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# Team Redback

## Roles and Responsibilities

Roles	Product Owner	Scrum Master	Front-end Developer	Back-end Developer 1	Back-end Developer 2
Name	Jiayi Li	Yiqing Ding	Zuguang Tong	JIAFU ZHANG	HaoRun Yang

## Quick Links Navigation

Team [Github](#)

Team [Jira](#) (Login: Unimelb Account)

| Project Details

| Development (Sprint 2 & 3)

- Deployment
- Development Plan (Sprint 2)
- Development Plan (Sprint 3)

| Deliverables (Sprint 4)

| Quality Assurance

| Documentation

# I Project Details

## Client

Dr. James Marshall

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Email: [jgmarshall@swin.edu.au](mailto:jgmarshall@swin.edu.au)

Zoom: <https://zoom.us/j/2464880570>

Zoom: Passcode: 1234

## Project Description

The project is led by an academic researcher working at the Swinburn University of Technology. The concept of the project is to deliver STEM learning materials to children over the world in an interesting and fun way that could consistently attract students to keep learning the knowledge and interacting with the online content.

There are two existing parts of Science Island currently in operation, Game and Teacher Portal. We are required to develop some new functionalities on the basis of the Teacher Portal which is a student management system mainly focusing on user registration, group formation, and assignment management including creating and tracking.

A new curriculum mapping system

The new set of requirements from the client involves developing a new system separately from the Teacher Portal. A limited group of people, such as an experienced teacher or a curriculum design professional, are enabled to map the activities (quiz, book, song, animation, game, etc.) of each teaching topic of Science Island to the Australian F-10 Curriculum in this system. After the mapping results are completed, students' parents, or other teacher users, could see their achievements within the Australian Curriculum framework in the Teacher Portal after completing those activities.

Assignment section extension in Teacher Portal

A functional extension in the Assignment section in the Teach Portal has also been briefed, asking us to integrate the Assignment section with the mapping results from the mapping system. The users of the Teacher Portal should directly see the results when creating assignments by choosing/filtering the activities.

More details are in [Project Specification](#)

## In-Scope Features

### *New Curriculum Mapping System*

- A login mechanism enables the authorized people to have the access of the system
- A new view/section enables the user to have a bird's view of all activities
- A mapping section to assign each category of the Australian F-10 Curriculum, such as Subject, Strand, Substrand, Code, Year Level, etc. to the corresponding activities
- The mapping process should comply with the Australian F-10 Curriculum structure
- One activity should be assigned to multiple categories (tags) of the same hierarchical level of the Australian F-10 Curriculum structure
- A mapped activity section for the user to browse all the activities that have been mapped
- An unmapped activity section for the user to browse all the activities that have not been mapped
- The system should be able to be connected back to the Teacher Portal

### *Assignment Section in Teacher Portal*

- A new or several filtering functions based on the Australian F-10 Curriculum should be created
- The user should see all the Australian F-10 Curriculum tags on each activity when creating an assignment

## Out-Scope Features

### *New Curriculum Mapping System*

- The international curriculum (International Baccalaureate, Chinese, USA, UK) mapping should be considered in this system in the future, whereas the Australian Curriculum mapping is the main focus at the moment.

## Constraint

- Australian F-10 Curriculum website API
  - There is machine-readable content from the Australian Curriculum website for developers to crawl data. However, it's not a dynamic API. A timer has been set at the backend to detect and update any newer data to our system at 1 am every month.

## Technical Stacks

- Front-ended: React + TypeScript
- Back-ended: Go Gin
- Database: AWS RDS + MySQL

# I Project Plan

- Further tasks breakdown is contingent on the development situation
- Size estimation and priority rules are the same as the [User Story](#)

Sprint	Start	End	Requirements to Develop	Technology to Use	Infrastructure to Deploy	Size Estimation	Priority	Notes
1	March 16th	March 29th	• Project Overview • Research Report	• Confluence • Jira & Github • Powerpoint	N/A	N/A	N/A	
			• Who-Do-Be-Feel List • Motivational Model	• Miro				
			• User Stories	• Confluence • Powerpoint				
			• Personas	• UXPRESS IA				
			• Prototype	• Figma				
			• Document Sharing	• Google Drive • Dropbox				
2	March 29th	May 2st	• Refining UI design	• Figma	N/A	Large	Must Have	• Confirm with the client continuously
			• Previous team code review	• Github		Medium	Must Have	
			• Developing System Login Interface	• TypeScript + React • Go	Azure - for our own mockup and testing use, will deploy to AWS server at the end of the project	Medium	Must Have	• Need further tasks breakdown
			• Developing "Activities" overview section			Large	Must Have	• Need further tasks breakdown • AWS database setup (potential meeting with the AWS setter)
			• Developing curriculum "Mapping" section			Large	Must Have	• Need further task breakdown • Australian Curriculum Database API • Reserve position for future developers for the international curriculum mapping
3	May 2nd	May 30th	• Developing "Mapped Activities" section	• TypeScript + React • Go	Azure - for our own mockup and testing use, will deploy to AWS server at the end of the project	Medium	Must Have	• Need further tasks breakdown
			• Developing "Unmapped Activities" section			Medium	Must Have	• Need further tasks breakdown
			• Creating new filtering /sorting windows in the "Assignment" section			Medium	Must Have	• Need further tasks breakdown • Based on newly-mapped the Australian Curriculum

			<ul style="list-style-type: none"> <li>Display newly-built tags on all activities in the "Assignment" section</li> </ul>		Medium	Must Have	<ul style="list-style-type: none"> <li>Need further tasks breakdown</li> </ul>
4	May 30th	Jun 13th	<ul style="list-style-type: none"> <li>Product Delivery</li> <li>Project Handover</li> </ul>	<ul style="list-style-type: none"> <li>Confluence</li> <li>Jira</li> <li>Github</li> <li>Microsoft Office</li> </ul>	N/A	N/A	<ul style="list-style-type: none"> <li>Handover Guide</li> <li>Github tag release</li> <li>Zip file of all documents</li> <li>Presentation slides</li> </ul>

# I Inception (Sprint 1)

## Quick Guide

Requirements	Inclusions	
Research & Report	CMU Mapping Tool	-
	UNSW Mapping Tool	-
	Other Prototype References	-
	Mapping Logic	Australian F-10 Curriculum Structure How to Map
User Story	-	-
Persona	-	-
Motivational Model	-	-
Prototype	-	-

# Research & Report

The slides below were presented on 23 Mar 2022

Check the Google slides for [download](#)

## PDF Version



COMP90082 Rese...rch Report.pdf

## Slides Version



COMP90082 Rese...rch Report.pdf

## Quick Guide

[CMU Mapping Tool](#)

[UNSW Mapping Tool](#)

[Other Prototype References](#)

[Mapping Logic](#)

# CMU Mapping Tool

## Analysis

The following tool is derived from Carnegie Mellon University. They designed the first column as Program Outcome, for example the learning outcome of Generic Policy Program. The first row represents the Course Name. The rows are alternating by blue and white every three rows for mapping each intersection that the Program Outcome is achieved by a specific course. They require students to obtain one of the three levels of knowledge/skills cultivated by a particular course and assess them by different instructional and assessment activities.

However, we don't have any mapping of a course to a government-set educational curriculum framework in this tool. Even though some academic standards and corresponding activities are reflected, they are in essence mapped to an institution-set Program Outcome, not to an official educational course framework set by the government.

**CMU Mapping Tool**

Please see completion instructions A through E below (row 1).		Course 1	Course 2	Course 3	Course 4	Course 5	Course 6	E. Indirect Measures
Program outcome 1	A. Insert units							
	B. Insert "I," "A" or "M."							
	C. Insert instructional activities							
	D. Insert potential assessments							
	E. Indirect Measures							
Program outcome 2	B. Insert "I," "A" or "M."							
	C. Insert instructional activities							
	D. Insert potential assessments							
	E. Indirect Measures							
	i.e. case-study, project, debate, group work, lab, lecture, presentation, essay exam etc..							
Learning outcome (achieved by SC activities)	i.e. case-study, project, debate, group work, lab, lecture, presentation, essay exam etc..							
	I: Introductory							
	A: Advanced							
	M: Mastery							
	E. Indirect Measures							
Program outcome 4	A. Insert units							
	B. Insert "I," "A" or "M."							
	C. Insert instructional activities							
	D. Insert potential assessments							
	E. Indirect Measures							
Program outcome 5	B. Insert "I," "A" or "M."							
	C. Insert instructional activities							
	D. Insert potential assessments							
	E. Indirect Measures							
	i.e. case-study, project, debate, group work, lab, lecture, presentation, essay exam etc..							

Source: Carnegie Mellon University, "Curriculum Mapping Tool - Eberty Center - Carnegie Mellon University" Cmu.edu, 2021.  
<https://www.cmu.edu/teaching/assessment/assessprogram/tools/Curriculum%20Mapping%20Tool.html>

**CMU Mapping Tool**

Generic Public Policy Program		More-economics	Public Finance	Public Policy	International & Global Policy	Public Management	Data Analysis	Thesis Project	E. Indirect Measures
Program Outcomes	A. Insert units	9	12	12	12	12	12	24	
	B. Insert "I," "A" or "M"								
	C. Insert instructional activities								
	D. Insert potential assessments								
	E. Indirect Measures								
Describe organizational and bureaucratic structures involved in policy development	A. Insert units								
	B. Insert "I," "A" or "M"								
	C. Insert instructional activities								
	D. Insert potential assessments								
	E. Indirect Measures								
Use knowledge and abilities to solve a problem in any context	A. Insert units								
	B. Insert "I," "A" or "M"								
	C. Insert instructional activities								
	D. Insert potential assessments								
	E. Indirect Measures								
Develop effectively defensible solutions to issues	A. Insert units								
	B. Insert "I," "A" or "M"								
	C. Insert instructional activities								
	D. Insert potential assessments								
	E. Indirect Measures								
Formulate strategies to implement new policies	A. Insert units								
	B. Insert "I," "A" or "M"								
	C. Insert instructional activities								
	D. Insert potential assessments								
	E. Indirect Measures								
Effectively communicate ideas orally and in writing	A. Insert units								
	B. Insert "I," "A" or "M"								
	C. Insert instructional activities								
	D. Insert potential assessments								
	E. Indirect Measures								
Work effectively as a member of a team	A. Insert units								
	B. Insert "I," "A" or "M"								
	C. Insert instructional activities								
	D. Insert potential assessments								
	E. Indirect Measures								

Source: Carnegie Mellon University, "Curriculum Mapping Tool - Eberty Center - Carnegie Mellon University" Cmu.edu, 2021.  
<https://www.cmu.edu/teaching/assessment/assessprogram/tools/Curriculum%20Mapping%20Tool.html>

INSTRUCTIONS				
A. Insert course and program outcomes [link for samples]	B. Insert expected knowledge or skill level of each course	C. Insert instructional activities used in courses	D. Insert how the outcome is assessed in the course	E. Map indirect measures
<p>1. Insert program outcomes in the rows labeled "Program outcome #." Insert additional rows if needed.</p> <p>2. Insert an <b>abbreviated course name, number, and units</b> in labeled columns. Insert additional columns if needed.</p> <p>It is helpful to insert course information in the <b>sequence</b> in which they are typically taught.</p>	<p>1. Request that faculty teaching each course listed in the columns to determine which, if any, of the <b>program outcomes are addressed and/or assessed</b> in their course.</p> <p>2. Ask those same faculty members (from B.1.) to identify whether students-after taking the course-are expected to demonstrate <b>Introductory</b> knowledge or skill (e.g., recall or explain facts, concepts), <b>advanced</b> knowledge or skill (e.g., apply a procedure or analyze how parts relate to or contrast from one another), or <b>mastery</b> (e.g., evaluate or make judgments based on criteria; create a novel approach, product, or artifact).</p> <p>Insert an "I" for introductory, an "A" for advanced, or an "M" for mastery into the cell to represent each faculty member's determination.</p>	<p>1. <b>Instructional activities</b> occurring in and out of class <b>reinforce</b> learning objectives and <b>prepare</b> students for assessments. Request that faculty teaching each course list the <b>instructional activities</b> for each course.</p> <p>Frequently used instructional activities are listed below. (This list is not all-inclusive; faculty should insert any activities not found in this list.)</p> <ul style="list-style-type: none"> <li>-case study</li> <li>-client project</li> <li>-debate</li> <li>-discussion</li> <li>-exhibition of work</li> <li>-group work</li> <li>-lab</li> <li>-lecture (e.g., by faculty, guests)</li> <li>-oral presentation</li> <li>-performance</li> <li>-public review</li> <li>-recitation</li> <li>-service learning</li> <li>-studio</li> <li>-thesis</li> <li>-written work</li> </ul>	<p>1. Request that faculty teaching each course state <b>how student knowledge or skill is assessed</b> in their course, as aligned with the program-level outcomes.</p> <p>2. <b>Insert potential assessment methods</b> into the appropriate cells.</p> <p>Frequently used assessments are listed below. (This list is not all-inclusive; faculty should insert any activities not found in this list.)</p> <ul style="list-style-type: none"> <li>-case study</li> <li>-client project</li> <li>-debate</li> <li>-exam</li> <li>-group work</li> <li>-lab</li> <li>-oral presentation</li> <li>-performance</li> <li>-problem sets</li> <li>-public review</li> <li>-service learning</li> <li>-studio</li> <li>-written work</li> </ul>	<p><b>Indirect measures</b> ask students to reflect upon and report their <b>perceptions</b> of their gains in knowledge, skills, etc.</p> <p>Indirect measures may also ask others, e.g., employers, graduate school faculty, to infer and report their <b>perceptions</b> of student knowledge, skills, etc.</p> <p>Examples of indirect measures include graduating senior exit surveys, alumni surveys, graduate school surveys, and employer surveys.</p> <p>If the program or department conducts surveys or focus groups with students, alumni, employers, etc., place an "x" in the cell(s) in which a part or all of the survey's (or focus group's) findings may align with a program-level outcome(s).</p>

## Conclusion

Therefore, the tool may not be suitable for us. We have to continue searching for new tool references.

