

Out and About

D101 SPB 0908

SUPPORT NOTES

Issue 2

Introduction

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

Updates since the previous issue are indicated by a vertical 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 0908 is valid for moderation in May and December 2009 and in May and December 2010.



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 students 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 students but it is anticipated that teachers will help students 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.

The test buddy should be someone who is able to represent the target audience, such as a fellow student. Other 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 a visit by a group of foreign students.

Students must prepare a set of publications to help organisers plan the visit and welcome the students. A survey is required, for which students may work in groups, and the information gleaned from this will inform the production of database reports and provide content for a leaflet and digital poster. An invitation is also required.

Students must identify a “test buddy” who will help to test their publications and offer feedback.

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 a final plan (the result of completing the ongoing plan on a regular basis). Interim plans should only be submitted if they are really needed for clarification.

The SPB requires the creation of a folder called ‘Welcome’ to store final publications for the eportfolio plus folders for supporting evidence. This is intended to help them organise their work and assist in the creation of the eportfolio. However, it is perfectly acceptable to use a different structure.

Using the plan

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

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

Student information

The target audience. It is crucial that students select an appropriate target audience. They must complete the student information document with the details and ensure that this is included in the eportfolio. There must be 25 students, but they can be from any other country where English is not the first language. Students are free to select the age range and gender split of the group.

The flags. All publications must include two flags, one for the local student’s country and one for the visiting students’ home country. Students may create these images themselves or find existing copyright-free images.

Students must seek feedback from the teacher, including any suggestions for improvements, and must not proceed before gaining approval.

Gathering information

Students will need to find out about possible destinations for trips as well as local events and activities. They will also need to gather images from primary and secondary sources.

Students 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 acknowledge all sources, both primary and secondary. Students should be reminded that search engines such as Google should not be cited as sources. 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 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.

Survey

Data Collection

Students should use the given data collection form for the survey. They need to gather data for 20 local students but may work in groups and share the data. They must individually collect at least 5 sets of data. For the ratings, students need to be clear that each possibility may be given a rating of between 1 and 5 and that it is acceptable to have several options with the same rating. Each participant in the survey should also be asked for the maximum entry cost they would be prepared to pay per trip.

In addition to preferences for the coach trips, each student taking part in the survey must be asked for information about a local event or activity which they think would interest some of the visiting students. This information will be needed for the leaflet.

Students should ensure that a complete set of data is collected from each participant and that the data is recorded accurately.

Spreadsheet analysis of survey results

The spreadsheet must be created individually using the given design as a starting point. It must allow the entry of individual responses for the different categories of trip and students do not need to calculate any totals manually. The spreadsheet has been designed to have a meaningful purpose and makes use of simple functions. Assistance with the use of these functions may be considered as limited guidance provided that no other help is required for this task.

The spreadsheet allows comparison of responses from boys and girls. The proportion of girls/boys will vary and students will need to enter the correct ranges for some of the formulae.

Two charts are specified. Students should ensure that these are of the correct type, based on the correct range of data and clearly labelled.

Students using spreadsheet file formats that cannot be viewed using the Excel viewer must ensure that they provide a 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.

Trip Findings Report

Students must complete the given outline report, including the specified extract and charts. Some basic interpretation of the results for costs is required. This can be achieved using the extract from the spreadsheet as shown in the results document.

Students should ensure that they paste charts in appropriate places, delete instructions and complete the text with valid interpretation of the results. They should identify the types of trips they should search for and try to give a clear reason in each case, including any differences between boys and girls. It will help them to concentrate on the different types in the database as they will use this information to design searches.

Trips Database

Students must be provided with the Trips database. The versions supplied are Access 97, Access 2000 and Access 2002/3.

The database stores details of possible destinations for coach trips. Students should study the structure carefully to ensure they understand the contents of each field.

The category, type and region fields are coded and validated. There is a list of acceptable codes in the description for each field.

Every effort has been made to ensure reliability of the data at the time of publication. Some information such as times and costs may change during the lifetime of the SPB, but it is not necessary to amend the data and students may use the database as given.

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.

Students must use the form to add two records for other possible trips in their area - details for these should be obtained from reliable sources. They may wish to look for destinations in their regions and those adjacent, using the regions table to help them identify counties.

Section 4: The Publications

General

The publications required are the trip lists, an invitation, a sequence of digital posters and a leaflet.

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

Trip Lists

Students must use appropriate search criteria to extract the required information for the Trip Lists. These must be based on the survey results - students will need to decide which criteria will find suitable results. The third search is for a half-day trip but it can be educational or leisure and any type. Reasonably local venues will be appropriate and search results may well include new records added by the student.

The lists must be reports produced using database software. Students should ensure that results are presented clearly, with appropriate headings and including the information listed in the brief. For contact details, the telephone number is sufficient. They should also take care to omit unnecessary data.

For the eportfolio, the searches and results must be presented in acceptable file formats. The database itself should not be submitted.

Invitation

The invitation is a print publication. It should include all the listed information and students should be reminded that it is a formal invitation for adults.

Welcome Posters

Students are expected to produce a scrolling sequence of three posters for a large screen. They should check their timings and transitions carefully.

Three original photographs are required. Each poster must include a photograph taken by the student which is relevant to the content. We would expect these photos to relate to the local area, not to a specific school/college.

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. Sound is not required but images must be from primary sources.

What's on? leaflet

The leaflet is for the visiting students and students should be careful to use simple English.

Students should use the information gathered during the survey to help them prepare adverts for local activities and events. They should note the requirements for content and ensure that images are relevant.

Students who take time to design the leaflet before creating it are likely to produce higher quality publications.

Students may wish to add additional information, puzzles or other fun items to complete the leaflet.

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 student 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.