2011-12 INFO2009 Coursework 2 Group Poster - specification

This is a group assignment. The task falls into a number of components as listed below.

All hand-ins are in electronic form although you are expected to produced/publish a resource collection, and print and present a poster summarising your work.

1 Identifying the members of your group.

All groups should be listed on the student wiki:

2 Produce a resource set

2.1 Each group is to design a set of resources which can be used to teach a chosen INFO2009 topic area selected from the list of topics outlined in Note A below.
This list is the same as that which you used to select items for assignment 1.

2.2 Each group will produce/publish your set of resources in either a single format (e.g. audio podcast, video podcast, web tutorial) or as a combined set of formats (e.g. web tutorial + multiple choice questions) selected from the list in Note B.

2.3 Your group will deposit your resource/set of resources into EdShare http://edshare.soton.ac.uk/
deadline 16:00 Week 10 Semester 1, i.e. Friday 9th December 2011

2.4 Ensure that the item(s) are identified with the course code INFO2009 and have an appropriate set of keywords.

2.5 Ensure that the EdShare resource is **editable** by other members of the university

3 Produce and present a group poster

3.2 Each team to produce a single group poster which describes/publicises the resource set which you have produced.

3.3 The poster contents will include at least each of the items specified in Note C below.

3.4 You will deposit your poster in EdShare, http://edshare.soton.ac.uk/
deadline 16:00 Week 11 Semester 1, i.e. Thursday 15th December 2011

3.5 Your team will present the poster at a poster pitch scheduled for week 11 of the teaching term (w/c 12th December, full details to be confirmed).

4 Produce an individual commentary

This will be submitted individually, and should be written individually. See Note D for file content specification.

INFO2009 Assignment 2 Note A: topic lists – NB indicative list

Legal awareness
child protection
libel and defamation
crime online/ cyber-security
pornography
++ many topics are listed under other headings

Personal ethics/Rights and Responsibilities
academic ethics
civic duty
censorship
freedom of speech
Defamation
whistleblowing
free speech
ethics
surveillance

Professionalism
Codes of conduct
professional bodies
professional practice
trades unions
security

Digital Contexts
open data
open source

Workplace contexts
code of conduct
Data Protection Act
computer crime
whistleblowing
good practice
plain English
employment rights and law
health and safety
industrial tribunals

Digital futures
Augmentation
Web 3.0

Digital Rights and Wrongs
copyright
copyleft
Creative commons
file sharing
Intellectual property
digital rights management
privacy

Equality
discrimination
accessibility
inclusivity

Criminal Practice
Fraud
hacking
green ICT

Global Responsibilities/civic Responsibilities
environment
digital divide
e government
globalisation
social enterprise
think global act local
responsibilities
freedom of information
outsourcing
public awareness of science

Technology Watch
e-commerce
globalisation

INFO2009 Assignment 2 Note B: resource types

Possible formats for the resources include but are not limited to:

- Audio /podcast
  (ideally with transcript or notes/guide)
- Video /podcast
  (ideally with transcript or notes/guide)
- Cartoons, animations
- Graphic novel style
- Stop frame animation
- Dramatised performance Sock puppet/cartoon, musical drama, musical parody
- Interactive Tutorial
- A set of Multiple Choice questions (typical questions with four possible answers)
- Set of lecture slides and accompanying text tutorial

INFO2009 Assignment 2 Note C: poster content specification

The poster dimensions should be no more than A0 size. Posters can be in Portrait or Landscape layout. Posters are submitted in PDF.

Each complete poster <u>must contain</u> the following information

1. A title in the form of A <resource type> on <topic area/s>
2. The sub title University of Southampton, ECS, INFO2009 Academic Year 11-12
3. An indication of your group number, name and the nature of your group (e.g. tutor group, mixed group)
4. A list of group members in alphabetic order by surname.
   4.1. This list identifies each author who has contributed to the compiled poster.
   4.2. The list is in the format <FirstName> <Surname>: <full ECS email address>.
   4.3. A new line will separate each set of group member details in the list.
5. The name and ECS ID for your tutor(s).
6. A photograph of your groups members, either individually as small headshots, or as a group photograph suitably labelled.
7. A list of keywords in the format Keywords: <keyword list> where each item in the list is separated by a comma.
8. The poster content will 'sell' the value of your resource and explain the rationale for the format(s) and approach you have chosen.
   8.1. It should act as an information and publicity device for the resource which you have produced.
   8.2. Content should follow the basic structure below
   Abstract, introduction, background, method, discussion, conclusion
   8.3. You should include an indication of where readers can find the resource you have produced. This will normally be the EdShare URI for the document, but you may also have published your resource elsewhere, in that case, include any other references in addition.
9. A list of references which you used in assembling the resource. This will be a simple list, laid out in Harvard format. If you cite the references in the text of your poster, cite them in Harvard format.
10. A footnote which identifies any members of the team who, for whatever reason, have not contributed to any part of the activities.