## Reference

[1] Carnegie Mellon University, "Curriculum Mapping Tool - Eberly Center - Carnegie Mellon University," [Cmu.edu](https://www.cmu.edu/teaching/assessment/assessprogram/tools/Curriculum%20Mapping%20Tool.html), 2021. <https://www.cmu.edu/teaching/assessment/assessprogram/tools/Curriculum%20Mapping%20Tool.html>.

# UNSW Mapping Tool

## Analysis

The UNSW tool seems more reasonable for us. This tool is set by the University of New South Wales, mapping their degree program to the Australian Qualification Framework (AQF). The following example shows what capability a Bachelor of Arts student should gain matched with the corresponding ability set by AQF which is an educational qualification standard administrated by the Australian government. In our case, the activities (quiz, book, song, animation, game, etc.) that we have could be deemed to take up the position of the degree program, meanwhile replacing the first row of AQF with the Australian F-10 Curriculum. Then the capability fostered by our teaching content/activities could be mapped to the Australian Curriculum in the following way.

The screenshot shows a grid-based curriculum mapping tool. The columns represent different levels of the Australian Qualification Framework (AQF) and the Australian Curriculum (AC). The rows represent learning outcomes and activities. A red box highlights the 'AQF - Specifications' column, and another red box highlights the 'SC Activities' column. Arrows point from the highlighted columns to the respective sections of the grid.

UNSW Mapping Tool		Australian Qualification Framework (Australian F-10 Curriculum)			
Bachelor of Arts Program/Stream Learning Outcomes	AQF - Specifications	Knowledge Graduates of a Bachelor Degree will demonstrate a broad and coherent body of knowledge and understanding of key concepts and principles in one or more disciplines as a basis for independent thinking and learning	Skills Graduates of a Bachelor Degree will demonstrate cognitive skills to review and analyse information and ideas, draw conclusions and synthesize new knowledge	Application of Knowledge and Skills Graduates of a Bachelor Degree will demonstrate the application of knowledge and skills in solving problems with intellectual independence	Application of Knowledge and Skills Graduates of a Bachelor Degree will demonstrate the application of knowledge and skills in solving problems with intellectual independence
Knowledge Graduates of a Bachelor of Arts Degree will be able to:		X			
Skills Graduates of a Bachelor of Arts Degree will be able to:		X			
Skills Graduates of a Bachelor of Arts Degree will be able to:	SC Activities	X X X	X		
Skills Graduates of a Bachelor of Arts Degree will be able to:		X X X X		X X X	
Skills Graduates of a Bachelor of Arts Degree will be able to:				X X X	
Application of Knowledge and Skills Graduates of a Bachelor of Arts Degree will be able to:				X X X	X

Source: UNSW 'Curriculum Mapping | UNSW Teaching Staff Gateway' [www.teaching.unsw.edu.au](http://www.teaching.unsw.edu.au) <https://www.teaching.unsw.edu.au/curriculum-mapping>

## Conclusion

The tool has inspired us to design our own prototype.

## Reference

[1] University of New South Wales, "Curriculum Mapping | UNSW Teaching Staff Gateway," [www.teaching.unsw.edu.au](http://www.teaching.unsw.edu.au). <https://www.teaching.unsw.edu.au/curriculum-mapping>.

# Other Prototype References

## Coursetune

Mapping the course from the highest hierarchical outline sitting nearest to the center to the lower hierarchical outline located gradually away.

The screenshot shows a circular hierarchy map with nodes represented by circles of varying sizes. Four categories are highlighted with green boxes and red circles:

- Fully mapped**: Nodes closest to the center.
- Half mapped**: Nodes in the middle ring.
- Unmapped**: Nodes in the outer ring.
- Whole courses (Activities) view**: A button at the bottom right.

A vertical sidebar on the right lists "Essential" items, with "Essential I" checked and "Essential II" highlighted in blue. A description box for "Outcome Title: Essential II" is visible.

Source: M. Andersen, "coursetune," Coursetune, 2019. <https://coursetune.com/>

The screenshot shows a radial hierarchy map with three main levels. Three categories are highlighted with green boxes and red circles:

- Strand**: The innermost circle.
- Subject**: The middle circle.
- Gradient descend**: The outermost circle.

A vertical sidebar on the right lists "Mappings" and "C2 Essential Employability Qualities". A description box for "OS Title: 02. Essential Employability Qualities" is visible.

Source: M. Andersen, "coursetune," Coursetune, 2019. <https://coursetune.com/>

## Chalk

The screenshot shows a curriculum mapping interface for "Grade 3 - Math". The left sidebar lists "Standards Coverage" and "FILTER STANDARDS BY" options like "Covered Only" and "All Units". The main area displays two sections of the "National Common Core State Standards - Grade 3 - Mathematics".

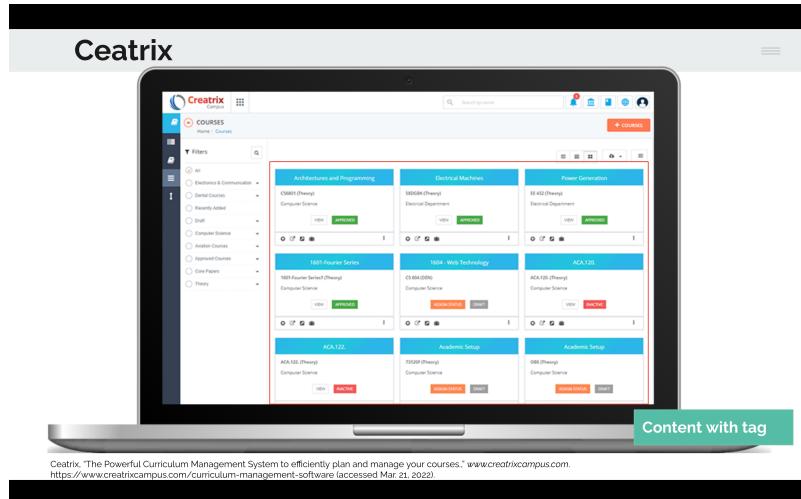
**CCSS.Math.Content .3.OA.A**: Represent and solve problems involving multiplication and division.  
30 / 48 Covered  
Content with tag

**CCSS.Math.Content .3.OA.B**: Understand properties of multiplication and the relationship between multiplication and division.  
30 / 48 Covered  
Content with tag

Checkboxes next to unit names indicate coverage status.

Chalk, "Curriculum Mapping and Lesson Planning Software," Chalk, Jun. 16, 2021. <https://www.chalk.com/schools/> (accessed Mar. 21, 2022)

# Ceatrix



## References

- [1] M. Andersen, "coursetune," *CourseTune*, 2019. <https://coursetune.com/>.
- [2] Chalk, "Curriculum Mapping and Lesson Planning Software," *Chalk*, Jun. 16, 2021. <https://www.chalk.com/schools/> (accessed Mar. 21, 2022).
- [3] Ceatrix, "The Powerful Curriculum Management System to efficiently plan and manage your courses.," [www.ceatrixcampus.com](http://www.ceatrixcampus.com). <https://www.ceatrixcampus.com/curriculum-management-software> (accessed Mar. 21, 2022).

# **Mapping Logic**

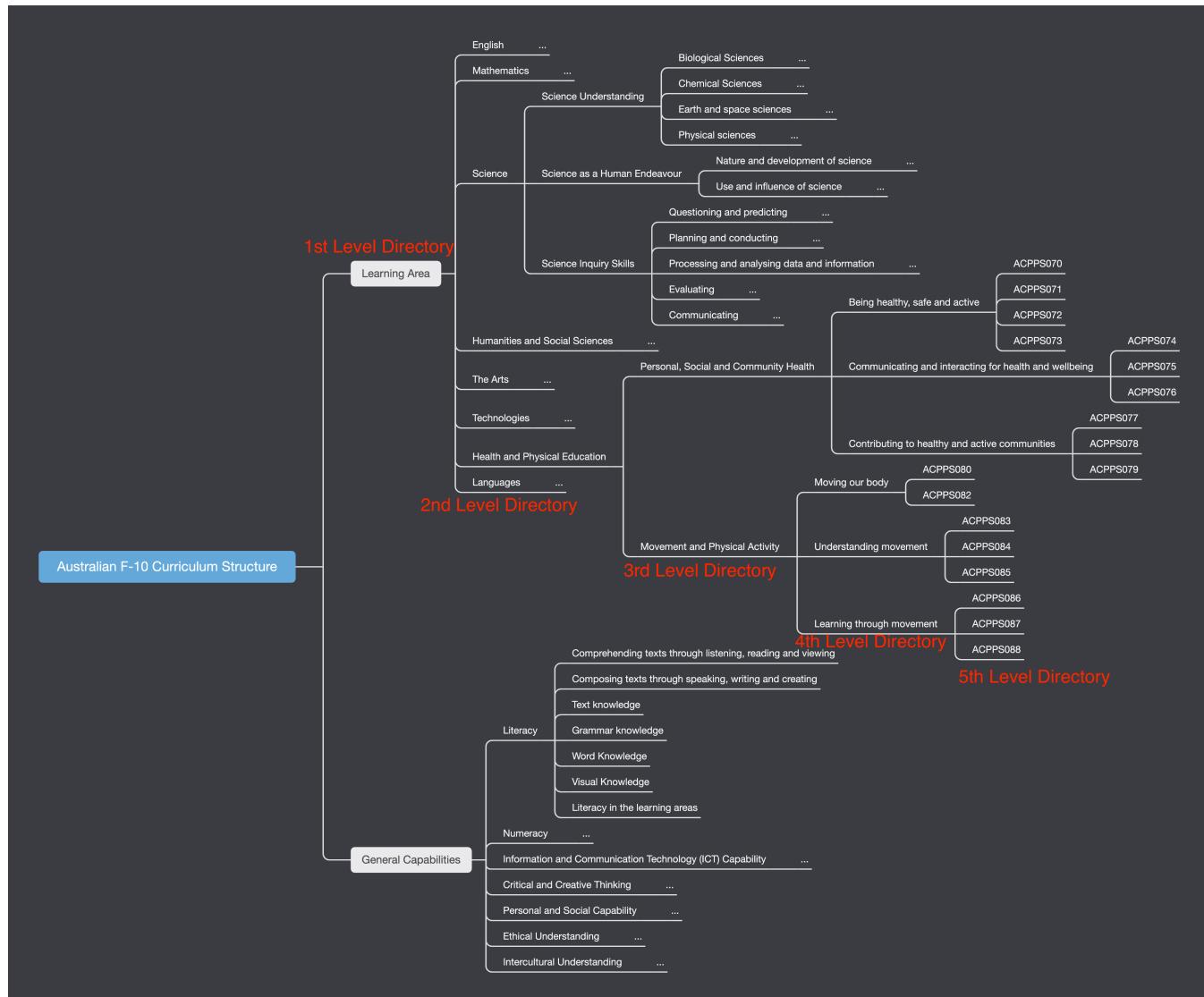
## Quick Guide

[Australian F-10 Curriculum Structure](#)

[How to Map](#)

# Australian F-10 Curriculum Structure

The following structure is not complete since the entire directories are huge. But the hierarchy (Directory Level) applies to all curricula.



# How to Map

The 1st Level Directory should be "Learning Areas" and "General Capabilities"

Since the [detailed web page](#) of each "Learning Area" is only associated with "General Capabilities", we currently only consider these two categories as our 1st Level Directory.

The screenshot shows the Australian F-10 Curriculum Structure website. At the top right is the acara logo. A green callout box on the left says "Only general capabilities shown in the detail page". A red box highlights the "Learning areas" and "General capabilities" sections. A green arrow points from the "General capabilities" section to the "Cross-curriculum priorities" section. The "General capabilities" section lists Numeracy and Critical and creative thinking. The "Cross-curriculum priorities" section lists Water resources, Human settlements, Aboriginal and Torres Strait Islander Histories and Cultures, Asia and Australia's Engagement with Asia, and Sustainability. There is also a "Filter" section at the bottom.

Learning areas	General capabilities	Cross-curriculum priorities
➤ Overview	➤ Overview	➤ Overview
➤ English	➤ Literacy	➤ Aboriginal and Torres Strait Islander Histories and Cultures
➤ Mathematics	➤ Numeracy	➤ Asia and Australia's Engagement with Asia
➤ Science	➤ Information and Communication Technology (ICT) Capability	➤ Sustainability
➤ Humanities and Social Sciences	➤ Critical and Creative Thinking	
➤ The Arts	➤ Personal and Social Capability	
➤ Technologies	➤ Ethical Understanding	
➤ Health and Physical Education	➤ Intercultural Understanding	
➤ Languages		

## "Get Well Soon" Example

The following example shows, this activity should be mapped to "Health and Physical Education", "Personal, Social and Community Health", "Communicating and interacting for health and wellbeing", "ACPPS076" as its Australian F-10 Curriculum tags.

Meanwhile, "Science" should also be tagged when going through the 2nd Level Directory "Subject", "Being healthy, safe and active" should be tagged as well when the user was at 3rd Level Directory "Substrand", and so on.

# Australian F-10 Curriculum Structure (AC)

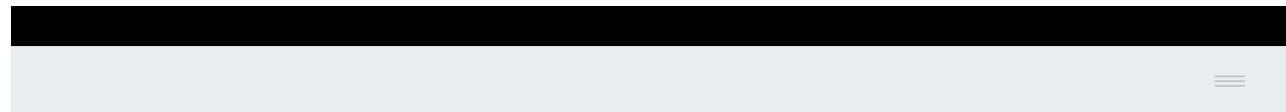
The screenshot shows a user interface for mapping educational resources. On the left, there's a sidebar with a 'Get Well Soon' game from Elixir Institute. The main area has sections for 'Source' (game) and 'Year Level' (Grade 4,5,6). A red arrow points from the 'Source' section to a 'Learning Area' box on the curriculum map. The curriculum map itself is organized by Subject (e.g., English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies), Strand (e.g., Science Understanding, Science Inquiry Skills, Personal, Social and Community Health), Substrand (e.g., Nature and development of science, Use and influence of science, Being healthy, safe and active), and Code (e.g., ACPPS070, ACPPS071, ACPPS072, ACPPS073, ACPPS074, ACPPS075, ACPPS076, ACPPS077, ACPPS078, ACPPS079). The 'Health and Physical Education' strand is highlighted with a red box. The 'Personal, Social and Community Health' substrand is also highlighted. Arrows indicate the mapping from the source game to these specific curriculum components.

