

the
ONY**IN**X
M**E**D**I**A
consulting & production



Projects Overview

imagine

INNOVATE





offers specialized, one-on-one consulting and training services related to media, technology and design for professionals. From amateurs who are just beginning their career to seasoned professionals who are looking for ways to grow, the Onyinx Media will help elevate your company to the next level.



INX



your needs...

- Assessment
- Business Plans
- Marketing Plans
- Ghostwriting
- Media Kits
- Event Management

your brand...

- Brand Image Strategy
- Logo Development
- Print Design Services
- Website Design
- Photography

your engagement...

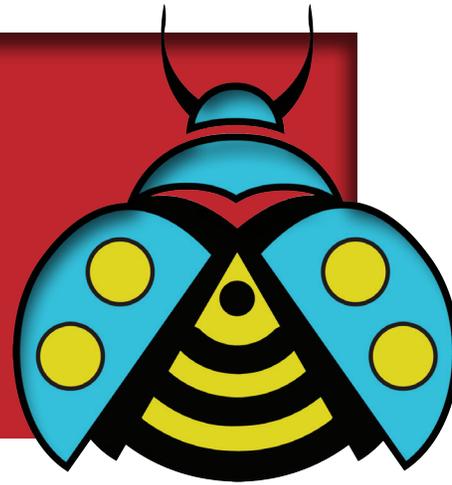
- Social Media Tactical Plan
- Social Media Monitoring
- Social Media Packages
- Infographic Design
- SEO

your future...

- Training Programs
- Customized Employee Development Training
- Social Media Engagement Training



SaaR



SaaR is a training application designed with unique features to make remote learning easy and secure for both the end-user and the instructor.

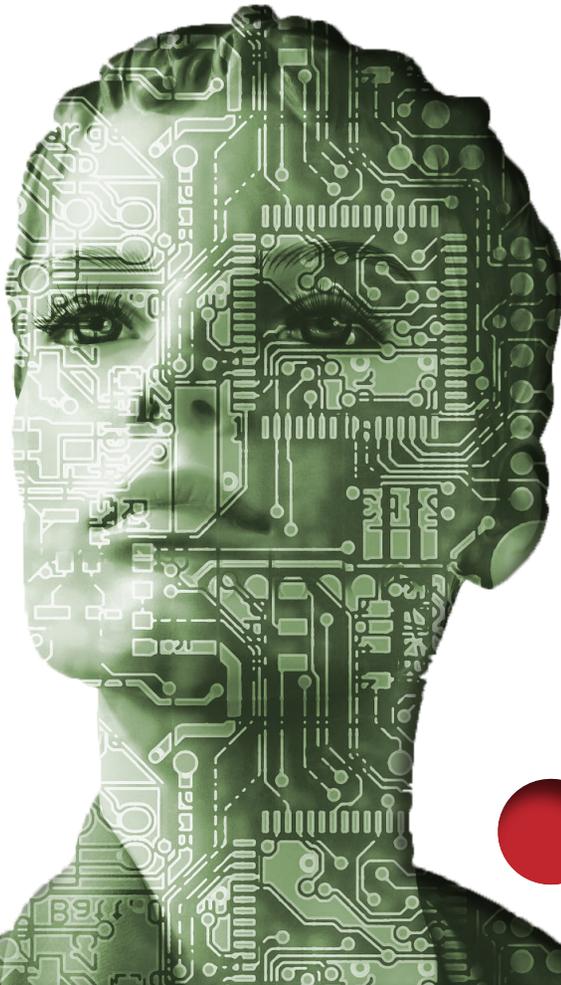
SaaR is not just a classroom within the palm of your hand, but features instant messaging; document composing, editing and sharing; and classroom collaboration groups. SaaR features advanced security protocols with facial recognition and fingerprint identification.



Students will have the ability to receive assignments, send work, take exams, get feedback and grades over the system that can be accessed from any device. Student groups are easy to form allowing students the opportunity to meet classmates, work together on projects or simply socialize. Custom avatars and profile page can display earned achievements and other information approved by the student.

