Digi_Tales (Digital Story Telling)

The art of telling stories with any of a variety of available multimedia tools, including graphics, audio, video, animation, e-books and Web publishing

<p align="center">2009
Internal Assessment Resource</p>

Supports internal assessment for:

Achievement Standard 90620 (3.2)

Develop a one-off solution to address a client issue in information and communications technology
Credits: 8

And

Achievement Standard   90685 (3.7)
Demonstrate techniques in information and communication technology

Credits: 4

Subject Reference: Technology ICT Level 3

Internal assessment resource reference numbers:
3.2 & 3.7

 This achievement standard involves the formulation of a brief and the use of planning tools to develop and implement a one-off solution to address a client issue in the form of an interactive Digital Story.

The technological outcome will demonstrate techniques in information and communications technology to a high standard..

Student Notes:

At Level 3, students should be **demonstrating a strong focus on the critical analysis and evaluation of their own and others' practice.**

Evidence provided for assessment of Achievement Standard 3.2 should clearly **articulate the underpinning knowledge, skills, ethics, values and attitudes of all aspects of the student's overall technological practice.**

Accessing and assessing multiple viewpoints should be standard within the overall practice developed and planned by the students and influenced by such things as:

- Direct research [1] and indirect research [2]
- Idea generation
- Stakeholder feedback
- Feasibility explorations,
- Ongoing discussions and debates
- Application of technological knowledge and skills
- Evaluations
- Engagement with and analyse of similar practices
- Modifications
- Trials, mock-ups, models
- Trialling, constructing and developing prototypes

This is in keeping with the nature of *Technology in the New Zealand Curriculum* whereby a focus on holistic technological practice is encouraged.

The context of units developed to support achievement of Achievement Standard 3.2 must provide opportunity for students to **identify an appropriate client** with an issue that allows them to:

- develop a one-off solution; and
- demonstrate to the client (and other key and wider community stakeholders) the potential of the one-off solution to be fit for purpose through implementing it into the environment for which it was designed (or a simulated environment where the intended environment is not available).

The client issue should be authentic, enabling students to interact with real **stakeholders in their social and physical environment**.

Students should identify the **opportunities and constraints** on their technological practice based on their own social and physical environment.

Constraints and opportunities may include access to equipment, expertise (their own and that of expert technologists and/or stakeholders), materials, time and budgets.

Teachers should also discuss with students any additional constraints that the

learning environment may place upon student practice. This will help ensure that learning and assessment are manageable for both students and teachers.

Project management tools should be selected and developed by students to encourage planning, decision making and, allow informed projections for the next steps in their technological practice and ongoing resource management.

Teachers should emphasise that students **must show ongoing critical reflection**, **evaluation and modification** when they **document their planning**, and that any means of communicating this should be used as appropriate to the purpose, context, client needs, learning environment and the student's individual strengths.

Evidence relevant to the specific assessment criteria of the achievement standard may be generated at any stage of student practice. Teachers should ensure that students do not see the achievement criteria as steps to be completed in any particular order, or that having once documented them excludes revisiting the criteria in subsequent development work within their practice.

For example, prioritisation of key factors is ongoing and students therefore need to reflect on this throughout the development of the brief, particularly in terms of specification refinement/modification.

[1] *Direct research* - students undertake their own research using tools such as surveys, interviews, site investigations etc. Direct research is often used to establish stakeholder concerns and needs for the issue that students are aiming to resolve.

[2] *Indirect research* - students critically analyse and draw upon others' research using tools such as information found in libraries, text books, from Internet searches and provided from expert technologists, in order to inform their own technological practice.

Unit Outline – Digi_Tales
Design an interactive Digital Story.

Focus area:
Technology with a focus on ICT

Context/setting:

Everyone has a story to tell.

Technology now allows anyone to tell it in their own way.

Digital stories encompass the use of digital tools to create digital media including E_Books, Web Publishing, Video and Audio.

Standard allocated to this unit:
Achievement Standard 90620 (AS 3.2)
Develop a one-off solution to address a client issue

Credits: 8

And

Achievement Standard   90685 (3.7)
Demonstrate techniques in information and communications technology

Credits: 4

Resources Available
The students require access to:
▪ Specialist information technology resources such as MB2 and MB3 Computer Labs
▪ Digital Camera
▪ Digital Video Camera
▪ Scanner
▪ Microphone
▪ Specialist software resources such as the Macromedia Suite of web design software
▪ Research facilities – library, internet etc
▪ Access to local business people
▪ Resources on web design techniques

Conditions:
The assessment of this unit of work is based on an issue that is clearly client-based.

In all cases, Investigation of the problem would include the gathering of data, analysis and presentation of client needs.

• Students must work with a client other than themselves in designing the website.

- In their brief students must identify who the client is and how the issue affects that client.
- The logging of student/client (and other key and wider community stakeholders) interactions and reviews is an important aspect of this assessment.

Assessment details:

Evidence for assessment should be sufficient to meet the assessment criteria. This could include a portfolio, a log of activities, a storyboard, documentation and final solution demonstrated to the client, as deemed appropriate after consultation with the teacher.

You need to find a client who has an issue related to the context above. If you find a client with an issue that is not related you should discuss this with your teacher.

http://www.ebookapprentice.com/ideas/index.html

Time management:

You have 2 terms to spend developing a solution for your client's issue.

The first few weeks you will work on finding an appropriate client and stakeholders, discussing their needs, writing up your issue, writing up details about your client, researching your key factors, planning your time etc.

You should in these 2 terms:

- present evidence from your technological practice. The evidence should cover the whole project from the identification and exploration of the client issue through to the implementation of a one-off solution.

- Information about what you should document is provided in the assessment schedules at the end of this document. These schedules give the assessment criteria that will be used to judge your achievement.*)*

- This unit also provides you with the opportunity to demonstrate technological knowledge and skills that will provide evidence to support the award of AS3.7.

- The evidence that you will hand in to your teacher for assessment will be in a portfolio format. It will be a record of the technological practice you undertake to develop and implement a one-off solution. It should also show reasons or justification for what you do in developing a solution.

Hand in **all** evidence produced during your practice.

Your folio will be checked at specific dates along the way for the completion of the following tasks:

- T2 End of Week 3:
  Initial plan with stages allocating time and other resources specific to key milestones, key factors explained, client interviews/surveys

- T2 End of Week 5:
  Initial Brief written, planning revised at least once and design work started

- T3 End of Week 7:
  Design and development work, brief rewritten and planning revised and explained several times

Assessment Schedule: Technology 3.2: Digi_Tales
Develop and implement a one-off solution to address a client issue

The following tables have a list of main steps at the start followed by the relevant achievement standard criteria. The steps as listed are not necessarily the best order to work through but are to be used as a guide to ensure you are meeting the assessment criteria. Refer to your planning to set the order - but you must complete, by the end of your project, all the tasks listed in the tables below.

Stage One: Identify the client issue

Task	Evidence Required
Who is your client?	1) The student identifies a client (other than them self).
What is the client issue?	2) The student identifies an appropriate client issue. (An appropriate issue has a range of possible solutions.)
What exploration have you done of the client issue?	3) An exploration into the client issue is described. Can include such things as: a. Client's beliefs, values, attitudes etc b. Background to the issue.
Who (or what) are the stakeholders, (other than the client)?	4) The student identifies: a. Other key stakeholders b. Wider community stakeholders
What initial consultation have you had with the client and other stakeholders? What needs or opportunities did you identify?	5) The initial consultation is described, and the needs and opportunities identified for: a. The client b. Other key stakeholders c. Wider community stakeholders.

Stage Two: Project management

Task	Evidence required
What Initial planning did you do?	1) The initial planning shows: a. The key stages (manageable steps b. The milestones (outcomes and dates) c. The key resources (eg time, expertise, software, equipment etc.) d. Effective communication (eg means, ways, recording, regularity)
What changes and additions did you make to your additional planning	2) Any changes and additions **are justified** on an ongoing basis
How did your project management enable you to: (a) prevent the problems you anticipated (b) overcome actual problems (c) maximise opportunities	3) Describe how your project management was used to: a. Prevent anticipated problems b. Overcome actual problems c. Maximise opportunities

Stage Three: Key Factors

Task	Evidence required
Give a range of factors which you think are important to consider in order to ensure success	4) A range of key factors is identified covering the following areas: a. Societal b. Stakeholders c. Knowledge d. Resources
Why are these key factors important if you want to successfully solve the client issue	5) The influences (implications) for each of the key factors are identified
How do these factors influence or depend on each other?	6) The interactions (dependencies) between key factors are explained
What do you consider is the order of importance of these factors?	7) The key factors are prioritised, either singly or in groups
How did you decide this order	8) The order is justified appropriately

Stage Four: Design Brief

Task	Evidence required

What is your initial brief	1) The initial brief contains:
	   a. A conceptual statement describing the issue and proposed solution
	   b. Brief constraints at least one specification for each key factor

What changes did you make to your initial brief after consulting stakeholders?	2) Evidence of ongoing stakeholder consultation a. Evidence that the necessary changes have been made to the brief

What other changes did you make in order to reach your final brief and why?	3) The brief has been refined where necessary as a result of:
	   a. Research in to legal and ethical consideration, or
	   b. Research into other solutions and/or
	   c. Concept development and/or
	   d. Resource availability and/or
	   e. Relevant codes of practice

What is your final brief	4) The final brief presented has specification addressing the implications of the prioritised key factors

Stage Five: Development of your one off solution

Task	Evidence required
Present your final solution	1) The final solution is seen and it addresses the requirement of the brief

Show or describe the development of your solution	2) A clear process of development is shown or described. This includes:
	   a. Modelling of ideas
	   b. Ongoing stakeholder consultation
	   c. Ongoing research, evaluation and testing

Stage Six: Implementation of your one off solution

Task	Evidence required
How did you implement your solution	1) The solution is implemented and demonstrated to the **client** 2) The solution is implemented and demonstrated to the **key stakeholders** 3) The solution is implemented and demonstrated to **wider community** stakeholders

How did you show fitness for purpose?	4) The solution has been tested and evaluated by the client
	   a. The usability testing log provides evidence of ongoing and final testing by client and key and wider community stakeholders
	   b. Client and key and wider community stakeholder evaluation form provides evidence that solution is fit for the purpose
	   c. The tick box evaluation shows how the solution meets the design brief and specifications

Present your outcome	5) The outcome is of high quality and full fit for purpose. This means it meets all the brief requirements and the practices used complied with:
	   a. All the relevant codes of practice
	   b. All the legal requirements
	   c. The ethical and cultural ways of practicing

What exploration did you do into the viability of your solution	6) The viability is described and justified and addresses such things as:
	   a. The sustainability of the solution for its life cycle
	   b. The possible social and environmental impacts
	   c. The likely future demand
	   d. The availability of resources for its maintenance

Stage Seven:Explain the techniques used to create the solution

Task	Evidence required
What techniques did you use to make your outcome	1) Appropriate level 3 ICT techniques are evident in the technological outcome. 2) Outline of the combination of skills use 3) Screenshots as evidence of the skills used (A technique is a combination of skills carried out in a particular order for a particular purpose)

ICT 3.7 (AS90685v2) Assessment Schedule

Demonstrate techniques in ICT
Level 3   Credits 4   Version 2   Assessment internal

The student may demonstrate knowledge and understanding by either physically showing, verbally explaining, writing, sketching and drawing or submitting electronic evidence as appropriate to the assessment situation.

The student evidence for assessment may be provided in any order and at any stage during the student's technological practice.

Student Name:

Assessor:

Date completed:

Grade Awarded:
  N   A   M   E

Questions		Judgements for acceptable answers	Key evidence seen or heard	A	M	E
1 Identify the issue and outcome			(Assessor to complete for key evidence not included in the submitted student material)			
1a	What was the issue	1a	The student describes the issue they have identified		☐		
1b	Present your technological outcome/s	1b	The student presents their technological outcome/s		☐		
		1b	The outcome is of high quality and full fit for purpose. This means it meets all the brief requirements and the practices used complied with: 4) All the relevant codes of practice 5) All the legal requirements 6) The ethical and cultural ways of practicing				☐ ☐ ☐
2	**Techniques**				A	M	E
2a	What techniques have you use in making your outcome/s?	2a	• Appropriate level 3 ICT techniques are evident in the technological outcome. (A technique is a combination of skills carried out in a particular order for a particular purpose) • Student has outlined the combination of skills used and included screenshots as evidence	Teacher Observations:	☐		

					□		
		2a	• Appropriate level 3 COMPLEX ICT techniques are described or demonstrated in the outcome (A complex technique requires a combination of techniques carried out in a particular order for a particular purpose.) • Student has outlined the techniques used and justified why these techniques have been used. • The student has included screenshots as evidence of techniques applied		□ □ □	
			• A Combination of appropriate level 3 COMPLEX ICT Techniques are described or demonstrated in the outcome • Student has outlined the techniques used and justified why these techniques have been applied. • Student has included screenshots as evidence of techniques applied • Student has explained how these techniques have enhanced the outcome or enhanced their practice			□ □ □ □

2b	Describe how these techniques have been performed in keeping with relevant legal, ethical and moral responsibilities.	2b	Student has described how the techniques they have applied are in keeping with:
			
			    i. Legal responsibilities
			   ii. Ethical responsibilities
			  iii. Moral responsibilities
					□
					□
					□	

Technology 3.2 (AS90620v2) Assessment Schedule

Develop a one off solution to address a client issue   **Student name** _____   **Assessor** _____

Level 3   Credits 8   Version 2   Assessment internal

The student may demonstrate knowledge and understanding by either physically showing, verbally explaining, writing, sketching and drawing or submitting electronic evidence as appropriate to the assessment situation.

The student evidence for assessment may be provided in any order and at any stage during the student's technological practice to develop a one-off solution to address a client issue.

Date completed _____

Grade awarded   N   A   M   E

Questions	Judgements for acceptable answers	Key evidence seen or heard *(Assessor to complete for key evidence **not** included in the submitted student material)*	A	M	E
1 Identify the client issue					
1a Who is your client?	1a The student identifies a client (other than themself).		☐		
1b What is the client issue?	1b The student identifies an appropriate client issue. (An appropriate issue has a range of possible solutions.)		☐		
1c What exploration have you done of the client issue?	1c An exploration into the client issue is described. Can include such things as: i) Client's beliefs, values, attitudes etc ii) Background to the issue.		☐		
1d Who (or what) are the stakeholders, (other than the client)?	1d The student identifies: i) Other key stakeholders. ii) Wider community stakeholders.			☐	☐
1e What initial consultation have you had with the client and other stakeholders? What needs or opportunities did you identify?	1e The initial consultation is described, and the needs and opportunities identified for: i) The client. ii) Other key stakeholders. iii) Wider community stakeholders.		☐	☐	☐
2 Project management					
2a What initial planning did you do?	2a The initial planning shows: i) The key stages (manageable steps). ii) The milestones (outcomes and dates). iii) The key resources (eg time, expertise, software, equipment etc). iv) Effective communication (eg means, ways, recording, regularity).		☐		

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Questions	Judgements for acceptable answers	Key evidence seen or heard	A	M	E
		*(Assessor to complete for work **not** evidenced in the submitted student material)*			
2 Project management *(continued)*					
2b What changes and additions did you make to your initial planning?	2b Any changes and additions are justified on an ongoing basis.			☐	
2c How did your project management enable you to: i) Prevent the problems you anticipated? ii) Overcome actual problems? iii) Maximise opportunities?	2c Students describe how their project management was used to achieve: i and/or ii and/or iii.				☐
3 Develop a brief					
3a Give a range of factors which you think are important to consider in order to ensure success?	3a A range of key factors is identified covering the following areas: i) societal, ii) stakeholders, iii) knowledge, iv) resources.		☐		
3b Why are these factors important if you want to successfully solve the client issue?	3b The student identifies the influences (implications) for each of their key factors.		☐		
3c How do these factors influence or depend on each other?	3c The interactions (dependencies) between key factors are explained			☐	
3d What do you consider is the order of importance of these factors?	3d The key factors are prioritised, either singly or in groups.			☐	
3e How did you decide this order.	3e The order is justified appropriately.				☐
3f What is your initial brief?	3f The initial brief contains i) a conceptual statement describing the issue and proposed solution, ii) at least one specification for each key factor.		☐		
3g What changes did you make to your initial brief after consulting stakeholders?	3g Evidence of ongoing stakeholder consultation and that any necessary changes have been made to the brief.		☐		
3h What other changes did you make in order to reach your final brief, and why?	3h Evidence is given that the brief has been refined where necessary as a result of: i) research into legal and ethical considerations, or ii) research into other solutions, and/or iii) concept development, and/or iv) resource availability and/or v) relevant codes of practice.		☐		
3i What is your final brief?	3i The final brief is shown which clearly has specifications against which the final solution can be evaluated. The brief presented provides the opportunity to address the issue.		☐		
	3i The final brief presented has specifications addressing the implications of the prioritised key factors.			☐	

Questions	Judgements for acceptable answers	Key evidence seen or heard	A	M	E
4 Development of the one-off solution		*(Assessor to complete for key evidence **not** included in the submitted student material)*			
4a present your final solution?	4a The final solution is seen and it addresses the requirements of the brief.		☐		
4b Show or describe the development of your solution.	4b A clear process of development is shown or described. This includes: i) modelling of ideas. ii) ongoing stakeholder consultation. iii) ongoing research and evaluation.		☐		
5 Implementation of the one-off solution.					
5a How did you implement your solution?	5a The solution is implemented and demonstrated to the client.		☐		
	5a The solution is implemented and demonstrated to the key stakeholders.			☐	
	5a The solution is implemented and demonstrated to wider community stakeholders.				☐
5b How did you show fitness for purpose?	5b Evaluated with the client and the client feedback confirms the solution is fit for purpose.		☐		
	5b Evaluated with the other key stakeholders and their feedback confirms the solution is fit for purpose.			☐	
	5b Evaluated with the wider community and their feedback confirms the solution is fit for purpose				☐
5c What exploration did you do into the viability of your solution.	5c The viability is described/justified by addressing such things as: i) the sustainability of the solution for its life cycle. ii) the possible social and environmental impacts. iii) the likely future demand. iv) the availability of resources for its maintenance.				☐

Key Factors:

Societal Key Factors

Stakeholder Key Factors

Knowledge Key Factors

Resource Key Factors