When the user encounters "General Capabilities", the same rules apply.

This screenshot shows the same interface as above, but with a different focus. A red arrow points from the 'Source' section (game from Elixir Institute) to a 'General Capabilities' box on the curriculum map. The curriculum map includes the 'Australian F-10 Curriculum Structure' header and various subjects like English, Mathematics, and Science. The 'General Capabilities' section is highlighted with a red box, showing its relationship to Literacy, Numeracy, and other cross-curricular capabilities. The 'Visual Knowledge' sub-capability is specifically highlighted with a red box, indicating it is a key component of the mapped game resource.

## Constraint

[See Project Details](#)



### Australian F-10 Curriculum Structure



If we can get the API of AC website, the mapping can be automatically updated if some changes happened on the website side.

Otherwise the database is static. Once the website has been updated, the structure in our database would be updated manually

# User Story

## Analysis of Requirements

Project Details: In-Scope & Out-Scope Features

### User Stories

Epic	User Story ID	As (Role)	I want to (Goal)	So that (Benefit)	Size Estimation	Priority	Justification
Mapping	MAP01	Teacher /Admin	Login the system	I can access the system	Medium	Should Have	<ul style="list-style-type: none"> <li>UI design has to be confirmed</li> <li>Frontend coding required</li> <li>User information should be stored in the database</li> <li>Although the client didn't specifically describe this requirement, this feature should be there as the system starter</li> <li>Only a small group of educational experts who are authorized can use this system</li> <li>Login is a necessary step as the proof of their access</li> </ul>
	MAP02	Teacher /Admin	See all SI activities on one page	I can have an overview of all activities	Large	Must Have	<ul style="list-style-type: none"> <li>The requirement needs AWS database setup to get the activity pictures as assets, which may consume a few days on the client side</li> <li>Once the setup is done, our backend developers should be able to extract all the data to the frontend</li> <li>Frontend development needs UI design and large amount of coding</li> </ul>
	MAP03	Teacher /Admin	Select one of the activities	I can map that activity to the corresponding curriculum	Small	Must Have	<ul style="list-style-type: none"> <li>MAP02 MAP03</li> </ul>
	MAP04	Teacher /Admin	Map the activity based on the curriculum structure	I can map the activity in a hierarchical way and find the curriculum code	Large	Must Have	<ul style="list-style-type: none"> <li>The task requires the Australian Curriculum website API check</li> <li>At the backend, the Australian Curriculum structure should be extracted</li> <li>Requires detailed UI design which should be confirmed by the client since this is the <b>main function</b> the client required to do</li> <li>Development process involves large coding and the cooperation between frontend and backend</li> </ul>
	MAP05	Teacher /Admin	Map one activity to multiple tags of the same hierarchical level	I can have the mapping satisfy multiple learning areas, general capabilities, codes, and so on	Medium -Large	Must Have	<ul style="list-style-type: none"> <li>MAP04 MAP05</li> <li>Frontend development starts based on the confirmed UI design which may demand a large coding process</li> </ul>
	MAP06	Teacher /Admin	Map the activity with each possible category defined in AC	There is no missing tag for this particular activity	Small	Must Have	<ul style="list-style-type: none"> <li>This is a sub-requirement following the above two user stories</li> </ul>
	MAP07	Teacher /Admin	Have two separate sections showing mapped and unmapped activities	I can understand which activity has or has not been mapped	Large	Must Have	<ul style="list-style-type: none"> <li>MAP03, MAP04, MAP05, MAP07</li> <li>This is <b>another main requirement</b> from the client who would like to see the mapped and unmapped activities clearly in two separate sections</li> <li>Require backend team to store the newly mapped data back in our database and enable them to be extracted again</li> </ul>
	MAP08	Teacher /Admin	Enable this software applicable to other international curriculums	The activity can satisfy the requirement in other curriculums	Medium	Should Have	<ul style="list-style-type: none"> <li>MAP03, MAP08</li> <li>Consider the future international curriculum mapping functions developed by other teams</li> <li>Need to reserve a position for them as a precondition for the mapping (i.e. choose which curriculum to map, then start mapping)</li> </ul>

Assignment Extension	ASS01	Parent /Teacher	Filter the activities by newly-built tags	I can sort all activities based on the AC	Medium	Must Have	<ul style="list-style-type: none"> <li>The task is based on the existing Teacher Portal</li> <li>The corresponding code section from the previous team should be found</li> <li>New filtering window should be coded in line with the previous team norm</li> </ul>
	ASS02	Parent /Teacher	See all the new tags with each activity	I know which AC category the activity is subject to	Medium	Must Have	<ul style="list-style-type: none"> <li>Need to connect the curriculum mapping system back to this section in Teach Portal via AWS database</li> <li>Some frontend design and code extension are needed based on the previous team's work</li> </ul>
	ASS03	Parent /Teacher	Creating the assignment with newly tagged activities	I can know what AC my kids are going to learn and would have a chance to meet the requirement when it is finished	Small	Must Have	<ul style="list-style-type: none"> <li>This is the existing function in the Assignment section that needed some coding extension</li> <li>Need to find whether there are some bugs to be fixed</li> <li>Extend it so that the user can see the mapping results in a new view</li> </ul>

## Abbreviations

- SI: Science Island
- AC: Australian F-10 Curriculum

## Annotations for size estimation and priority

### Size Estimation

Size	Days to complete
Small	User story could be completed within 1 - 2 days
Medium	User story could be completed within 3 - 5 days
Large	User story could be completed within 7 days or more

### Priority

Referred to the lecture slides in Week 3

Priority	Description
Must have	Non-negotiable product needs that are mandatory for the team.
Should have	Important initiatives that are not vital but add significant value.
Could have	Nice to have initiatives that will have a small impact if left out.
Will not have	Initiatives that are not a priority for this specific time frame.

# Persona

Persona Editing Tool

## Curriculum Mapping System - Educational Curriculum Experts (Experienced Teachers)

The screenshot displays the Persona Editing Tool interface for the 'Educational Curriculum Experts' persona. The persona is named Sharon Montero, an experienced teacher from Melbourne, Australia. She is a 40-year-old female who is married and works as a professional teacher. Her skills include Curriculum Mapping (80%), Teaching Competencies (85%), and IT Skills (60%). Her goals are to be proficient in designing curriculums for school students, be a better teacher in her teaching field, and learn various skills for developing her educational skills. Her quote is "One child, one teacher, one book, one pen can change the world". Her motivations include autonomy in designing curriculum, interest in mapping teaching content to the Australian Curriculum, and a desire to take a further step to study the international curriculum. Her frustrations are related to software support, IT understanding, teaching content matching, daily tasks, and technical skill shortages. She uses Google (G), YouTube, Facebook (f), and Twitter (t) as communication channels.

Demographic	Skills	Motivations	Frustrations	Technology	Channels
Female, 40 years, Melbourne, Married, Professional Teacher	Curriculum Mapping (80%), Teaching Competencies (85%), IT Skills (60%)	Autonomy in designing curriculum, Interested in mapping teaching content to Australian Curriculum, Keen to take a further step to study the international curriculum, Good time management, Strength in coordinating and organizing program and curriculum, Student and parent's feedback on curriculum is important to her	Software in use does not support the mapping function, IT professionals do not fully understand the curriculum design, The teaching content need to be matched in Australia Curriculum, Overwhelmed with daily school administration tasks, need a user-friendly interface for quick catch (understand what she wants whereas hard to express in technological way)	Smartphone, Tablet, Laptop, Computer, Android, iOS, Windows	G, YouTube, f, t

## Teach Portal - Public Users (Parents/Subject Teachers)

NAME <b>Maria Gorman</b>		TYPE <b>Student's Mother</b>						
 <div> <p><b>Goals</b></p> <ul style="list-style-type: none"> <li>Balance with family and work</li> <li>Love kids, high expectation for her children</li> <li>Looking for a website could bring academic growth to my kids</li> </ul> <p><b>Drivers and motivators</b></p> <ul style="list-style-type: none"> <li>Kids are very interested in this online teaching content</li> <li>Kids are willing to do the assignments that I give them</li> <li>The activity required to do is corresponding to the Australian Curriculum</li> <li>My kids are able to complete the Australia Curriculum by doing the assignments</li> </ul> </div>								
<p><b>Demographic info</b></p> <p><input checked="" type="radio"/> Female _____ 32 years</p> <p><input type="checkbox"/> Brisbane _____</p> <p>Married _____</p> <p>Undergraduate _____</p> <p>Bachelor of Commerce _____</p>	<p><b>Fears and challenges</b></p> <ul style="list-style-type: none"> <li>Difficult to find an online institution providing both learning content in games and mapped curriculum</li> <li>The existing parent portal is short of some function such as subject matching to the assignment</li> <li>No specific result showing my kids' progression</li> </ul> <p><b>Key Characteristics</b></p> <table border="1"> <thead> <tr> <th>Team Management</th> </tr> </thead> <tbody> <tr> <td>0 25 50 75 100</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Resource Coordination</th> </tr> </thead> <tbody> <tr> <td>0 25 50 75 100</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Availability</th> </tr> </thead> <tbody> <tr> <td>0 25 50 75 100</td> </tr> </tbody> </table> <p><b>Preferred channels</b></p>  <p><b>Channels</b></p> 		Team Management	0 25 50 75 100	Resource Coordination	0 25 50 75 100	Availability	0 25 50 75 100
Team Management								
0 25 50 75 100								
Resource Coordination								
0 25 50 75 100								
Availability								
0 25 50 75 100								
<p><b>Position info</b></p> <p>Marketing Manager _____</p> <p>Marketing Director _____</p> <p>A team of 10 _____</p> <p>Professional Practitioner _____</p>								

NAME <b>Michael Sanchez</b>		TYPE <b>Young Science Teacher</b>									
 <div> <p><b>Demographic</b></p> <p><input checked="" type="radio"/> Male _____ 26 years      <input type="checkbox"/> Sydney _____</p> <p>In A Relationship _____      Science Teacher _____</p> <p><b>Quote</b></p> <p>“It's a strange world. You need the experience to find a good job and you need a job to get the experience.”</p> <p><b>Background</b></p> <p>Young professional with 3-year experience in education. Looking for a full-time job in a reputable school. Lives with his family. Has a girlfriend, wants to propose. Hopes this job will give him regular income and career growth.</p> </div>											
<p><b>Skills</b></p> <table border="1"> <thead> <tr> <th>Communication</th> </tr> </thead> <tbody> <tr> <td>0 25 50 75 100</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Self-motivation</th> </tr> </thead> <tbody> <tr> <td>0 25 50 75 100</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Teaching</th> </tr> </thead> <tbody> <tr> <td>0 25 50 75 100</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Math</th> </tr> </thead> <tbody> <tr> <td>0 25 50 75 100</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Coding</th> </tr> </thead> <tbody> <tr> <td>0 25 50 75 100</td> </tr> </tbody> </table> <p><b>Technology</b></p> 	Communication	0 25 50 75 100	Self-motivation	0 25 50 75 100	Teaching	0 25 50 75 100	Math	0 25 50 75 100	Coding	0 25 50 75 100	<p><b>Motivations</b></p> <ul style="list-style-type: none"> <li>Student management improvement</li> <li>Students complete assignments on time</li> <li>Can assign tasks to students based on the subject (Science)</li> <li>Can track and monitor the assignment completion in an effective and efficient way</li> <li>His student has some achievement in Science by completing the assignment</li> </ul> <p><b>Frustrations</b></p> <ul style="list-style-type: none"> <li>The existing tool is not able to filter teaching content by subject</li> <li>Tracking and monitoring function in the current software is not working well</li> <li>Lack of standards to measure student's growth in Science from learning current teaching content</li> </ul>
Communication											
0 25 50 75 100											
Self-motivation											
0 25 50 75 100											
Teaching											
0 25 50 75 100											
Math											
0 25 50 75 100											
Coding											
0 25 50 75 100											