Service as a Resource

Instructors will have access to standardized training courses that can be modded and customized to fit their needs. Classes can be held live with the ability to interact with students or recorded for student to watch later. All classroom materials can be stored, delivered and received within the platform for quick access in one central location. In addition, there will be the option to have remote proctor exams with real-time live personal identification and verification of the test taker. Grades and teacher feedback can be posted and saved in SaaR for easy viewing and reference by students. Teachers will have the ability to award achievements to exceptional students that will then be displayed on the student's profile.



Additional services for SAAR will include, or will be expanded to include:

- support assistance,
- customer service,
- marketplace,
- virtual notary,
- virtual test proctor; and
- virtual reality.



e-volve

enhanced virtual online
learning and viewing environment

The Onyx Media Consulting and Production, LLC (OMCP) is seeking funding to develop and implement an enhanced virtual online learning and viewing environment (E-VOLVE). E-VOLVE will be a versatile, mobile learning environment that immerses the user in the entire university atmosphere enriching both the social and educational experience. Beyond just another virtual reality blended learning system, E-VOLVE incorporates an intuitive learning management system, a social network and a marketplace with intuitive advertising.

The E-VOLVE project will equalize the learning experience for distance students through an easy-to-use, accessible-anywhere classroom environment that mimics the “university experience” to lower drop-outs and further education for all. The system will grant greater control and monitoring to educators with customizable standardized lectures, exercises and projects; real-time observation capabilities; and assisted evaluation tools. By freeing up valuable time with auto-assisted evaluation and monitoring systems within a blended, standardized structure allowing the educator to focus

on immediate, individualized feedback and real-time observation of students. Through the reinforcement of an achievement-driven gamification reward system, students are encouraged to engage in immersive activities developed to cultivate both a vested social and learning culture as a means to alleviate stressors associated with struggling students.



empower

E-VOLVE strives to seamlessly integrate a learning, social and commercial environment. The virtual world will be monetized through real-time, targeted marketing and product placement based on user behaviors and social interactions with an option to purchase advertised items.



MARKET OVERVIEW

Virtual and augmented reality is still an emerging market. The growth seen in the industry is growing rapidly with estimates of reaching over \$7 billion by the end of 2017 and nearly \$75 billion by 2021 according to a market research survey by Greenlight Insights. Estimates reach upwards to \$162 billion by 2020 according to another report done by International Data Corporation (IDC). (BI Intelligence, 2016). Currently, most income streams are coming from the sale of virtual reality headsets, but it is predicted that in the future the income stream will shift toward enterprises within key industries such as construction, advertising and education. (Greenlight, 2017).

Figure 1: Global VR Industry Revenue, 2017 - 2021





E-VOLVE is three intertwined components: a classroom, a campus and a marketplace. The multi-faceted system will directly address reasons for online student dropouts to help institutions to retain their online student registration.

“Among the reasons for student dropout are feelings of isolation, frustration, and disconnection; technology disruption; student failure to make contact with faculty; inadequate contact with students by faculty; lack of student and technology support; lack of instructor participation during class discussion; lack of clarity in instructional direction or expectation; and lack of social interaction.” (Lehman & Conceição, 2013)

With a gamified virtual reality world, students and instructors will be guided through an immersive environment drawing them into enhanced, meaningful interactions and a vested educational experience. A student user, through E-VOLVE, will be transported to a virtual classroom, the library, a marketplace, a basketball game or any

other campus enabled location. With the use of their custom avatar, a user can interact with their surroundings and other students.

“Our avatars can shape our behaviors both inside and outside the virtual environment. Thus, creating an avatar is very much a two-way process... As my studies showed, who we choose to be in turn shapes how we behave. While avatars are usually construed as something of our own choosing - a one-way process - the fact is that our avatars come to change how we behave.” (Yee & Bailenson, 2007).



directly address reasons for online student dropouts...

