maze. This personal challenge lit a spark: what if navigating a college campus could be more than a mundane activity? What if it could be fun?

With this idea, I began the journey of designing "Campus Quest." My project was no longer an app I was going to build, but a concept to be envisioned and brought to life through design. The name itself was decided on to evoke a sense of adventure and exploration, resonating with the game-like experience I envisioned.

Drawing inspiration from fantasy inspired animation, particularly the works of Pendleton Ward, I create the designs to invoke a whimsical and hand drawn feel. The aim was to create an interface that was not just functional but also visually captivating, transporting users into a world where every journey to class was an adventure.

The logo and all design elements were meticulously created to align with this vision. I wanted the users to feel the magic of fantasy worlds, where every element they encountered was a fun experience. The buttons, for instance, were designed to evoke a retro feel, reminiscent of physical arcade buttons.

In bringing the concept to life, my toolkit was diverse. Figma became my go-to for designing the app's user interface and experience. It was within Figma's versatile workspace that the app's layout took shape with high-fidelity prototypes. The platform allowed me to iterate designs rapidly ensuring that each element not only resonated with the project's fantasy theme, but was also grounded in user experience principles.

Unreal Engine and Adobe Premiere Pro were instrumental in crafting the final video presentation of "Campus Quest." Unreal Engine, with its robust capabilities in rendering realistic environments and animations, helped me create dynamic and immersive footage to implement in my final video. Adobe Premiere Pro added the finishing touches, enabling me to weave together a visual narrative to highlight my prototype.

Adobe Photoshop and Illustrator were instrumental tools for asset creation. Photoshop allowed me to add depth and texture to the graphics, giving them a life-like quality that resonated with the AR nature of the app. Illustrator was used for its vector-based capabilities, ensuring that every asset was crisp, scalable and adaptable across various mediums. These tools were pivotal in ensuring that every design component adhered to the high standards I had set for the project.

As I reflect on the journey of creating "Campus Quest," and my time here at the University of Tampa as a whole, I think about the personal growth I experienced. This project was not just about creating a concept and proving my skills; it was a lesson in pushing innovation and myself creatively. My time here has taught me the value of adaptability - how sometimes, the path to creation is not about building something from the ground up, but about weaving a story around an idea.

“Campus Quest” is more than a concept; it is a narrative of my journey through the program, a story of adapting ideas into tangible realities. It embodies my experiences, challenges and the evolution of my vision. As I conclude my time here, “Campus Quest” stands as a testament to my journey, a bridge between the knowledge acquired and the endless possibilities of imagination.