# Motivational Model

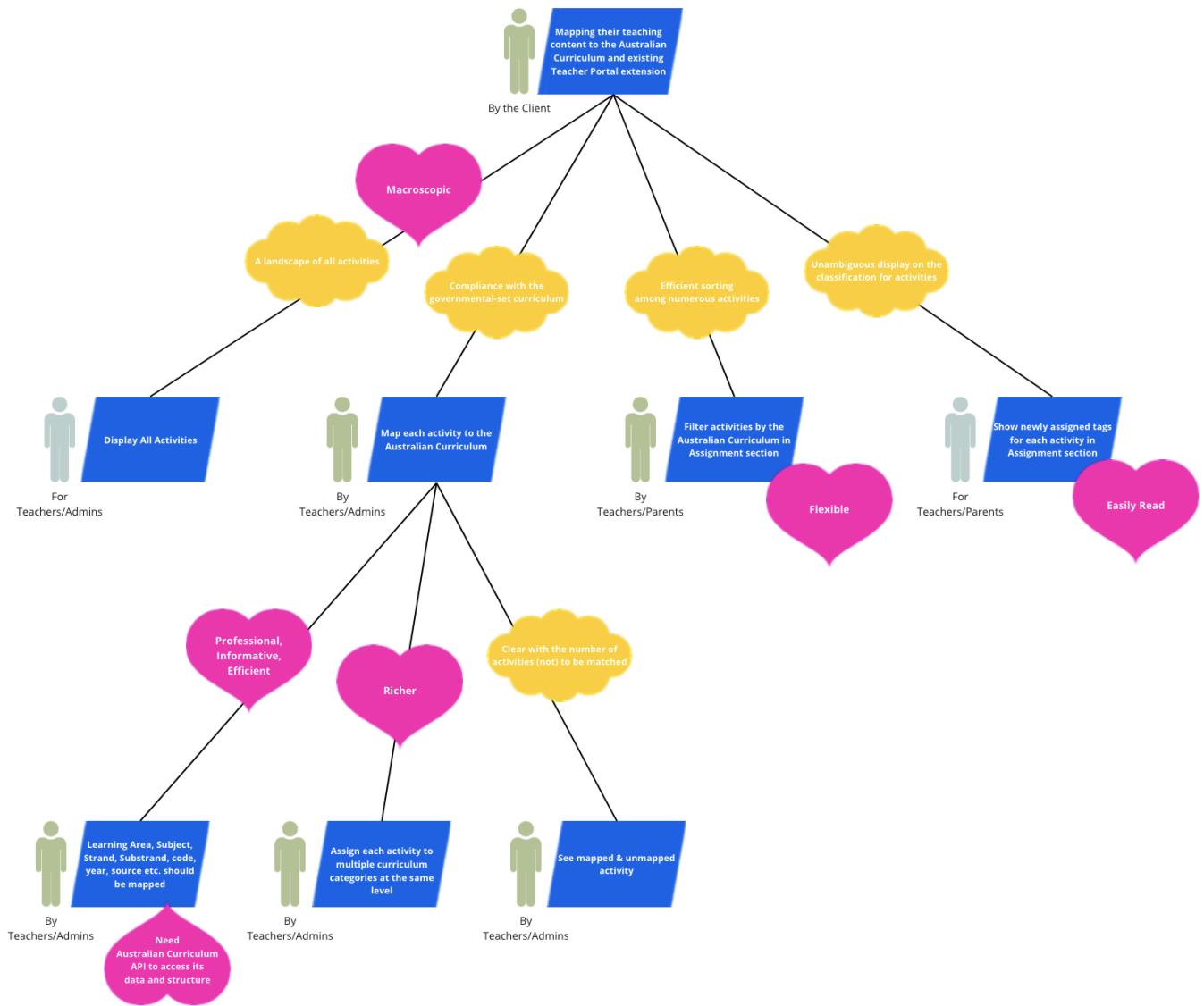
## Who-Do-Be-Feel List

Who	Do	Be	Feel	Concern
Client	<ul style="list-style-type: none"> <li>Mapping their teaching content to the Australian Curriculum and existing Teacher Portal extension</li> </ul>			
Teacher s/Admin	<ul style="list-style-type: none"> <li>Display all of the activities</li> <li>Map each activity to the Australian Curriculum (Learning Area, Subject, Strand, Substrand, code, year, source, etc.)</li> <li>Assign each activity to multiple curriculum categories at the same level</li> <li>See mapped activity</li> <li>See unmapped activity</li> </ul>	<ul style="list-style-type: none"> <li>A landscape of all activities</li> <li>Compliance with the governmental-set curriculum</li> <li>Clear with the number of activities (not) to be matched</li> </ul>	<ul style="list-style-type: none"> <li>Ma cro sco pic</li> <li>• Pro fes sio nal</li> <li>• Info rma tive</li> <li>• Effi cie nt</li> <li>• Ric her</li> </ul>	<ul style="list-style-type: none"> <li>Need Australian Curriculum API to access its data and structure</li> </ul>
Teacher s /Parents	<ul style="list-style-type: none"> <li>Filter activities by the Australian Curriculum (i.e. by Subject, by Strand, etc.)</li> <li>Show newly assigned tags for each activity in the assignment section</li> </ul>	<ul style="list-style-type: none"> <li>Efficient sorting among numerous activities</li> <li>Unambiguous display on the classification for activities</li> </ul>	<ul style="list-style-type: none"> <li>Fle xible</li> <li>Eas ily read</li> </ul>	

## Motivational Model

Editing Tool: Miro (Client's requirement)

## COMP90082 Science Island Project



# Prototype

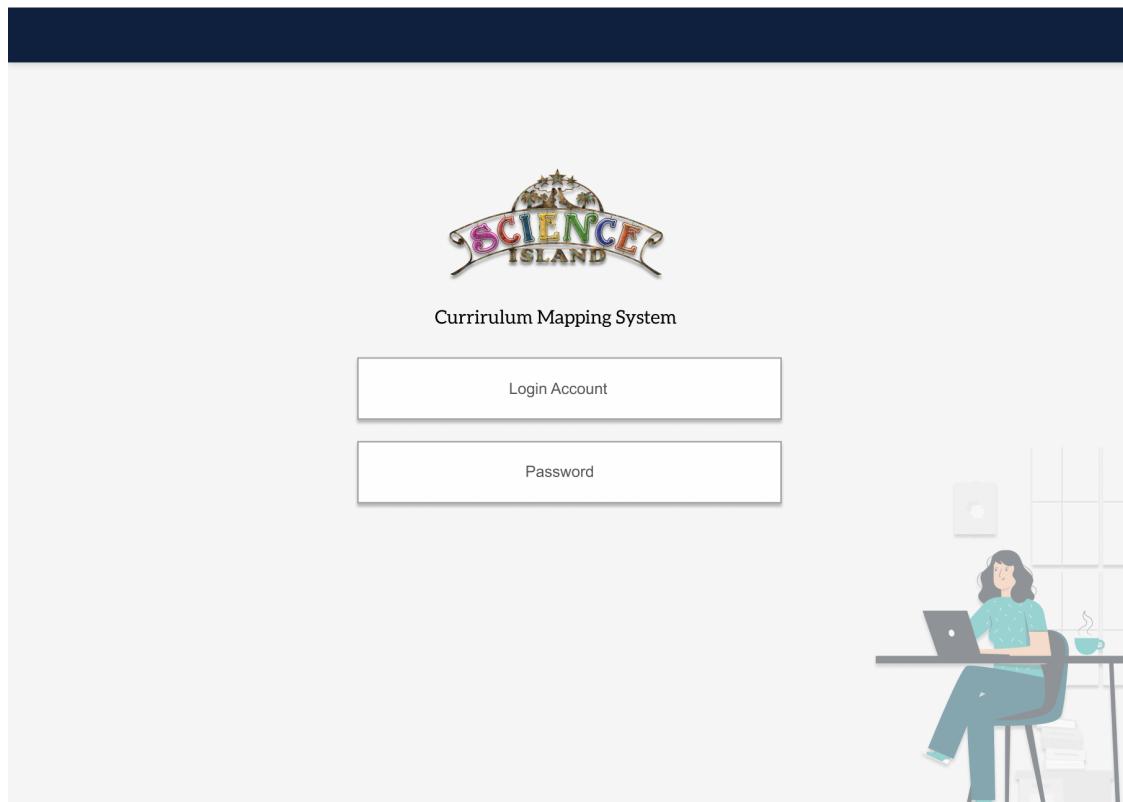
## I. Low Fidelity Prototype in [Marvel](#)

[Download PDF Version Here](#)

## II. High Fidelity Prototype

Check the final version in [Final Product & UI Design](#)

Sketch Version



## Let's do the mapping!

-  Activities
-  Mapping
-  Mapped Activities
-  Unmapped Activities



**Get Well Soon**

Elixir Institute

quiz Grade 4,5,6

ADD TO ASSIGNMENT

CONFIRM

Learning Area

- English
- Mathematics
- Science
- Health and Physical Education
- The Arts
- Technologies

Subjects

Strands

Substrand

General Capabilities

Curriculum Code

Content Description

- ACPPS070
- ACPPS071
- ACPPS072
- ACPPS073
- ACPPS074
- ACPPS076

# I Development (Sprint 2 & 3)

## Product Backlog Sprint Backlog

Each User Story is decomposed into the following tasks.

Tasks	Description
Frontend	Coding according to the <a href="#">final UI design</a>
Backend - 1	CRUD and API
Backend - 2	Crawling Australian Curriculum data from the machine-readable content
Database	Continuously modify the database schema

The **story points** are estimated by the [planning poker](#). When each member has been introduced to the features and tasks to be completed, they select a card corresponding to her/his estimate from the following poker deck.

Estimate	Difficulty
0	None
1/2	Tiny
1	Little
2	Some
3	Small
5	Medium
8	Large
13	Difficult
20	Extra Difficult
40	Super Difficult
100	Unable to Complete

More features are added to each user story due to the [software reference](#) given by the client in the first week of Sprint 2.

The Final UI design has been confirmed at the [04/13 client meeting](#) with some minor adjustments, however, this does not affect us to start the development. If more details to be finetuned, the team will internally evaluate and discuss with the client.

Product Backlog					Sprint Backlog						
Epic	User Story ID	As (Role)	I want to (Goal)	So that (Benefit)	Jira Issue	Features	Tasks	Story Points	Due Date	Dependencies	Notes
Mapping	MAP01	Teacher /Admin	Login the system	I can access the system	<a href="#">COMP900822022SM1 SC-116</a> - [Redback] [Frontend] Login Interface <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Login	Frontend	1	15 Apr 2022	N/A	
					<a href="#">COMP900822022SM1 SC-116</a> - [Redback] [Backend] Login Interface <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>		Backend - 1	2	17 Apr 2022	N/A	
	MAP02	Teacher /Admin	See all SI activities on one page	I can have an overview of all activities	<a href="#">COMP900822022SM1 SC-129</a> - [Redback] [Frontend] "My Activity Pool" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	"My Activity Pool"	Frontend	5	20 Apr 2022		



	<input checked="" type="checkbox"/> <a href="#">COMP900822022SM+ SC-128</a> - [Redback] [Frontend] Navigate the user from "My Activity Pool" to the "Map Curriculum" section <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Navigate the user from "My Activity Pool" to the "Map Curriculum" section	Frontend	2	30 Apr 2022		"Identification" shows the existing information of the activity
	<input checked="" type="checkbox"/> <a href="#">COMP900822022SM+ SC-129</a> - [Redback] [Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Input "Identification" information for each activity	Frontend	2	28 Apr 2022	<input checked="" type="checkbox"/> <a href="#">COMP900822022SM+ SC-126</a> - [Redback] [Frontend] Add new activity <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	User directly click "Map Curriculum"
	<input checked="" type="checkbox"/> <a href="#">COMP900822022SM+ SC-132</a> - [Redback] [Backend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>		Backend - 1	5	30 Apr 2022		
	<input checked="" type="checkbox"/> <a href="#">COMP900822022SM+ SC-128</a> - [Redback] [Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Creating "Folder" for the activity	Frontend	2	28 Apr 2022	<input checked="" type="checkbox"/> <a href="#">COMP900822022SM+ SC-132</a> - [Redback] [Backend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	"Folder" is similar to category, let the user classify each activity into self-defined categories
	<input checked="" type="checkbox"/> <a href="#">COMP900822022SM+ SC-129</a> - [Redback] [Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>		Backend - 1	5	30 Apr 2022		
	<input checked="" type="checkbox"/> <a href="#">COMP900822022SM+ SC-129</a> - [Redback] [Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Input "Content Description" for the activity	Frontend	2	28 Apr 2022	<input checked="" type="checkbox"/> <a href="#">COMP900822022SM+ SC-132</a> - [Redback] [Backend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	i.e. Question Spoken, Realm, Topic, Key Concepts etc.
	<input checked="" type="checkbox"/> <a href="#">COMP900822022SM+ SC-129</a> - [Redback] [Backend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>		Backend - 1	3	30 Apr 2022		
	<input checked="" type="checkbox"/> <a href="#">COMP900822022SM+ SC-129</a> - [Redback] [Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Input "Educational Use" for the activity	Frontend	1	30 Apr 2022	<input checked="" type="checkbox"/> <a href="#">COMP900822022SM+ SC-132</a> - [Redback] [Backend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	
	<input checked="" type="checkbox"/> <a href="#">COMP900822022SM+ SC-129</a> - [Redback] [Backend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>		Backend - 1	3	30 Apr 2022		
	<input checked="" type="checkbox"/> <a href="#">COMP900822022SM+ SC-129</a> - [Redback] [Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Input "Audience" for the activity	Frontend	3	30 Apr 2022	<input checked="" type="checkbox"/> <a href="#">COMP900822022SM+ SC-132</a> - [Redback] [Backend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	
	<input checked="" type="checkbox"/> <a href="#">COMP900822022SM+ SC-129</a> - [Redback] [Backend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>		Backend - 1	3	30 Apr 2022		