Other than offering a virtual university environment, E-VOLVE will benefit students through several methods. With a blended learning environment, teacher feedback, guided success tracks and avatar-based social networking, many of the draw backs associated with online or distance learning can be minimized. The curriculum will be based off a blended learning model with a mixture of teacher lectures, independent assignments and group projects. During this time, the student will utilize their device to complete work. All work can be monitored by the teacher who, at a glance, can provide immediate and meaningful feedback to students for encouragement or correction. Likewise, the student can share their work with other students to help or collaborate. In addition to custom avatar creation, there will be achievements and badges

that are suggested and tracked. E-VOLVE will have multiple achievement tracks focused on school-related work or goals chosen by the student. Unlike other systems, E-VOLVE adds achievements, but won't frame the achievement in a fantasy storyline quest. While story telling may intrigue some students, this will be excluded, or be offered as an option, so as to have a broader appeal to all students.

*"The simple framing of an activity as a "game" can potentially alter an individual's behavior...Songer and Miyata (2014) propose to deviate from using simple game elements often found in gamification approaches and move to a "gameful" experience that fosters intrinsic motivation of players."
(Dichev & Dicheva, 2017)*

Achievements outside of mandatory graded class work will be voluntary. The primary track is exclusively for classroom graded activities and institution grade averages. This mandatory track will include

any assignments, projects and grade goals. The achievements will be grounded in things that relate directly to class and a student's standing within the institution. Other tracks will be voluntary and can be chosen specifically by the student or will be determined by an algorithm based off goals set by the student. The use of badges and achievements will help direct students that need extra direction outside of class and may encourage others to try new things becoming more vested and feel a part of the university culture rather than outside it.

"While badges and gamification intuitively add structure and goals to the experience, they may also increase the experimental nature of service use, since badges might provoke users to try out different aspects of the service with an explorative mindset." (Hamari 2015)



EDUCATOR TOOLS

The educator will have powerful management and monitoring tools available through the E-VOLVE system. The curriculum can be standardized for quick and easy classroom plans or customize them to fit their needs including class goals and achievements. Monitoring is an impactful teaching method, but not always the easiest for educators to actively engage in. Being able to see the student's work, an educator can quickly uncover opportunities to provide the student with immediate and individualized feedback. With the ability to track a student's activity, an educator can quickly spot students that may need help or encouragement. Every action such as raising a hand or asking a question can be tracked by E-VOLVE. Tracking all student activity will be another means to evaluate student participation and understanding rather than using guess work based on observation only. The data can be reviewed for analysis by the educator or auto-reviewed by the system to uncover student needs.



“Research comparing the behavior of effective teachers (i.e., those whose students achieve highly or higher than would be expected given background variable) with that of less effective teachers has clearly revealed the importance of monitoring the class during seatwork periods...

The most effective teachers:

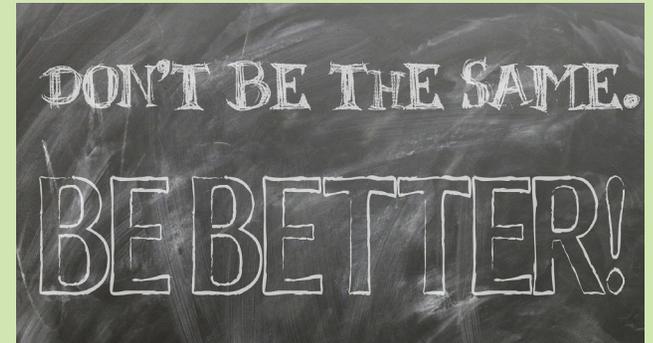
- Have systematic procedures for supervising and encouraging students while they work.*
- Initiate more interactions with students during seatwork periods, rather than waiting for students to ask for help*
- Have more substantive interactions with students during seatwork monitoring, stay task-oriented, and work through problems with students*
- Give extra time and attention to students they believe need extra help*
- Stress careful and consistent checking of assignments and require that these be turned in”*

(Cotton 1995)

Educators, like students, will also have a guided achievement and badge system. Achievements will be a valuable tool prompting an educator to engage more frequently or bring up extra projects. The system will serve as a tool to help educators excel at their craft and a means for the institution to track and monitor the quality of their efforts. Educators will be given badges and other rewards for meeting the goals of their institution.



