MMOSCG

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| Weeks 41 to 42 | Duration: 2 weeks | This fulfills two obligatory assignments. |

TEAM MEMBERS:

HTML TEAM:

**HTML LEADER: Batman**

**HTML = Fikret**

**HTML = Pham**

**HTML = Henry**

**HTML = Isabella**

**HTML = Batman**

**CSS TEAM:**

**CSS LEADER = Christian**

**CSS = Mergim**

**CSS = Simen**

**CSS = Christian**

**CSS = Fanny**

**CSS = Momcilo**

# **Description**

In this assignment you will have team up in groups of ten, and solve a business case that the TA will issue. You will have to select a group leader and divide yourself into two teams. In the first week you will need a CSS designer team and a content developer team (to create the HTML and content of the website). In the second week you will have two production teams, one for accessibility and testing and the other in charge of user experience. At the end of week two, all groups will briefly present their work to the class.

# **Check-list:**

1. Find a group, containing 10 students.

2. Decide who is going to be the group leader.

3. Divide yourself into teams.

4. Submit the URL on Fronter.

5. Good luck!

# **Business Case**

Your business has been invited by the Norwegian government to submit a proposal for a mobile app. You’ve been tasked with the job of creating a website for the app. The details and background of the invitation are as follows:

The Syrian conflict is disrupting the education of millions of children, in addition to threatening their physical safety and psychosocial wellbeing. According to the 2015 Save the Children report, “The Cost of War. Calculating the impact of the collapse of Syria’s education system on Syria’s future”, approximately 2.8 million Syrian children are not receiving any form of education inside Syria and across the region. Literacy rates were at 95% for 15-24 year-olds prior to the start of the conflict, but Syria now has one of the lowest school enrolment rates in the world.

Achieving reading and writing fluency (literacy) is foundational for lifelong learning, and therefore a particularly important skill for all children to acquire. Being literate in the language one uses at home also makes it easier to learn second languages and hence facilitates the integration into host-country education systems.

However, Syrian children both inside and outside of school are living under the extreme stress of a protracted conflict. Elevated and prolonged stress levels can impede brain development and cause learning challenges, memory problems and emotional regulation difficulties. Given that psychosocial wellbeing is so fundamental for the ability to learn, many of the ongoing non-formal educational programmes targeting children from areas affected by humanitarian crises and protracted conflict include fun, play and stress relief approaches as an integral part of their overall learning efforts.

The rationale behind this multi-phased competition is that the high level of smartphone ownership among Syrians makes a digital approach a scalable option for reaching as many out-of-school children as possible with a learning supplement that can potentially help build their literacy skills and enhance their psychosocial wellbeing.

The project seeks to supplement existing formal and non-formal education programmes and clinical psychosocial support interventions for Syrian children with an engaging smartphone application (game) which is primarily intended for household use.