				<div style="border: 1px solid #ccc; padding: 5px;"> <input checked="" type="checkbox"/> <b>COMP900822022SM+ SC-129</b> - [Redback] [Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px;"> <input checked="" type="checkbox"/> <b>COMP900822022SM+ SC-132</b> - [Redback] [Backend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px;"> <input checked="" type="checkbox"/> <b>COMP900822022SM+ SC-128</b> - [Redback] [Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px;"> <input checked="" type="checkbox"/> <b>COMP900822022SM+ SC-130</b> - [Redback] [Frontend] Upload supplementary content to the activity <span style="border: 1px solid #ccc; padding: 2px;">DONE</span> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px;"> <input checked="" type="checkbox"/> <b>COMP900822022SM+ SC-134</b> - [Redback] [Backend] Upload supplementary content to the activity <span style="border: 1px solid #ccc; padding: 2px;">DONE</span> </div>	Input "Author" of the activity	Frontend	1	30 Apr 2022		
						Backend - 1	3	30 Apr 2022		
				<div style="border: 1px solid #ccc; padding: 5px;"> <input checked="" type="checkbox"/> <b>COMP900822022SM+ SC-129</b> - [Redback] [Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px;"> <input checked="" type="checkbox"/> <b>COMP900822022SM+ SC-130</b> - [Redback] [Frontend] Upload supplementary content to the activity <span style="border: 1px solid #ccc; padding: 2px;">DONE</span> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px;"> <input checked="" type="checkbox"/> <b>COMP900822022SM+ SC-134</b> - [Redback] [Backend] Upload supplementary content to the activity <span style="border: 1px solid #ccc; padding: 2px;">DONE</span> </div>	Input the "Mapping Person" of the activity	Frontend	1	30 Apr 2022		
						Frontend	1	04 May 2022		
						Backend - 1	8	04 May 2022		
MAP04	Teacher /Admin	Map the activity based on the curriculum structure	I can map the activity in a hierarchical way and find the curriculum code	<div style="border: 1px solid #ccc; padding: 5px;"> <input checked="" type="checkbox"/> <b>COMP900822022SM+ SC-135</b> - [Redback] [Frontend] ScOT Terms space <span style="border: 1px solid #ccc; padding: 2px;">DONE</span> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px;"> <input checked="" type="checkbox"/> <b>COMP900822022SM+ SC-136</b> - [Redback] [Frontend] "Map Curriculum" - "Curriculum Consistency" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span> </div>	Leave the space for "ScOT Terms" for the future team to work	Frontend	3	05 May 2022		
MAP05	Teacher /Admin	Map one activity to multiple tags of the same hierarchical level	I can have the mapping satisfy multiple learning areas, general capabilities, codes, and so on	<div style="border: 1px solid #ccc; padding: 5px;"> <input checked="" type="checkbox"/> <b>COMP900822022SM+ SC-137</b> - [Redback] [Backend] "Map Curriculum" - "Curriculum Consistency" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-top: 5px;"> <input checked="" type="checkbox"/> <b>COMP900822022SM+ SC-138</b> - [Redback] [Backend] "Map Curriculum" - Machine Readable Content Crawling <span style="border: 1px solid #ccc; padding: 2px;">DONE</span> </div>	Find the Australian Curriculum "Learning Area", "General Capability", and "Code" for the activity	Frontend	5	08 May 2022		
						Backend - 1	8	17 May 2022		
						Backend - 2	8	24 Apr 2022		
MAP06	Teacher /Admin	Map the activity with each possible category defined in AC	There is no missing tag for this particular activity	<div style="border: 1px solid #ccc; padding: 5px;"> <input checked="" type="checkbox"/> <b>COMP900822022SM+ SC-141</b> - [Redback] [Backend] "Map Curriculum" - Design Database <span style="border: 1px solid #ccc; padding: 2px;">DONE</span> </div>		Database	8	24 Apr 2022		
MAP08	Teacher /Admin	Enable this software applicable to other international curriculums	The activity can satisfy the requirement in other curriculums	<div style="border: 1px solid #ccc; padding: 5px;"> <input checked="" type="checkbox"/> <b>COMP900822022SM+ SC-136</b> - [Redback] [Frontend] "Map Curriculum" - "Curriculum Consistency" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span> </div>	Leave space for the user to choose "International Curriculum" which will be the future team's work	Frontend	2	08 May 2022		
Assignment Extension	ASS01	Parent /Teacher	Filter the activities by newly-built tags	I can sort all activities based on the AC	<div style="border: 1px solid #ccc; padding: 5px;"> <input checked="" type="checkbox"/> <b>COMP900822022SM+ SC-147</b> - [Redback] [Frontend] Filter activity by "Learning Area", "General Capability" in Teacher Portal <span style="border: 1px solid #ccc; padding: 2px;">DONE</span> </div>	Filter the activity by "Learning Area" with AC code in Teacher Portal	Frontend	3	15 May 2022	MAP01 - MAP08

				<div style="border: 1px solid black; padding: 5px;"> <p><input checked="" type="checkbox"/> <b>COMP900822022SM1+SC-164</b> - [Redback] [Backend] Filter activity by "Learning Area", "General Capability" in Teacher Portal <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><input checked="" type="checkbox"/> <b>COMP900822022SM1+SC-147</b> - [Redback] [Frontend] Filter activity by "Learning Area", "General Capability" in Teacher Portal <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><input checked="" type="checkbox"/> <b>COMP900822022SM1+SC-164</b> - [Redback] [Backend] Filter activity by "Learning Area", "General Capability" in Teacher Portal <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p> </div>	Backend - 1	5	15 May 2022		
				<div style="border: 1px solid black; padding: 5px;"> <p><input checked="" type="checkbox"/> <b>COMP900822022SM1+SC-148</b> - [Redback] [Frontend] Show all tags at the bottom of each activity in Teacher Portal <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><input checked="" type="checkbox"/> <b>COMP900822022SM1+SC-159</b> - [Redback] [Backend] Show all tags at the bottom of each activity in Teacher Portal <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p> </div>	Filter the activity by "General Capability" with AC code in Teacher Portal	Frontend	3	15 May 2022	
					Backend - 1	5	15 May 2022		
ASS02	Parent /Teacher	See all the new tags with each activity	I know which AC category the activity is subject to	<div style="border: 1px solid black; padding: 5px;"> <p><input checked="" type="checkbox"/> <b>COMP900822022SM1+SC-148</b> - [Redback] [Frontend] Show all tags at the bottom of each activity in Teacher Portal <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><input checked="" type="checkbox"/> <b>COMP900822022SM1+SC-159</b> - [Redback] [Backend] Show all tags at the bottom of each activity in Teacher Portal <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p> </div>	Show all tags at the bottom of the activity card in Teacher Portal	Frontend	3	22 May 2022	MAP01 - MAP08
ASS03	Parent /Teacher	Creating the assignment with newly tagged activities	I can know what AC my kids are going to learn and would have a chance to meet the requirement when it is finished	<div style="border: 1px solid black; padding: 5px;"> <p><input checked="" type="checkbox"/> <b>COMP900822022SM1+SC-148</b> - [Redback] [Frontend] Show all tags at the bottom of each activity in Teacher Portal <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p> </div>	Creating assignments with seeing all new tags on each activity card	Backend - 1	5	22 May 2022	ASS01 - ASS02

# Development Environment

The following table summarizes the development environment and some efficient tools for this project

Development Tools	
Tools	Description
Confluence	Main documentation tool to record and organize our ideas, plans, artifacts, and any other project-related paperwork during each Sprint.
Jira	Main tool for generating product backlog, sprint backlog, task assignment, and progress tracking.
Github	We have two Github repositories to hold our project <ul style="list-style-type: none"> <li>• Unimelb assigned repo - for the new curriculum mapping software development during Sprint 2 &amp; 3</li> <li>• Science Island repo - for Assignment section extension in Teacher Portal during the Sprint 3</li> </ul>
WebStorm	Frontend development IDE - TypeScript & React
Visual Studio Code	Backend development IDE - Go
AWS EC2	Our own cloud server for deployment for mockup and testing. We will finally deploy the whole project to AWS server on the client side.
Node	Frontend development environment <ul style="list-style-type: none"> <li>• Dependencies installation: <b>npm install</b></li> <li>• Running the software: <b>npm start</b></li> </ul>
Google Drive	For document sharing among team members
Dropbox	For document sharing by the client
Miro	Main tool to create Motivational Model
UXPRESSIA	Main tool to create Persona
Figma	Main tool to create Prototype
LucidChart	Main tool to create diagrams (i.e. flow chart etc.)
Communication Tools	
Tools	Description
Email	Main contact for the client.
Slack	Main communication tool for the project. <ul style="list-style-type: none"> <li>• Initiate short discussion with our team members and Team boxjelly.</li> <li>• Major reach point to our supervisor and receive announcement.</li> <li>• Alternative contact tool for reaching out our client.</li> </ul> All two teams can communicate and collaborate here where each team has their own discussion space as well.
Zoom	Main tool for meetings among team members, with the supervisor and the client. <ul style="list-style-type: none"> <li>• Team meetings benefit from screen sharing to come up with ideas, progress tracking, and discussions.</li> <li>• Supervisor meetings are recorded and in a face-to-face mode to enhance the connection.</li> <li>• Client meetings are facilitated by presenting the work done by teams, providing feedback and discussing further steps, which will be recorded and shared by dropbox.</li> </ul>
Wechat	Alternative communication tool among team members. More for miscellaneous and spontaneous things.
Some Useful Links	
Links	Description
Game	Science Island Game
Google Drive - PDF	Science Island Media Release
Google Drive - Spreadsheet	Science Island Teaching Content

<a href="#">Teacher Portal</a>	Science Island Teacher Portal <ul style="list-style-type: none"> <li>• Login: <a href="mailto:admin@mail.com">admin@mail.com</a></li> <li>• Password: Admin_123</li> </ul>
<a href="#">Figma - Teacher Portal</a>	Science Island Teacher Portal Prototype
<a href="#">Australian Curriculum</a>	Australian F-10 Curriculum Database
<a href="#">Machine Readable Content</a>	Australian F-10 Curriculum Machine Readable Content
<a href="#">ESA website</a>	Education Services Australia (ESA) - Curriculum Mapping Tool reference provider
<a href="#">Scootle website</a>	One of the brands of ESA - Curriculum Mapping resource reference
<a href="#">ScOT Terms website</a>	School Online Thesaurus held by ESA
<a href="#">Teacher Tool Network</a>	Teacher Tool Network - Curriculum Mapping Software developed by ESA
<a href="#">Spindle</a>	Spindle - Metrics & Report Prototype developed by ESA

# Deployment

## I. Deployment in our own AWS server

We have deployed our project on the AWS EC2 for mockup and user testing, in line with the client's server to be familiar with the cloud service.

At the final stage, we transferred the deployment to the client's AWS server.

IP: <http://3.27.8.208:3000> (Development Environment)

EC2 Server Details							
Virtual Machine		Internet		Safety		Size	
Attributes	Description	Attributes	Description	Attributes	Description	Attributes	Description
Computer Name	TestMachine	Public IP Address	3.27.8.208	Inbound	All Traffic	Size	t2.xlarge
Operational System	Amazon Linux	Private IP Address	172.31.31.177	Outbound	IPv4	vCPU	4
Publisher	-	Port	8088			RAM	16 GiB

## II. Deployment in Client's AWS environment

Check the [Github README file](#)

★ IP: <http://18.237.13.179:3000> (Production Environment)

### 1. Connect to Amazon EC2 Virtual Machine

Open Terminal

Navigate yourself to the directory holding the [key pair](#) of the EC2

Using the following command to connect EC2 in Terminal

```
$ ssh ec2-user@18.237.13.179 -i SC-Redback.pem
```

The screenshot shows the AWS EC2 Instances page. There are two instances listed: 'Scieneelsland' (running, c5.large) and 'MappingSystem' (running, t2.xlarge). The 'MappingSystem' instance is selected. In the Networking details section, it shows the Public IPv4 address (18.237.13.179), Private IP DNS name (ip-172-31-2-61.us-west-2.compute.internal), Subnet ID (subnet-f4e276ac), Availability zone (us-west-2c), and VPC ID (vpc-ff45559b).



Docker, Docker-compose, and Git have already been installed on this EC2. So the deployment could be directly done.

For installing those tools on a new EC2 in the future (if needed), please run the following command:

#### Docker

```
$ sudo yum install docker  
$ sudo service docker start
```

#### Docker-compose

```
$ sudo curl -L "https://github.com/docker/compose/releases/download/1.23.1/docker-compose-$(uname -s)  
-$(uname -m)" -o /usr/local/bin/docker-compose  
  
$ sudo chmod +x /usr/local/bin/docker-compose  
  
$ docker-compose --version
```

#### Git

```
$ sudo yum install git
```

## 2. Deploy Frontend

Navigate yourself to

```
/SC-Redback/src
```

Run the following command

```
$ docker-compose up -d --build frontend
```

## 3. Deploy Backend

Navigate yourself to

```
/SC-Redback/src/backend
```

Run the following command

```
$ docker build -t backend .  
$ docker run -d -p 8088:8088 backend
```

## 4. Database (Amazon RDS)

The database is held in the same Virtual Private Cloud (VPC) with the EC2, therefore no deployment is needed.

Check [this link](#) to explore how to connect RDS locally by MySQL Workbench

Host: si-platform-dev.cidkfph2hcs5.us-west-2.rds.amazonaws.com

User: user

Password: prayer-probation-crimp

aws Services Search for services, features, blogs, docs, and more [Option+S] Oregon jay9@student.unimelb.edu.au @ alex-si

Amazon RDS X

RDS > Databases > si-platform-dev

si-platform-dev

Modify Actions ▾

Dashboard

Databases

Query Editor

Performance Insights

Snapshots

Automated backup

Reserved instances

Proxies

Subnet groups

Parameter groups

Option groups

Custom engine versions

Events

Event subscriptions

Recommendations 1

Certificate update

**Summary**

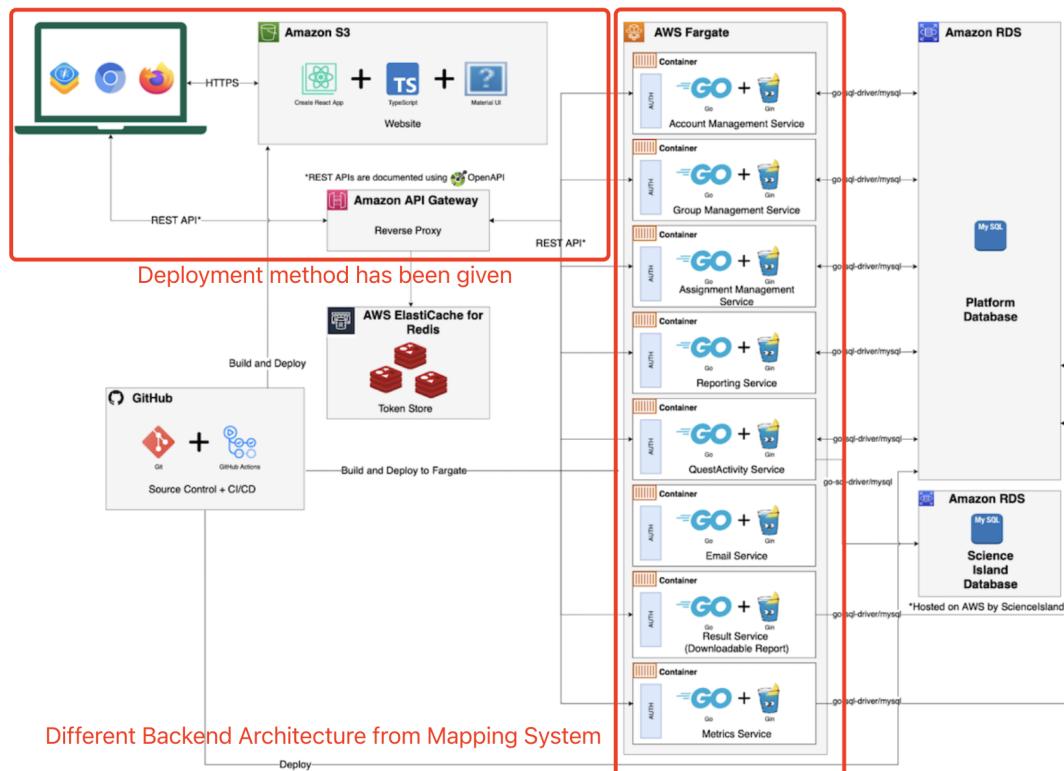
DB identifier	CPU	Status	Class
si-platform-dev	 5.25%	 Available	db.t2.micro
Role	Current activity	Engine	Region & AZ
Instance	 16 Connections	MySQL Community	us-west-2a

Connectivity & security Monitoring Logs & events Configuration Maintenance & backups Tags

**Connectivity & security**

Endpoint & port	Networking	Security
Endpoint si-platform-dev.cidkfhph2hc5.us-west-2.rds.amazonaws.com	Availability Zone us-west-2a	VPC security groups <a href="#">si-db-dev-sg (sg-0aa00ef3920426e1f)</a>  Active
Port 3306	VPC <a href="#">vpc-f45559b</a>	Publicly accessible Yes
	Subnet group <a href="#">science-island-subnet-group</a>	

**Note:** README file in [Github of Teacher Portal](#) from previous team only contains the deployment of frontend and API Gateway. Our new Mapping System is separate from Teacher Portal and didn't use microservices at the backend which has a [different architecture](#). Therefore we are allowed to use our own way to deploy. Details could be checked in [2022-06-08 Meeting notes \(with the Client\)](#)



# Development Plan (Sprint 2)

We will keep working on some leftovers in Sprint 3.