*“Many teachers are aware that their monitoring skills are inadequate and desire training to expand their capabilities; many others are unaware of the importance of close monitoring of student progress and of their own need for skill development in this area... Teacher competence in assessing students’ skill levels and monitoring their learning progress is essential for effective instruction to take place.”
(Cotton 1995)*



The classroom module will not only guide educators, but will assist them in monitoring, grading and providing timely, *meaningful feedback* to their students.

The institution will draw benefits from the monetization of the E-VOLVE system. The most obvious benefit is the ability to earn income through vendor-paid advertising and product placement within the environment. Users can actively interact with objects and choose to buy them within the virtual world. In addition, the institution can market and sell their own items including event tickets for things such as athletic games, concerts or conferences. E-VOLVE will analyze user analytics to place relevant products and/or advertising within the environment that can be interacted with by the user and purchased. So, users will be presented with items that ideally should appeal to them based on their in world actions and behaviors.



The intuitive product marketing system has a lot of potential to create revenue streams for the institution. Targeted product placement could be a powerful thing in a world where the user is so focused. For a business looking to reach out to university-age students, this would be the perfect venue allowing educational institutions to earn a profit by featuring a business within their virtual world. Product sales and event features offer an additional revenue stream for the educational institution without the limitations and restriction of available seating or space



“Programs in 2015 would be easily recognized by online students from the year 2000; many for-profits continue to utilize the same learning management system they did over a decade ago and none have attempted to reinvent online learning based on what current technology is capable of, preferring to continue to deliver a faithful replication of onground higher education: the weekly lecture, discussion and assignment. A failure of investment coupled with a failure of imagination.” (Craig, 2015).

Outdated technology, incompatible methodology and high drop-out rates create the perfect environment for introducing much needed change into the market. E-VOLVE can fill that gap nicely by addressing the unfulfilled needs of online students.

BROADER IMPACT

The E-VOLVE project will engage the user within a virtual classroom, social events and marketplaces providing a comprehensive university experience. In addition, E-VOLVE will empower educators with a robust monitoring and feedback system enriching the learning environment. To cultivate diversity, E-VOLVE will extend connectivity to students allowing people of any culture, race or class to learn side-by-side in a virtual world turning a monotonous university population into a diverse one. E-VOLVE will have an intuitive market that utilizes user analytics to place relevant products and/or advertising within the environment that can be interacted with by the user and purchased. Attendance to events that are normally out-of-reach to an online learner could then be done within the virtual environment. Product sales and event features offer an additional revenue stream for the educational institution as well as the sellers.



FEATURES

Propriety virtual mixed-reality software with three integrated modules including classroom, campus and marketplace environments. Features include, but are not limited to:

CLASSROOM: EDUCATOR COMPONENTS



- o Set and modify gamified objectives for students
- o Real-time viewing of shared student work
- o Assisted assignment scoring using keywords
- o Create video lectures
- o Create, upload and share documents
- o Tracking of student participation such as raising hand or answering questions
- o Institution set gamified objectives for teachers to help guide increased engagement with students
- o Educator customized tools
- o Ability to set-up classroom discussion board for student/Educator collaborations
- o Ability to manipulate virtual 3D objects to aid instruction

CLASSROOM: STUDENT COMPONENTS



- o Gamified objectives related to completing the course
- o Create, upload and share documents
- o Real-time collaboration with peers
- o Instant messaging
- o Review student class scores
- o Ability to manipulate virtual 3D objects





CAMPUS



- o Create custom avatar, biography with mini-blog newsfeed
- o Choose gamified objective track to achieve desired goals such as “Meet new people”
- o Ability to complete administrative tasks such as meet with an advisor or talk to financial aid office
- o Visit the Library and check out or read books
- o Set-up study groups
- o View and talk to other students within the environment
- o Create world discussion boards and groups
- o Take campus tours or view campus sites



MARKETPLACE

- o Vendors who have partnered with the institution can have virtual shops featuring their product for purchase by users
- o Avatar marketplace to buy premium items for student and teacher avatars
- o Products for sale may include physical items, digital media or live events
- o Student exchange or swap meet
- o Live events can be broadcast and viewed in real-time within the marketplace





GCCCI

Global Cybercrime & Corruption Initiative

The Global Cybercrime and Corruption Initiative (GCCCI) project will reform the current field of digital forensics arming individuals within and outside the field with the awareness and knowledge to identify and reveal cybercrime providing a deterrent to corruption and a decrease in economic loss worldwide.

The project will design and implement a nationwide registration and licensing program as well as establish and build a worldwide network to fight against cybercrime and corruption. This project will serve to empower individuals to spot, uncover and effectively report corruption providing determent and accountability for parties that engage in corrupt and unethical practices within the digital world.



the project plan includes:



consistency

Build public awareness & train professionals with agile knowledge by establishing a national registry with universal standards to certify and license professionals within the field of digital forensics and their partners to aid in exposing cybercrime and corruption

a. Design, test & implement a national registry and licensing system with a training curriculum that upholds universally accepted standards for persons in the field of digital forensics, law enforcement & other partners involved in the discovery of materials leading potentially to the prosecution of cybercrime and corruption. It is expected that this system will be modeled after the National Mortgage Lending System (NMLS)

b. Organize industry-driven board for the control & management of completed project



accountability

Holding licensed and certified individuals accountable for unethical practices, unconventional methodology and fraud regarding the pursuit, collection, handling, review and analysis of digital forensic data

a. Design, test & implement system within the national registry to search, review and file complaints and/or suspected corruption instance

b. Develop referral network & procedures for complaints filed or suspected corruption

c. Develop process to efficiently alert appropriate enforcement agencies of cybercrime, suspicious activity and/or corruption



cooperation

Reduce and deter corruption globally by establishing universally accepted standards; sharing methodology, information and intelligence; and increasing awareness regarding cybercrime and corruption

a. Establishment of an independent international consortium of partners cooperating in a joint effort to reduce corruption & cybercrime worldwide

b. Targeted global social media marketing

c. Marketing & Advertising (i.e. TV, print, social media and radio) to build public awareness

d. Presentations at local government assemblies

e. Host public workshops and participate in community and local trade events to build public awareness



g l o b a l
a w a r e n e s s
c o o p e r a t i o n
a c c o u n t a b i l i t y
c o n s i s t e n c y
k n o w l e d g e
d i s c o v e r y



Through GCCI, we will broaden public awareness and public engagement worldwide regarding cybercrimes and corruption enabling individuals with the knowledge and skill set to uncover misconduct and easily pass tips onto an investigative body to research and prosecute. A global network of individuals will allow for the uninhibited exchange of ideas and information regarding trends and problems within the digital forensics field leading to a greater understanding and knowledge base of the challenges faced worldwide in combatting cybercrimes and corruption. With conforming and consistent training and licensing in place, we can minimize the likelihood of corrupt, unethical and fraudulent behavior by persons charged with the discovery and prosecution of cybercrimes or corruption. Holding persons accountable for their misconduct and reducing ineptitude will help to deter corruption and mishandling of data which can lead to the misappropriation of justice.

The GCCI project will transform how persons in digital forensics are able to operate; their training; and the manner in which they are held to industry standards. Enlisting partners in key fields outside of digital forensics will arm the community with more individuals enabled with the tools to uncover corruption and lead to the prosecution of criminal activity. Furthermore, the establishment of an international consortium will raise the level of awareness, knowledge and cooperation globally decreasing crime and corruption around the world.



national registry

The proposed national registry system will achieve:

Uniform competency and ethical standards

The registry will outline licensing and training requirements creating a uniform standard in the industry nationwide, eliminating disparate state regulations. In addition, a uniform standard will ease the burden that professionals in digital forensics face when needing to work across state boundaries.

Training and certification programs to ensure that people employed in key fields (i.e. investigative reporters, government agencies, etc.) are better equipped to recognize cybercrime and corruption

Currently, the digital forensics community primarily polices itself, which often leaves an industry open to members who will take advantage of the lack of oversight. In addition, individuals within the digital forensics field are not in a job position where they are able to seek out or investigate potential corruption, but are called to the scene after a crime has been committed. Having people who are outside the industry, but in positions that may be able to spot irregularities or patterns that indicate some out-of-the-ordinary behavior may lead to identifying more crimes before they happen.

On-going monitoring and training of field professionals

Designed by industry experts, the training criteria and licensing will need to be met at intervals by professionals seeking licensing to ensure that the examiner is up-to-date in their knowledge. In a rapidly evolving field of science, digital forensic examiners and the justice system cannot afford for them to be complacent in their knowledge of emerging trends and new technologies.

Industry Driven

We anticipate that the system will be run primarily by industry professionals to ensure that current trends and changes reflect the reality of the field of digital forensics. Since digital forensics is a field that is rapidly growing; increasing in demand; and changes with emerging technology, it is important to have the input of field experts or face becoming outdated, ineffective and eventually obsolete.

accountability

The proposed accountability system will achieve:

Easy reporting of suspected corruption, fraud or unethical behavior

The accountability system will allow for the public to search and review an examiner's license status and complaint history. By having a simple and public manner for persons to file complaints, a licensed individual can be held accountable for any nefarious activity with a viable enforcement agency to pursue legal actions if necessary.

Decrease likelihood of corruption, unethical and fraudulent behavior by certified individuals through monitoring & accountability

By having a set of standards with potential criminal prosecution or loss of license is a deterrent for individuals who may consider acting counter to the guidelines and accepted norms of the industry.





international consortium

The proposed international consortium will achieve:

Increased global awareness and public engagement

As part of the GCCI initiative, global awareness marketing campaigns will be conducted. Most campaigns will be in the form of social media marketing which is inexpensive, easy to track and reaches large audiences across the world. Recruitment of advocates within a country to build awareness is also a likely option.

Increased global cooperation in uncovering corruption

Members of the consortium will all share a common goal of discovering and prosecuting cybercrime and corruptions; so, sharing ideas and methodology will move to suit a common goal and their individual goals. The consortium will offer a politics free environment to discuss and share ideas.

Global policy changes in the handling of corruption related to digital crimes

With the increased flow of information, it is likely that a shared perception of corruption and how to effectively define, pursue and prosecute will be a result of the relationship.

Exchange of information and new trends leading to better detection worldwide

In an emerging field like cybercrime, there are always new and innovative ways to commit crime or hide corruption. The sooner that information of a new process is shared with the world community, the quicker and easier it will be to spot or prevent. The increase of shared ideas and information from around the world should build a larger and stronger knowledge base of the problems faced by communities.

Perdue holds a Masters degree in Business Administration with honors and a specialization in Management Information Systems. His education includes computer security; information systems; management information systems; and statistics courses. His professional background further includes team management, accounting and account management. He is a member of the Association of Computer Machinery and is in the process of founding a chapter in the local area for the training and networking of like-minded professionals and individuals within the information systems technology field.



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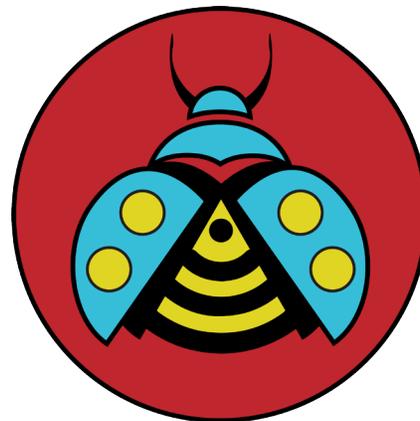
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OMCP 2017 Projects

e-volve



SAR



GCCI



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