

Dance o'Clock

D201 SPB 0907

SUPPORT NOTES

Issue 2

Introduction

These notes should be read in conjunction with the Moderators' Report for D201 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 D201 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 on-screen 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 off each item 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 the publications as clearly as possible, remembering that moderators will view all evidence 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 such documents in their record sheets.

Copyright

Students should use copyright-free materials in their publications.

The review notes require them to consider whether they have fully met this requirement. If not, it is not sufficient to simply acknowledge the sources. They must demonstrate their understanding of copyright issues by explaining what would need to be done to make the publications fit for use in the public domain.

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

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 data items list for the database, 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 after each session
- completing the project log - students may not have time during the lesson to complete the log so they should be encouraged to complete the day's activities at home 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
- reviewing final publications and the eportfolio
- updating the sources table.

Who can help?

Although students must work independently at level 2, this does not mean that they are on their own!

For planning, the emphasis is on the use of the plan throughout the project. It is better for students to have any help they need to produce an up-front workable plan which can be used effectively.

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 when they will be unable to take advantage of any suggestions for improvements.

There is no doubt that students who take careful account of feedback from reliable test users improve their chances of higher marks. Test users can be peers, teachers, members of the target audience or others who can offer constructive feedback.

Reviewers comment on final publications and the eportfolio, and these comments will be used in the end-of-project review. It is often helpful to gather reviewers' feedback as publications are completed but students must take care to record the feedback for later use. 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 sponsored dance marathon. Students should explore the suggested websites and others to gather the information they need.

Students may decide on the exact length of the marathon - it might, for example, be all day, all night or a whole weekend. Although the music genre changes once an hour, this does not restrict the overall length.

The Danceometer is a fun quiz which identifies music and dance preferences and fitness level. A working version of the Danceometer will be emailed to potential participants. This will be accompanied by an invitation to sign up for the event and to submit the Danceometer results. The results will be used to generate a personalised play list which is sent to the student along with a personalised sponsor form. The play lists may be used by the DJ 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 Danceometer which then feed into the choice of database searches and from there into sample personalised playlists. The invitation and sponsor form will be prepared for the test buddy.

The Make a Catch publication is intended to persuade students to take part and to encourage people to sponsor them.

Students must identify five charities to be supported by the event. They should be aware that material produced by these organisations is likely to be copyright and would need permission if the publications were to be used in the public domain. If there is an asset such as a logo which a student feels is absolutely essential, then they should explain this and provide information as indicated in the copyright statement on page 3.

Planning

It cannot be emphasised too strongly that students must start out with a workable plan which gives them a clear overview of timings and objectives and allows them to monitor their progress during the project. Teachers should give as much guidance as necessary to achieve this as benefits can be expected throughout the rest of the project.

As students are reading the SPB, they may find it helpful to write notes on what is required to help them understand what the objectives of the SPB are and what they are required to do. From these notes they will be able to generate their plan. Remind them that if it takes time, it should be in the plan.

There is much that students can do outside of the controlled environment - for example, planning, research, design and prototyping. This should be built into their project plans. Students must give an indication of time for sub-tasks. They will need to estimate this in order to calculate time needed for main tasks and it is often an adjustment of some sub-tasks that needs to be carried out to stay on track. If students are giving times as lessons, eg, 1 lesson, they must indicate somewhere on their plans how long a lesson is. Students should also build in some contingency time.

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.

Students must agree their initial plan with their teacher before continuing. Teachers should offer feedback at this stage that will enable the student to formulate a workable plan which is easy to view on screen.

The eportfolio checklist indicates that an initial plan should be included as well as a 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 use a project log to record their progress at the end of each session. This can be achieved by adding comments to the plan or by keeping a separate document. This log will help when carrying out the review at the end of the project and in producing commentaries. Reminders to update the plan and log appear throughout the brief.

Gathering information

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 follow the brief and ensure that their publications are fit for audience and purpose, they will have gathered and selected sufficient relevant information.

Students will need to use secondary sources to find out more about sponsored events and their chosen charities. Students should take care to use reliable and accurate information from valid sources and should be reminded that search engines such as Google should not be cited as sources. Supporting evidence of their selection and use of appropriate sources may be added to the sources table and/or in commentaries.

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 give details of all items, from both primary and secondary 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. As indicated on the template, where more than one item is from the same source, they only need to record details of the source once.

Project review

Students should aim to produce a detailed evaluation of all aspects of the project listed in the review notes document (linked from the review page), avoiding long narratives of what they did and how they did it. They should make specific and valid suggestions for improvement.

Students are expected to incorporate feedback from their teacher and other reviewers. This feedback should be sought once publications are finalised and should help to identify improvements that might be made another time. This should not be confused with interim feedback received from test users during development.

Students should be reminded to address any copyright issues.

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.

Music Database

The data set contains details of tracks that might be played during the dance marathon. Please note that the data set may be updated from time to time to ensure that the data is current but that it does not matter which version students use.

There is no need to analyse the data set in detail prior to students creating the database. Students should be working independently to create a structure based upon the information given in the data items list. They are required to validate the two coded fields as they think appropriate. They should comment on the results of their validation and any rejected records in their eportfolio.

Students/teachers should not attempt to identify and remove invalid data before importing the data set. Neither should they worry about whether they all have the same results. The important thing is that they demonstrate ability to reduce invalid data entry using appropriate techniques. There is a danger of a disproportionate amount of time being spent on attempting to find the 'right answer' at the expense of quality data handling and presentation.

Students/centres may remove the star sign field from the database and need not refer to this data in any of their publications or elsewhere in their eportfolios.

Students should use their research to identify data for new records, avoiding duplication.

Data entry form

The data entry form should be easy for others to use. It is expected that customization will go beyond simple formatting and will take into account usability and accurate data capture using, for example, drop down menus, buttons, text boxes with instructions.

Students may add more than two new records if they wish.

Danceometer

The Danceometer should allow individual students to answer questions by selecting from a limited number or range of responses. Some of the results for the student and their test buddy will be used in the database activity.

In order to meet the specified requirements, the questions must collect personal data and data about music preferences, dance experience and about fitness levels. Students need to carefully consider what other questions they should ask and what responses they should allow, bearing in mind that some of the results will be used to generate playlists from the database.

Questions about dancing experience (eg previous marathons, regularity, etc) and fitness/exercise can be used to generate proposed dancing time and/or types of dance.

Students should aim to make the quiz fun for users by adding one or two suitable questions.

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

The Danceometer Analysis

Students must use spreadsheet software to create the Danceometer. However, this should be designed with target users in mind. It should have a user-friendly interface using appropriate formatting to disguise the spreadsheet plus tools such as cell protection to prevent the user changing anything other than the variables.

The examples given vary in complexity and are intended to get students thinking. They should be made aware that there is no extra credit for the use of complex spreadsheet tools and formulae for the sake of it.

We expect students to use information generated by the Danceometer to inform/justify their choice of searches and resulting playlists for the Dance o’Clock Pack. The Danceometer should also appeal to members of the target audience and help persuade them to take part in the event.

Students need to take account of the fact that a working version of the Danceometer will be emailed to prospective participants in the dance marathon. This working version must be included in the eportfolio.

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.



Section 4 The Publications

General

The publications required are the Danceometer and an invitation, sample playlists and a personalised sponsor form, plus an on-screen publication aimed at potential participants and sponsors.

Students should take careful note of the requirements for each publication 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 be clear that the publications have a common purpose - to make the Dance o'Clock event a success - but also remind themselves of the requirements of each one. The audience for the invitation and the Danceometer is young people who might be persuaded to take part in the sponsored dance marathon. The sponsor form is for participants as is the personalised playlist although this must also be suitable for use by the DJ. The audience for the Make a Catch publication is potential dancers and sponsors. Feedback from their test buddy and other representatives of the target audience should be sought and taken account of at every stage.

Danceometer

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.

Invitation

The invitation is an open-ended task. It will be emailed along with the Danceometer but it can be designed to be viewed onscreen (such as an html page) or in print. It needs to entice members of the target audience to try out the accompanying Danceometer and sign up for the event.

Play lists

Two play lists must be produced using the results of searches on the database. These searches should be based upon their own Danceometer results and those of their test buddy. The playlists can be produced using any appropriate software, ie they do not necessarily have to be database reports. The important thing is that the outcome is fit for purpose - the searches are appropriate and the results are presented clearly, including the information listed in the brief. Students should note that play lists must not exceed 15 minutes and that they may have to select some records from the search results to prepare the final lists. They may use any appropriate method to do this provided that the final lists are based on the results of the database searches.

For the eportfolio, the searches and results must be presented in an acceptable file format.

Sponsor form

Students should not underestimate the importance of this publication. They must, of course, ensure that it has all the necessary information and that it gathers appropriate data about sponsors. In addition, it must work as a printed publication and create a good impression when viewed by potential sponsors.

Make a Catch publication

This publication gives students a chance to be creative without demanding particularly complex skills. We are not expecting a complete multimedia experience! It should advertise the Dance o'Clock event and persuade students and sponsors to get involved.

The audience for this publication includes potential sponsors and students should be advised to keep this firmly in mind.

Students may use any suitable software to create the publication - for example: Moviemaker, Photostory.

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.

Students should aim to produce detailed commentaries contextualising the evidence. The publications should be the central focus of the eportfolio and students should aim to draw the moderator's attention to them from the outset.

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 which includes most, if not all, of the items that students should include. Additional items should only be added if these are necessary for assessment to be effective. Students are expected to remove redundant and duplicated work before submission.