Sprint Backlog							
Jira Issue	Features	Tasks	Story Points	Due Date	Dependencies		Notes
<input checked="" type="checkbox"/> COMP900822022SM1SC-115 - [Redback] [Frontend] Login Interface <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Login	Frontend	1	15 Apr 2022	N/A		
<input checked="" type="checkbox"/> COMP900822022SM1SC-116 - [Redback] [Backend] Login Interface <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>		Backend - 1	2	17 Apr 2022	N/A		
<input checked="" type="checkbox"/> COMP900822022SM1SC-120 - [Redback] [Frontend] "My Activity Pool" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	"My Activity Pool"	Frontend	5	20 Apr 2022			
<input checked="" type="checkbox"/> COMP900822022SM1SC-120 - [Redback] [Frontend] "My Activity Pool" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	See "Mapping Details" by clicking one activity card	Frontend	1	20 Apr 2022	MAP03	If the activity has not been mapped, alert	
<input checked="" type="checkbox"/> COMP900822022SM1SC-122 - [Redback] [Backend] See "Mapping Details" by clicking one activity card <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>		Backend - 1	2	20 Apr 2022	MAP05		
<input checked="" type="checkbox"/> COMP900822022SM1SC-123 - [Redback] [Database] See "Mapping Details" by clicking one activity card <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>		Database	8	20 Apr 2022	MAP06		
<input checked="" type="checkbox"/> COMP900822022SM1SC-120 - [Redback] [Frontend] "My Activity Pool" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Filter activities by "Quest Type"	Frontend	1	22 Apr 2022			
<input checked="" type="checkbox"/> COMP900822022SM1SC-125 - [Redback] [Backend] Filter the activity by "Quest Type", "Learning Area", "General Capability", "Status" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>		Backend - 1	2	24 Apr 2022			
<input checked="" type="checkbox"/> COMP900822022SM1SC-120 - [Redback] [Frontend] "My Activity Pool" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Filter activities by "Learning Area"	Frontend	1	22 Apr 2022			
<input checked="" type="checkbox"/> COMP900822022SM1SC-125 - [Redback] [Backend] Filter the activity by "Quest Type", "Learning Area", "General Capability", "Status" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>		Backend - 1	2	24 Apr 2022			
<input checked="" type="checkbox"/> COMP900822022SM1SC-120 - [Redback] [Frontend] "My Activity Pool" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Filter activities by "General Capability"	Frontend	1	22 Apr 2022			
<input checked="" type="checkbox"/> COMP900822022SM1SC-125 - [Redback] [Backend] Filter the activity by "Quest Type", "Learning Area", "General Capability", "Status" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>		Backend - 1	2	24 Apr 2022			
<input checked="" type="checkbox"/> COMP900822022SM1SC-120 - [Redback] [Frontend] "My Activity Pool" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Filter activities by "Status"	Frontend	1	22 Apr 2022			
<input checked="" type="checkbox"/> COMP900822022SM1SC-125 - [Redback] [Backend] Filter the activity by "Quest Type", "Learning Area", "General Capability", "Status" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>		Backend - 1	2	24 Apr 2022			
<input checked="" type="checkbox"/> COMP900822022SM1SC-126 - [Redback] [Frontend] Add new activity <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Add new activities to "My Activity Pool!"	Frontend	1	25 Apr 2022			

<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-127</b> - [Redback] [Backend] Add new activity - Upload files <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>		Backend - 1	8	04 May 2022		Move to Sprint 3 due to some difficulties in implementing file upload
<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-128</b> - [Redback] [Frontend] Navigate the user from "My Activity Pool" to the "Map Curriculum" section <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>	Navigate the user from "My Activity Pool" to the "Map Curriculum" section	Frontend	2	30 Apr 2022	<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-129</b> - [Redback] [Frontend] "My Activity Pool" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	"Identification" shows the existing information of the activity
<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-129</b> - [Redback] [Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>	Input "Identification" information for each activity	Frontend	2	28 Apr 2022	<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-130</b> - [Redback] [Frontend] Add new activity <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	The user directly click "Map Curriculum"
<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-132</b> - [Redback] [Backend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>		Backend - 1	5	30 Apr 2022	<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-131</b> - [Redback] [Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	
<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-129</b> - [Redback] [Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>	Creating "Folder" for the activity	Frontend	2	28 Apr 2022		"Folder" is similar to category, let the user classify each activity into self-defined categories
<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-132</b> - [Redback] [Backend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>		Backend - 1	5	30 Apr 2022		
<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-129</b> - [Redback] [Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>	Input "Content Description" for the activity	Frontend	2	28 Apr 2022		i.e. Question Spoken, Realm, Topic, Key Concepts etc.
<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-132</b> - [Redback] [Backend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>		Backend - 1	3	30 Apr 2022		
<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-129</b> - [Redback] [Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>	Input "Educational Use" for the activity	Frontend	1	30 Apr 2022		
<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-132</b> - [Redback] [Backend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>		Backend - 1	3	30 Apr 2022		
<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-129</b> - [Redback] [Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>	Input "Audience" for the activity	Frontend	3	30 Apr 2022		
<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-132</b> - [Redback] [Backend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>		Backend - 1	3	30 Apr 2022		
<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-129</b> - [Redback] [Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>	Input "Author" of the activity	Frontend	1	30 Apr 2022		
<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-132</b> - [Redback] [Backend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>		Backend - 1	3	30 Apr 2022		
<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-129</b> - [Redback] [Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>	Input the "Mapping Person" of the activity	Frontend	1	30 Apr 2022		
<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-139</b> - [Redback] [Backend] "Map Curriculum" - Machine Readable Content Crawling <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>	Find the Australian Curriculum "Learning Area", "General Capability", and "Code" for the activity	Backend - 2	8	24 Apr 2022		

**COMP900822022SM1SC-141** - [Redback]  
[Backend] "Map Curriculum" - Design Database  
**DONE**

Database	8	24 Apr 2022		
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# Sprint 2 In-Sprint Meetings

Here is a summary of our meetings during the Sprint.

## Team Meetings

[2022-04-13 Meeting notes \(Internal Meeting\)](#)  
[2022-04-20 Meeting notes \(Internal Meeting\)](#)  
[2022-04-27 Meeting notes \(Internal Meeting\)](#)  
[2022-04-28 Meeting notes \(Internal Meeting\)](#)

## Client Meetings

[2022-03-30 Meeting notes \(with ESA & the Client\)](#)  
[2022-04-13 Meeting notes \(with the Client\)](#)  
[2022-04-20 Meeting notes \(with the Client\)](#)  
[2022-04-27 Meeting notes \(with the Client\)](#)

## Supervisor Meetings

[2022-03-30 Meeting notes \(with the Supervisor\)](#)  
[2022-04-06 Meeting notes \(with the Supervisor\)](#)  
[2022-04-13 Meeting notes \(with the Supervisor\)](#)  
[2022-04-27 Meeting notes \(with the Supervisor\)](#)

## Sprint 2 Retrospective and Sprint 3 Planning Meeting

[2022-04-30 Meeting notes \(Sprint 2 Retrospective and Sprint 3 Planning\)](#)

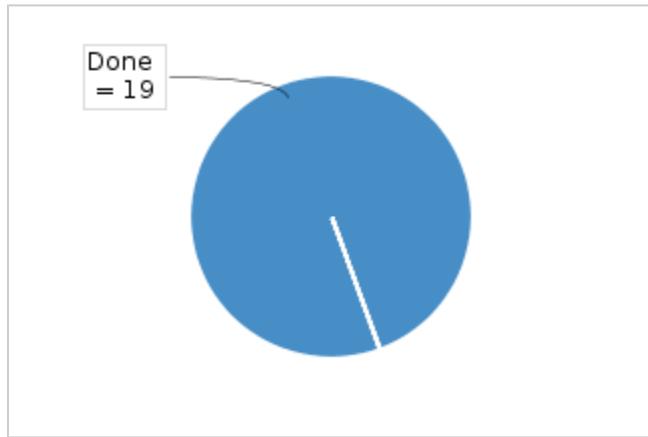
# Sprint 2 Task Tracking

Date	01 May, 2022
Issues	19 issues
Status	GREEN

## Report summary

To have an overview of the development in Sprint 2

### Overall status for 19 issues in Sprint 2

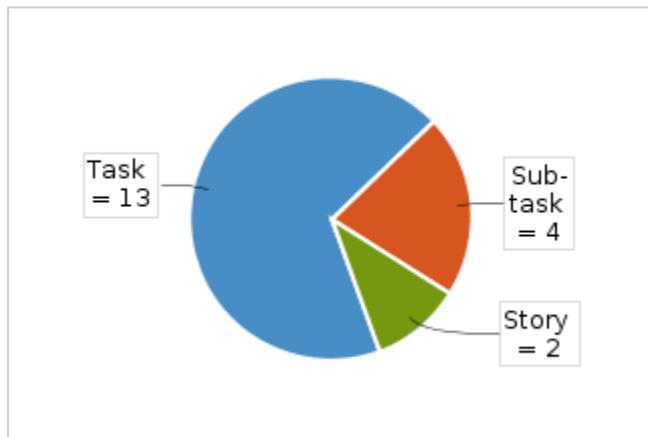


### Status for each development aspect

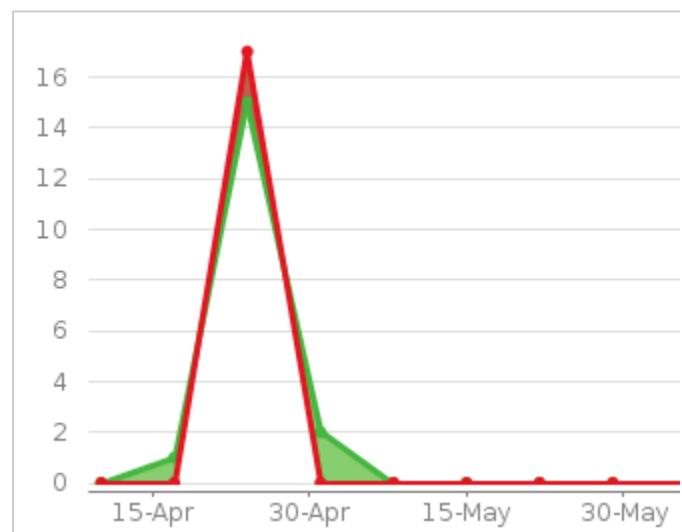
Labels	Status	
	DONE	T:
Backend	10	10
CodeReview	1	1
Database	3	3
Deployment	1	1
Design	1	1
Frontend	6	6
<b>Total Unique Issues:</b>	<b>19</b>	<b>19</b>

Showing 6 of 6 statistics.

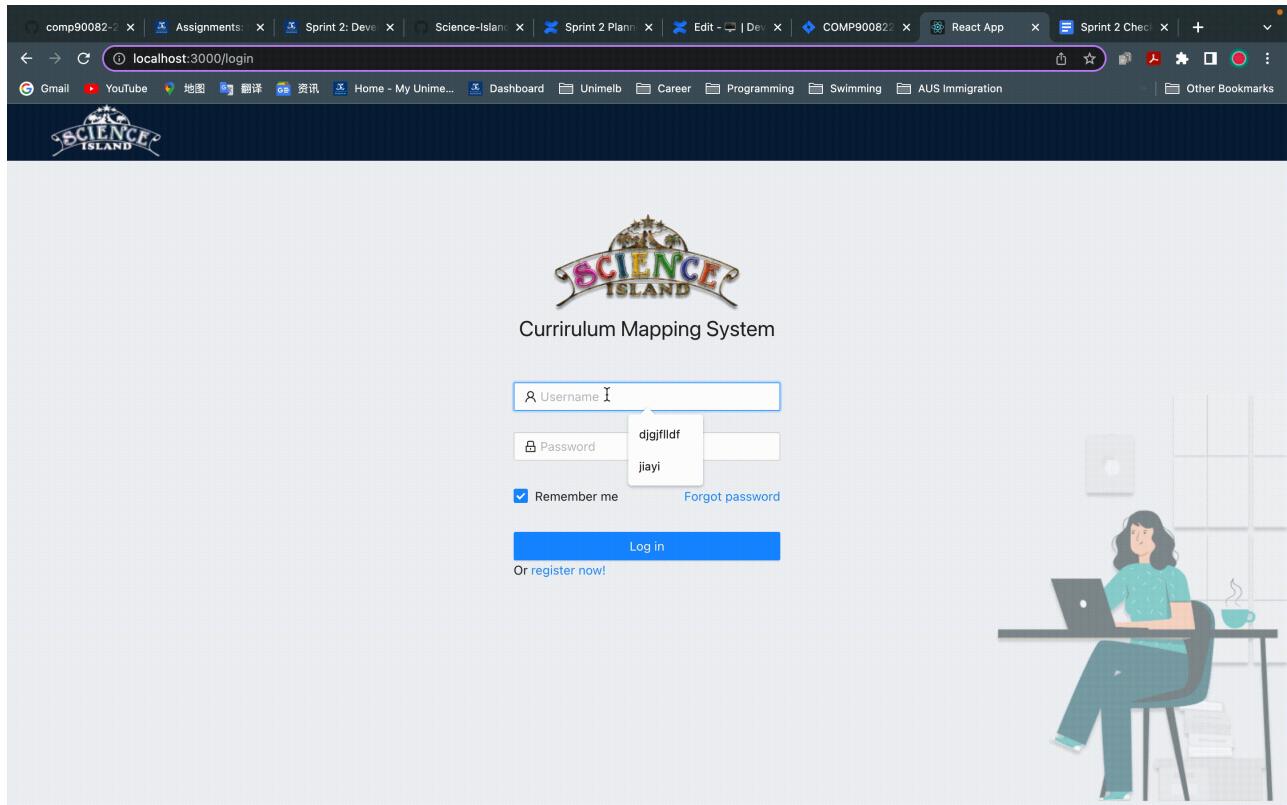
### Tasks in Sprint 2



### Development Peak (UI design confirmed on 13th April)



## Sprint 2 Product



# Sprint 2 Retrospective

More details are in the [Sprint 2 Retrospective Meeting](#)

Date	30 Apr 2022
Participants	Jiayi LI @Zuguang Tong @Yiqing Ding @Jiafu Zhang
Apoloogies (Personal affairs)	@Haorun Yang

## Retrospective

### What did we do well?

- We have fully understood the client's requirements and proposed a satisfactory system solution for the client.
- We have designed a favourable prototype and acquired the client's compliment.
- Before each client meeting, we have prepared well to report our development progress.
- Frontend development was speedy and of high quality.
- Backend team members made a significant progress on crawling the data of Australian Curriculum and learning the new technologies (Go) in a short time to provide great API.
- Each team member was cooperative and supportive to each other.
- Each team member had proactive engagement during the Sprint.
- Each team member had actively attended meetings and given quick response if any action needed.
- No one put off the tasks.
- Everyone was trying to parallel the actual development with the planning.
- We have completed the majority features of crucial user stories, which will be the strong base for testing in the next Sprint.

### What should we have done better?

- We have somehow underestimated the workload so that some tasks should be moved to Sprint 3 (for example, "My activity pool" and "Map curriculum" are more complicated than thought in backend API development and requires more time to implement).
- The development involves cooperation among frontend, backend, database, deployment and testing, so we could not separate any of them during the Sprint.
- We should not have focused on deployment on the client's server too much, which is a bit complicated and should be implemented after the whole project to be done without any issues. The client would like to do the user test first then deciding whether to include his business partner to discuss and setup their AWS server for us.
- We should have got our own cloud server earlier for deployment and testing purpose.
- We should do more unit testing and integrated testing in the next Sprint.
- Deployment on our own server is the major issue to be solved in the next few days to finish the Sprint 2 so that we could pay more attention on development and testing, and make the client access to the system as soon as possible in Sprint 3.

## Actions

- Deploy the backend to Azure as soon as possible so that we can focus on testing and adjustment in Sprint 3
- Speed up the development progress during Sprint 3 and let the client access to the new system for more feedback

# Development Plan (Sprint 3)

## Difficulties

- Quick data response from over 20K Australian Curriculum data records
- Integrate our system to Teacher Portal for mapping result retrieval
- Deployment on our own cloud server and on the client's AWS cloud services

Sprint Backlog						
Jira Issue	Features	Tasks	Story Points	Due Date	Dependencies	Notes
<input checked="" type="checkbox"/> <a href="#">COMP900822022SM1SC-130</a> - [Redback][Frontend] Upload supplementary content to the activity <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Upload supplementary content to the activity	Frontend	1	04 May 2022		
<input checked="" type="checkbox"/> <a href="#">COMP900822022SM1SC-134</a> - [Redback][Backend] Upload supplementary content to the activity <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>		Backend - 1	8	04 May 2022		
<input checked="" type="checkbox"/> <a href="#">COMP900822022SM1SC-135</a> - [Redback][Frontend] ScOT Terms space <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Leave the space for "ScOT Terms" for the future team to work	Frontend	3	05 May 2022		
<input checked="" type="checkbox"/> <a href="#">COMP900822022SM1SC-136</a> - [Redback][Frontend] "Map Curriculum" - "Curriculum Consistency" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Find the Australian Curriculum "Learning Area", "General Capability", and "Code" for the activity	Frontend	5	08 May 2022		Blocker <ul style="list-style-type: none"> <li>• Deployment on our own cloud server (Team Issue which has been reported)</li> <li>• Quick data response from over 20K Australian Curriculum data records</li> </ul>
<input checked="" type="checkbox"/> <a href="#">COMP900822022SM1SC-137</a> - [Redback][Backend] "Map Curriculum" - "Curriculum Consistency" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>		Backend - 1	8	17 May 2022		
<input checked="" type="checkbox"/> <a href="#">COMP900822022SM1SC-136</a> - [Redback][Frontend] "Map Curriculum" - "Curriculum Consistency" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Leave space for the user to choose "International Curriculum" which will be the future team's work	Frontend	2	08 May 2022		
<input checked="" type="checkbox"/> <a href="#">COMP900822022SM1SC-147</a> - [Redback][Frontend] Filter activity by "Learning Area", "General Capability" in Teacher Portal <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Filter the activity by "Learning Area" with AC code in Teacher Portal	Frontend	3	15 May 2022	<input checked="" type="checkbox"/> <a href="#">COMP900822022SM1SC-136</a> - [Redback][Frontend] "Map Curriculum" - "Curriculum Consistency" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Blocker <ul style="list-style-type: none"> <li>• Integrate our system to Teacher Portal for mapping result retrieval</li> <li>• Deployment to client's AWS cloud services (Different backend architecture from previous team, since we developed a brand-new system. We are allowed to deploy it by our own way in <a href="#">2022-06-08 Client Meeting</a>)</li> <li>• Extensions in Teacher Portal are also allowed for future work</li> </ul>
<input checked="" type="checkbox"/> <a href="#">COMP900822022SM1SC-151</a> - [Redback][Backend] Filter activity by "Learning Area", "General Capability" in Teacher Portal <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>		Backend - 1	5	15 May 2022	<input checked="" type="checkbox"/> <a href="#">COMP900822022SM1SC-137</a> - [Redback][Backend] "Map Curriculum" - "Curriculum Consistency" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	
<input checked="" type="checkbox"/> <a href="#">COMP900822022SM1SC-147</a> - [Redback][Frontend] Filter activity by "Learning Area", "General Capability" in Teacher Portal <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Filter the activity by "General Capability" with AC code in Teacher Portal	Frontend	3	15 May 2022	<input checked="" type="checkbox"/> <a href="#">COMP900822022SM1SC-136</a> - [Redback][Frontend] "Map Curriculum" - "Curriculum Consistency" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	
<input checked="" type="checkbox"/> <a href="#">COMP900822022SM1SC-151</a> - [Redback][Backend] Filter activity by "Learning Area", "General Capability" in Teacher Portal <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>		Backend - 1	5	15 May 2022	<input checked="" type="checkbox"/> <a href="#">COMP900822022SM1SC-137</a> - [Redback][Backend] "Map Curriculum" - "Curriculum Consistency" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	

<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-148</b> - [Redback][Frontend] Show all tags at the bottom of each activity in Teacher Portal <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Show all tags at the bottom of the activity card in Teacher Portal	Frontend	3	22 May 2022	<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-136</b> - [Redback] [Frontend] "Map Curriculum" - "Curriculum Consistency" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>
<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-150</b> - [Redback][Backend] Show all tags at the bottom of each activity in Teacher Portal <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>		Backend - 1	5	22 May 2022	<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-137</b> - [Redback] [Backend] "Map Curriculum" - "Curriculum Consistency" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>
<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-148</b> - [Redback][Frontend] Show all tags at the bottom of each activity in Teacher Portal <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>		Creating assignments with seeing all new tags on each activity card	Frontend	3	<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-148</b> - [Redback] [Frontend] Show all tags at the bottom of each activity in Teacher Portal <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>

# Sprint 3 In-Sprint Meetings

Here is a summary of our meetings during the Sprint.

## Team Meetings

[2022-05-04 Meeting notes \(Internal & Cross-team Meeting\)](#)  
[2022-05-09 Meeting notes \(Internal Meeting\)](#)  
[2022-05-17 Meeting notes \(Internal Meeting\)](#)  
[2022-05-18 Meeting notes \(Internal Meeting\)](#)  
[2022-05-23 Meeting notes \(Internal Meeting\)](#)

## Client Meetings

[2022-05-11 Meeting notes \(with the Client\)](#)  
[2022-05-18 Meeting notes \(with the Client\)](#)  
[2022-05-25 Final Presentation](#)

## Supervisor Meetings

[2022-05-04 Meeting notes \(with the Supervisor\)](#)  
[2022-05-11 Meeting notes \(with the Supervisor\)](#)  
[2022-05-18 Meeting notes \(with the Supervisor\)](#)

## Sprint 3 Retrospective and Sprint 4 Planning Meeting

[2022-05-29 Meeting notes \(Sprint 3 Retrospective and Sprint 4 Planning\)](#)

# Sprint 3 Task Tracking

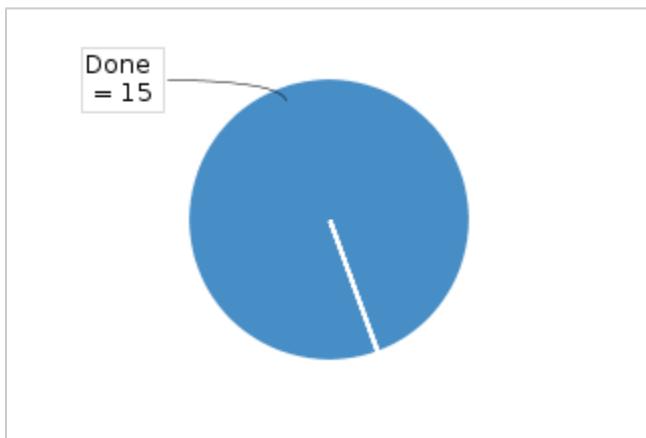
Date	29 May, 2022
Issues	15 issues
Status	OVERLOAD

## Report summary

To have an overview of the development in Sprint 3

- In this sprint, we were overloading with the **backend tasks** due to the team issue and task depth.
- Deployment in our own server has blocked our process severely (due to team issue). Eventually @Jiafu Zhang and Jiayi Li have taken over the task for our final presentation.
- Many API testing and adjustment happened for our dominant section "Curriculum Consistency" in the new system.
- Connecting the database of new system back to Teacher Portal is our milestone task for success, which will be continuously doing until the end of next Sprint.
- Developing the frontend and backend for "Assignment" extension in Teacher Portal was approved to be exempted for future work in [2022-06-08 Client Meeting](#).
- We have set the **blocker** in Jira to present our obstacles.

## Overall status for 15 issues in Sprint 3

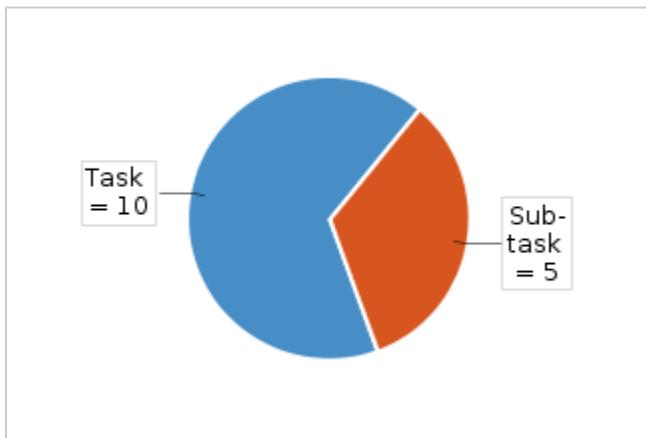


## Status for each development aspect

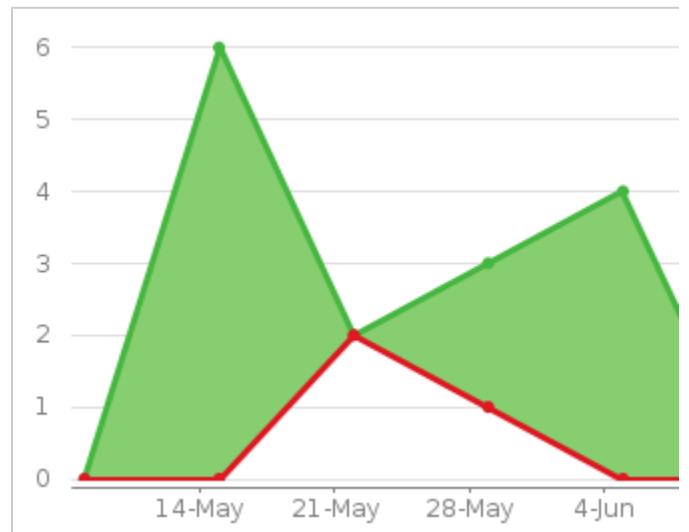
Labels	Status	
	DONE	T:
Backend	10	10
Database	1	1
Deployment	1	1
Frontend	5	5
Total Unique Issues:	15	15

Showing 4 of 4 statistics.

## Tasks in Sprint 3



## Development Peak



### Sprint 3 Product

Please refer to [Final Product & UI Design](#)

# Sprint 3 Retrospective

More details are in the [2022-05-29 Meeting notes \(Sprint 3 Retrospective and Sprint 4 Planning\)](#)

Date	29 May 2022
Participants	Jiayi Li @Zuguang Tong @Haorun Yang @Jiafu Zhang

## Retrospective

### What did we do well?

- We have built up the entire curriculum mapping system **from scratch**
- We have fine-tuned the system UI to make user interaction more logical and smooth to enhance the **user experience**
- We have **structured the Australian Curriculum data** in a hierarchical way to be pulled into our database for mapping
- We have developed a system incorporating other "Activity" details provided by client to make the **mapping paper /spreadsheet/manually-free**
- We have developed the entire frontend and backend without any external support and previous work base, **we are the pioneer**
- We have developed some **value-added features** beyond our client's expectations (timer set to update the system data, supplementary mapping for a spontaneous thought, filter "Activities" based on mapped status, Quest, Learning Area, General Capability etc. for better user experience and overview)
- Quick response from the majority of members for troubleshooting
- We have helped each other to push through the team issue (local development on sacrificing one's laptop, sharing each other's work once the red flag was raised etc.)

### What should we have done better?

- The team issue was out of our expectation
- We should report and make our backup plan earlier so that we didn't finish the task in a rush
- We underestimated the workload of building a new system even though there was a reference given.
- We should have a more detailed and reasonable plan for this sprint. Many members were tied up with other missions in the uni so we have a slightly delayed development plan (see Burn-down Chart below). Also, we could have had more time to deal with the team issue which unfortunately stopped us for two weeks at the beginning of the sprint due to some reason
- Each member in this sprint was overload due to the team issue. Otherwise, our progress could be accelerated and the product could be better
- Tasks breakdown could be more granular so that we did not have any leftover tasks and could correctly estimate our workload to finish it on time

## Challenges

Overall, Each team member in this sprint spared no effort to finish the development tasks. With the client's high expectations and compliments, we don't want to disappoint him since the system is one of the most interesting requirements from our client and also his business obstacle. Therefore, we tried our best to develop and optimise it. We kept the same visual identity of the new system to Teacher Portal, making them look integrated. Each member of our team was diligent with the challenges below:

- Large user story and deep task extent since the system reference was given by our client
- Complicated backend API design and development (over 50%), with some tree search algorithms to retrieve the data
- The amount of API is massive, with over five for just one function. Let alone many mini tasks.
- The data we dealt with was over 20,000 records therefore the system response is an issue to be handled
- System data should be updated with the Australian Curriculum website
- Uploading files and downloading for each activity is difficult because we support all types of files (picture, video, pdf, audio, etc.)
- Deployment was difficult due to no previous work base

The most important and deepest feature is as follows:

### Most important feature

Find the Australian Curriculum "Learning Area", "General Capability", and "Code" for the activity

Map to Australian F-10 Curriculum

input search text  Search

**Filter**

**Learning Area**

- English
  - Literature
    - Responding to literature
    - Creating literature
    - Examining literature
    - Literature and context
  - Literacy
  - Language
- Mathematics
- Science
- Humanities and Social Sciences
- The Arts
- Technologies
- Health and Physical Education
- Languages

**Year Level**

Lucy

788 Result(s) Returned

Curriculum

**English, Year 1 | Communicating**  
sharing a personal experience, interest or discovery with peers in a semi-formal situation  
Code: ELBE603

English, Year 1 | Communicating  
using visual cues to practise staying on topic  
Code: ELBE604

**English, Year 1 | Communicating**  
exploring compound words by discussing the meaningful parts, for example the spelling and meaning of "homemade" is informed by two smaller words "home" and "made"  
Code: ELBE1385

**English, Year 1 | Communicating**  
drawing on knowledge of letter-sound relationships, for example breaking a word into syllables, then recording the sounds heard and thinking about the letter patterns that represent the sounds  
Code: ELBE1386

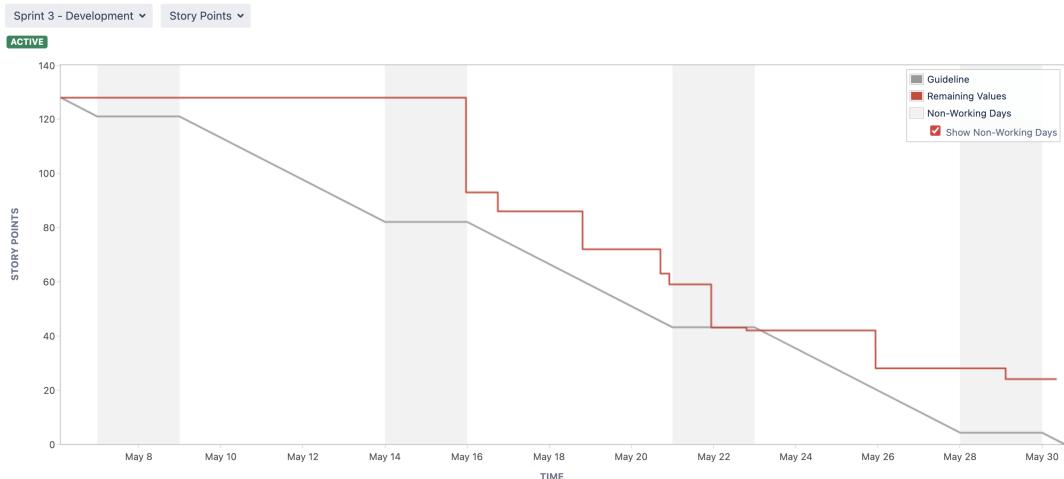
< 1 2 3 4 5 ... 197 > 4 / page Go to  Page

Map Cancel

More feature details can be referred to [Development Plan \(Sprint 3\)](#)

Sprint 3 task components can be checked at [Sprint 3 Task Tracking](#)

## Burn-Down chart



## Actions in Sprint 4

- Restructure the tree at the backend for the Australian Curriculum data return
- Optimize interface styling of the new system
- Deploy the whole system to the client's AWS server with security rules setting (inbound request, outbound response, and database confidentiality)
- Ask for permission to leave the extension, which is a small part of the Teacher Portal, for future work
- Database connected back to Teacher Portal for integration with Team Boxjelly
- Ready for packing up everything for handover

# I Deliverables (Sprint 4)

## Quick Guide

[\*\*Presentation\*\*](#)

[\*\*Handover Guide\*\*](#)

[\*\*User Guide\*\*](#)

[\*\*Sprint 4 Task Tracking\*\*](#)

# Presentation

The slides below were presented on 25 May 2022

[PDF version](#)



Final Presentation Slides.pdf

# Handover Guide

## Handover Checklist

	Description	Link
<b>Release Tag</b>	<p>Source Code of Curriculum Mapping System</p> <p>The GitHub Repo is under the control of the University of Melbourne</p> <p>Please contact Eduardo for access if it is removed someday</p> <p>Dr Eduardo Oliveira - email: <a href="mailto:eduardo.oliveira@unimelb.edu.au">eduardo.oliveira@unimelb.edu.au</a></p>	<a href="#">Github Repository/SC-Redback</a>
<b>Credential - Amazon EC2</b>	Key Pair of EC2 for connection	<a href="#">SC-Redback.pem</a>
<b>Credential - Amazon RDS</b>	<p>Host: <a href="https://si-platform-dev.cidkph2hcs5.us-west-2.rds.amazonaws.com">si-platform-dev.cidkph2hcs5.us-west-2.rds.amazonaws.com</a></p> <p>User: user</p> <p>Password: prayer-probation-crimp</p>	-
<b>Product</b>	<p>How to access it?</p> <p>Register as usual, then log in</p> <p>Check the <a href="#">User Guide</a> for more instructions</p>	<a href="http://18.237.13.179:3000/">http://18.237.13.179:3000/</a>
<b>Data Samples</b>	<p>Can be checked in <a href="#">User Acceptance Testing (UAT)</a></p> <p>Each user story contains a series of tests</p> <p>Data samples are included in the tests, or the client can use their own way to test the system</p>	Click the "User Acceptance Testing (UAT)" on the first page of the <a href="#">Confluence Documents</a>
<b>Final Presentation Slides</b>	Check <a href="#">Presentation</a>	-
<b>Confluence Documents</b>	Check the Github Repo - docs	<a href="#">Github Repository/SC-Redback/docs</a>
<b>System Design on Figma</b>	<p>Check the link on the right</p> <p>Or check the <a href="#">Final Product &amp; UI Design</a></p>	<a href="#">Figma</a>
<b>Miro</b>	Motivational Model	<a href="#">Miro</a>
<b>GitHub Organisation</b>	<p>The University of Melbourne</p> <p>Please contact Eduardo for access if the organization is removed someday</p> <p>Dr Eduardo Oliveira - email: <a href="mailto:eduardo.oliveira@unimelb.edu.au">eduardo.oliveira@unimelb.edu.au</a></p>	<a href="#">COMP90082SM12022</a>
<b>Shared Dropbox</b>	Containing all useful project documents	<a href="#">Dropbox</a>

## Future Improvements

- "Assignment" extension in Teacher Portal (Filter/Sort activities based on the mapping results from the Mapping System)
  - Check [Project Details](#) for more reference
  - System integration between Teacher Portal and Mapping System has been done
- Interface Optimization (Styling)
- Deploy a Redis for better performance/speed of data retrieval
- Login logic change if Redis has been added
- Current mapping is based on Quest, if one Quest has different types of activity, it is considered as one entirety with the same topic to be mapped. Mapping based on each activity type could be considered in the future.
- Develop ScOT Term and other International Curriculum in Mapping System. See more in [Figma](#).

# User Guide

Check the User Guide [here](#)

Or [download](#) the PDF version below



User Guide.pdf

# Sprint 4 Task Tracking

**Note:** We have arranged a meeting with the client on June 6th, 16:00pm, whereas it was not run as scheduled due to the client's absence. Therefore, we set all related tasks to be confirmed as blockers  below. The further notice from the client will be tracked until June 13th, which is the deadline for project handover.

**Update:** The client has replied our email to have a meeting on June 8th, 16:00pm. The blockers are all solved. Details could be found in [2022-06-08 Meeting notes \(with the Client\)](#)

Key	Summary	Assignee	P	Status
COMP900822022SM1SC-230	Need AWS RDS database username and password of integration	Jiayi LI		<a href="#">DONE</a>
COMP900822022SM1SC-229	Meeting with Team Boxjelly for integration	Jiayi LI		<a href="#">DONE</a>
COMP900822022SM1SC-228	Final deployment to client's AWS console	JIAFU ZHANG		<a href="#">DONE</a>
COMP900822022SM1SC-227	Deploy backend to our own server	JIAFU ZHANG		<a href="#">DONE</a>
COMP900822022SM1SC-226	Study how to integrate our system to Teacher Portal	Jiayi LI		<a href="#">DONE</a>
COMP900822022SM1SC-224	[Redback] Self-Reflection	Unassigned		<a href="#">DONE</a>
COMP900822022SM1SC-223	[Redback] Writing handover guide and reorganising all documents	Jiayi LI		<a href="#">DONE</a>
COMP900822022SM1SC-221	[Redback] Asking if we are allowed to launch a new virtual server in client's AWS for deployment	Jiayi LI		<a href="#">DONE</a>
COMP900822022SM1SC-220	[Redback] Last meeting with client for handover	Jiayi LI		<a href="#">DONE</a>
COMP900822022SM1SC-219	[Redback][Backend] Database connected back to Teacher Portal for integration with Team Boxjelly	Jiayi LI		<a href="#">DONE</a>
COMP900822022SM1SC-218	[Redback] Ask for permission to leave the extension, which is a small part of the Teacher Portal, for future work	Jiayi LI		<a href="#">DONE</a>
COMP900822022SM1SC-217	[Redback] Deploy the whole system to the client's AWS server with security rules setting	JIAFU ZHANG		<a href="#">DONE</a>
COMP900822022SM1SC-216	[Redback][Frontend] Optimize interface styling of the new system	Zuguang Tong		<a href="#">DONE</a>
COMP900822022SM1SC-215	[Redback][Backend] Restructure the tree at the backend for the Australian Curriculum data return	HaoRun Yang		<a href="#">DONE</a>

14 issues

# Sprint 4 In-Sprint Meetings

Here is a summary of our meetings during the Sprint.

## Team Meetings

[2022-06-02 Meeting notes \(with Team Boxjelly\)](#)

[2022-06-05 Meeting notes \(Internal Meeting\)](#)

## Client Meetings

Scheduled on June 6th (Cancelled - Client Absence)

[2022-06-08 Meeting notes \(with the Client\)](#)

## Supervisor Meetings

N/A

# I Quality Assurance

## Quick Guide

Content	Inclusions
Version Control	<ul style="list-style-type: none"><li>• Two Github Repositories</li><li>• Branching Policy</li><li>• Commit Policy</li><li>• Tagging Policy</li></ul>
User Acceptance Testing (UAT)	Link User Stories to Jira, Acceptance Criteria, and Test Cases
Test Cases	Test Cases for each User Story

# Version Control

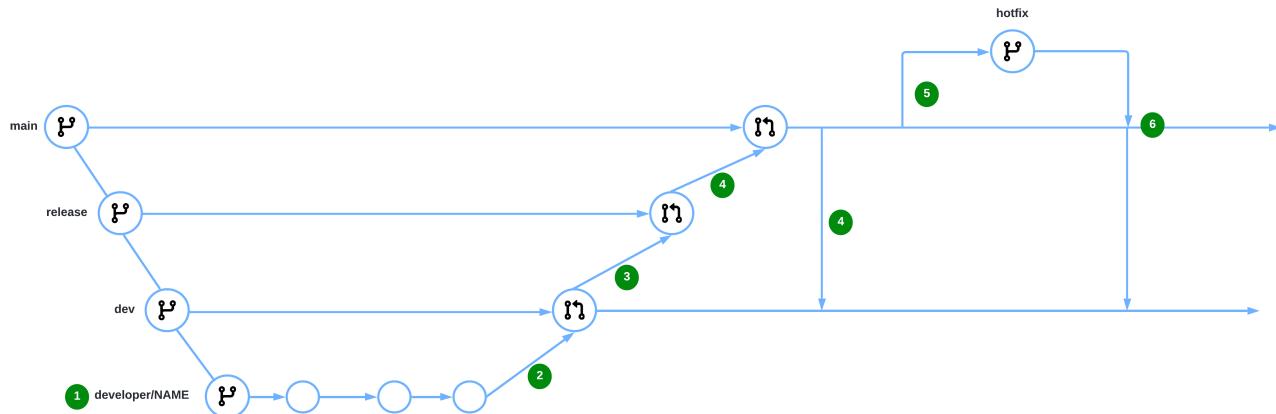
We will be using two Github repositories in this project. One is the repository hosted under the organization "COMP90082SM12022", which is assigned by the University of Melbourne and will be used for our development of the new Curriculum Mapping System. The other one is the client's repository "Science Island", which holds the Teacher Portal.

## COMP90082SM12022/SC-Redback

### Github Structure

```
.husky          # Git hook tool used for commit management  
data samples/   # