

Dance o'Clock

D101 SPB 0907

SUPPORT NOTES

Issue 2

Introduction

These notes should be read in conjunction with the Moderators' Report for D101 which offers feedback on the most recent moderation series.

|| **Updates since the previous issue are indicated by a double line in the margin.**

Before tackling the SPB, students should have acquired the appropriate ICT skills, knowledge and understanding as specified in the 'What You Need To Learn' and 'ICT skills' sections of the Unit 1 specification. They should be familiar with the format of a range of on screen and paper-based publications.

The D101 SPB 0907 is valid for moderation in May and December 2008 and in May and December 2009.



Section 1 Using the SPB

Access and Navigation


The SPB is a complete, integrated digital publication and is intended to be accessed on-screen. Although it may be useful to print off sections for reference purposes, students may be disadvantaged if they do not work from the interactive onscreen brief.

Although the links in the navigation bar are roughly in sequence, students should be reminded that one task often depends on one or more other tasks and they should make use of the interactive nature of the brief.

Where more than one page relates to a main task (such as the eportfolio), they appear as a submenu from the main link.

The symbol  at the top of each page allows students to print the page. A new feature is indicated by the symbol  which allows students to listen to the contents of the page. This feature will be activated once the feedback period is over.

Mark Alerts


Indicated by the symbol , each Mark Alert is a series of questions with tick boxes. Clicking the symbol opens another web page and students may tick the questions onscreen or print the list and complete on paper. Students should check that they can tick each box to help them ensure that they have met the requirements and that their work is fit for purpose.


Section 2 What, where, who?

What evidence is required?

Students do not need to submit evidence of everything they do during their work on the project.

The symbol  indicates a task to be done.

The symbol  indicates a stage where evidence must be saved for the eportfolio. There is also a summary document attached to the eportfolio page.

Students should not be tempted to omit tasks which are not preceded by the  symbol as they are crucial to success. A good example is an instruction to test a publication. It is not necessary for students to write long commentaries explaining how they achieved each task.

Students must ensure that they present all evidence as clearly as possible. Moderators will view eportfolios on screen and will not be expected to print paper-based publications. However, the centre assessor may wish to include comments relating to the effectiveness of the document in their record sheets.

Copyright

This SPB provides students with the opportunity to create all the publications using only primary sources.

Where secondary sources are used, students should use only copyright-free materials.

The Moderator's Toolkit

The Moderator's Toolkit specifies the readers and players that all moderators will have available. It is each student's responsibility to ensure that their eportfolio only includes files which can be read using the toolkit.

Some support documents are supplied as .rtf files. If students have made use of these documents, they must be converted to an acceptable file type for inclusion in the eportfolio.

The Moderator's Toolkit is published on the DiDA micro-site. It will be updated when necessary.

What additional resources are provided?

There are a number of files provided with the SPB, accessed via links within the brief. Where a task requires use of a file, for example the planning template, students should save a copy to their user area before continuing.

Where does the work have to be carried out?

Work on the publications themselves must be carried out within the controlled environment and the teacher must be able to authenticate each student's complete eportfolio with confidence.

However, there is much that can be done away from the controlled environment including:

- reviewing and updating the plan -- students may not have time during the lesson to add comments and should be encouraged to do so while it is fresh in their minds
- researching appropriate sources of information related to the scenario and publications, keeping records of where information was found and how it could be used
- initial design of publications and feedback from others on these designs
- prototyping of own, or others' publications - gathering feedback from test users so that publications can be improved where appropriate
- answering questions in the review document
- updating the sources table

Who can help?

It is expected that candidates will generally be given support and guidance by teachers at this level. This support might take the form of prompts to get feedback at an appropriate time in the development of their project; it might even be pointing out who are appropriate test users or reviewers of the products being produced. The amount of guidance must be taken into account when assessing the work.

The scaffolding documents are provided to assist candidates but it is anticipated that teachers will help candidates in their use of these documents, to enable them to get the best from them.

Test users should be asked to try out and comment on publications under development and this should be viewed as an ongoing process. Students should not wait until publications are complete at which point they will be unable to take advantage of any suggestions for improvements.

Test users can be peers, teachers or other adults who can offer constructive feedback.

Reviewers comment on final publications and the eportfolio, and these comments will be used in the project review. It is helpful to gather reviewers' feedback as publications are completed.

Reviewers should also be asked to comment on the student's work on the project as a whole.

Time should be allocated on the plan for gathering and responding to test user feedback and for gathering reviewer feedback. Students should check when suitable test users and reviewers are available for comment before including them in the plan.

Section 3 Tackling the SPB

The scenario

This project focuses on preparing publications for a charity dance marathon. Students must prepare a set of publications to promote the event and persuade students to take part. The Dance o’Clock quiz calculates dance and fitness ratings plus music preferences so that a list of potential partners can be produced by searching a database. Personalised invitations can then be emailed to dancers in the list. Certificates will be awarded during the event.

Students must identify a “test buddy” who must be from the target audience. It does not necessarily have to be someone of a similar age to the student. Both the student and the test buddy must generate results using the Dance o’Clock quiz which then feed into the choice of database searches and from there into a personalised invitation for the test buddy.

A series of digital posters will promote the event.

Planning

Teachers should use the planning notes provided and work with the students to produce a workable up-front plan.

The plan should allocate time to main tasks and include other information indicated in the planning notes.

Interim checkpoints should be included on the plan when students will discuss progress-to-date with their teacher and make any adjustments that are necessary.

The eportfolio checklist indicates that an initial plan should be included as well as the final plan. Interim plans should only be submitted if they are really needed for clarification.

Using the plan

Students are required to make use of the plan throughout the project. They must log their progress at the end of each session by adding comments to the plan (or keeping a separate project log). They should also record the date each main task is finished.

Reminders to update the plan and to add comments appear throughout the brief.

Gathering information

Students will need to find out about dance marathons as well as about their chosen charity. They should take care to select information from valid sources.

Students should carry out research that is likely to produce useful information and should not feel compelled to investigate further just for the sake of it. If they ensure that their publications are fit for audience and purpose, they will have gathered and selected sufficient relevant information.

Students should be quite clear about the need to use only copyright-free material from secondary sources.

A sources table is required where students must fully acknowledge all sources, both primary and secondary. Students should be reminded that search engines such as Google should not be cited as sources. They should be advised to complete the first section of the sources table with details of all items they might use but that they only need complete the remaining details (columns shaded grey) for those they actually use in publications. Where

more than one item is from the same source, they only need to record details of the source once.

Teachers should offer guidance or encouragement where necessary to ensure that students have all the information they need to create publications that are fit for purpose.

Project review

An outline project review is provided for this SPB which replaces the template used previously. This consists of a series of questions about each publication and about other areas of the project. Students should be guided to answer the relevant questions about publications at appropriate points. This approach enables students to work on their review throughout the project rather than leaving it all until the end. They should complete the review by answering the End-of-Project questions in the document. Students should be encouraged to answer each question as fully as possible.

Wizards

Students are free to make use of software features such as wizards. However, they should be clear that wizards are intended to help them, not do the job for them. They should customise the output from wizards to ensure that publications are fit for purpose. For example, titles, column headings, layout.

Dance o’Clock Quiz Design

The quiz should allow individual students to answer questions by selecting from a limited choice of responses. The results for the student and their test buddy will be used in the database activity and for the test buddy’s invitation. Although the database only stores the favourite music type, the quiz asks for two preferences to allow more searches on the database.

Students must keep the number of questions and responses in the given design but may edit the text.

The data collection and analysis can all be achieved using the spreadsheet; there is no requirement for a separate data collection form.

The analysis

The quiz **MUST** be created using spreadsheet software. Spreadsheets must be created individually using the given design as a starting point. As indicated in the brief, evidence of testing of the spreadsheet is not required, but moderators will be looking at their use of spreadsheet tools to generate relevant information.

Candidates may substitute the messages in the IF statements with appropriate substitutions. Students using spreadsheet file formats that cannot be viewed using the Excel viewer must ensure that they provide a working version in another format that can be viewed using the Moderator’s Toolkit. Moderators need to see the formulae and If necessary students must supply a separate file.

Evidence of testing of the spreadsheet is not required, but students should be aware that moderators will be looking at their use of spreadsheet tools to generate a publication that is fit for purpose.

Results for the student and the test buddy may be submitted in any appropriate file type.

Partners Database

Students must be provided with the Partners database. The versions supplied are Access 97, Access 2000 and Access 2002. Centres using other database software will need to create the database for their students using the txt file and structure on the DiDA website.

The database stores details of dancers who have already signed up to the event. Students should study the structure carefully to ensure they understand the contents of each field.

The email addresses for dancers in the database all end with the fictitious extension @pondlane.sch.uk. This may be replaced with something more meaningful.

The data entry form should be designed for others to use. Students may use software features such as wizards to create their data entry forms but should customise these forms to ensure that they are fit for audience and purpose.

The student and the test buddy must use the form to add their own data. Only first names are required and students should use a fictitious email address. It is not necessary to add further records.

Section 4: The Publications

General

The publications required are the Dance o’Clock quiz, Partners Lists, an invitation, two certificates and a sequence of digital posters.

Students should take careful note of the requirements for each publication - number of pages/screens, content, etc - as well as the audience and purpose.

Prototyping and testing is essential, involving suitable test users. In addition to the test buddy, other test users should be selected for their ability to offer constructive feedback.

Students should create a Dance folder (with sub-folders as required) to store publications as they go along. They should create additional folders for supporting evidence.

Dance o’Clock Quiz

Students must check that the publication can be used by anyone with the Moderator’s Toolkit installed, thus ensuring that it can be played using freely available software.

It should not look like a spreadsheet and should have a user-friendly interface and be easy to use.

Much of the credit for this publication is awarded in strands b and c for data collection and analysis but the finished item is clearly an important publication in the set.

Partners Lists

Students must use appropriate search criteria to extract the required information for the Partners Lists. These must be based on the Dance o’Clock quiz results for themselves and their test buddy - students will need to decide which criteria will find a suitable match.

The results can be presented using any appropriate software, i.e. they do not necessarily have to be database reports. The important thing is that the outcome is fit for purpose - that the searches are appropriate and the results are presented clearly, including the information listed in the brief. Students should ensure that the lists work as printed publications. For the eportfolio, the searches and results must be presented in acceptable file formats. The database itself should not be submitted.

Invitation

The invitation will be emailed but it can be designed to be viewed onscreen (such as an html page) or in print. It should be personalised for the test buddy using appropriate information from the Dance o’Clock quiz results and should persuade one of the dancers in the test buddy’s Partners List to team up with them.

Digital Posters

Students are expected to produce a scrolling sequence of three posters for a large screen. They should check their timings and transitions carefully as the sequence will run continuously. Any suitable software may be used to create the posters using images, text and other assets bearing in mind that they are to be shown on a large screen in schools and colleges. Sound is not required but images must be from primary sources.

Certificates

Students are free to choose the purpose for each certificate and should then aim to make the design reflect the purpose. Each certificate should include the specified information.

Section 5: The eportfolio

The maximum size for the eportfolio is 20 MB.

Any suitable software may be used to construct the eportfolio but it must be viewable using the Moderator's Toolkit.

Students should ensure that they provide working links to all the specified items of evidence even when the eportfolio is viewed on a standalone machine. If students have access to a standalone computer which only has the Moderator's Toolkit installed then they will also be able to check that their eportfolio conforms to the technical specification.

There must be an easily recognisable home/index page in the main folder. This should include candidate name and number, centre name and number, SPB name and level. It must also indicate the browser used to test the eportfolio.

Students should allocate sufficient time to the design of the eportfolio, aiming for consistency of presentation and good layout using colour schemes that are conducive to on-screen viewing. They should introduce evidence with helpful comments.

There is no need to include evidence of testing the eportfolio. It should be possible to infer that testing has occurred and to judge its effectiveness by the quality of the product.

There is a link to an eportfolio checklist showing the evidence that students should include. Additional items should only be added if these are necessary for assessment to be effective. Students should be guided to remove redundant and duplicated work before submission.