Deadline 16:00 Week 11 Semester 1, i.e. Thursday 15th December 2011

INFO2009 Assignment 2 Note D:
Individual commentary content specification

Each individual commentary will be in the form shown below:

Name: **Group Number:**
University of Southampton, ECS, INFO2009 Academic Year 2010-11.
ECS user id:
Student id number:
Resource title: A <resource type> on <topic area/s>
Resource URI: <the EdShare URI>
Group Members: <A list of your group members in alphabetic order by surname>

- Note: This list identifies each author who has contributed to the poster
- The list is in the format <FirstName> <Surname>: <full ECS email address>
- a new line will separate each set of group member details in the list
- A footnote identifies any members of the team who, for whatever reason, have not contributed to any part of the activities

A: Personal evaluation:

Task area	**Effort** 1(low)-5(high)	**Comment/notes** Please write a brief explanation/justification of the evaluation which you have made, providing evidence of the value of the mark you have selected
Leadership Planning,		
Researching resource		
Producing resource		
Producing Poster		
General Admin		
Other, specify		
Overall		

B: Observations:

1) What did you think your team did especially well?

2) Where was your team weakest?

3) What did you (personally) do especially well?

4) Where were you (personally) weakest?

5) If your team were to do the task again, what would you do differently?

6) If you were to do the task again, what would you do differently?

C: Group Evaluation:

Write a few lines explaining what degree classification do you think your team's work is worth, offering evidence

- First – (outstanding, excellent, very good) demonstrates excellent-good knowledge and understanding. I would use it myself
- Upper Second - (a solid product) demonstrates good knowledge but less understanding, I would use it but it might needs more development
- Lower Second - (close to the brief) some knowledge, but poor understanding, I might use it, but its not quite there.
- Third – (adequate/bare pass) patchy, does not demonstrate much knowledge or understanding, It needs more work to be useful

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Mark Scheme

Learning Outcomes

1. Knowledge and Understanding the deeper issues associate with one or more selected topics identified from within the identified themes
2. Intellectual Skills: Develop the ability to identify, access and critically review appropriate and relevant literature drawn from academic, technical, legal, professional business sources
3. General Transferable (key) Skills: Develop an understanding of individual approaches to independent learning, incorporating personal preferences, strengths and weaknesses.
4. General Transferable (key) Skills: Communicate effectively in written or oral formats, using appropriate style and voice.
5. General Transferable (key) Skills: In written communications make appropriate and effective use of layout and referencing conventions

Poster/References/Resources Marking Scheme (75% of final total)
Marking Scheme

Criterion	Description	Outcomes	Marks
meets the spec	Poster 'sells' the resource or artefact, specificed contents included, deposited in EdShare	4	5
selection of items	Appropriate for the chosen theme	1,2	5
poster: technical knowledge	Demonstrates the quality, value and relevance of the resource	1,2	25
poster: critical evaluation	Helps the reader understand the context of the resource	1,2	20
poster: clear communication	Visually attractive layout which meets specification. Information mixes text and graphics (appropriate diagrams or illustrations)	4	20
resource/artefact: approach	Clear description of the approach taken and argument for its effectiveness	5	20
references	References appear relevant and useful and adhere to Harvard citation styles as specified	5	5

Commentary Marking Scheme 25%

Criterion	Description	Outcomes	Marks
A: Personal Evaluation	Objective personal evaluation which matches the commentary notes	3,4	40
B: Observations	Constructive and critical appraisal of the activity which communicates the sense of a realistic evaluation.	3,4	30
C: Group Evaluation	Clear description of the approach taken and their effectiveness	3,4	30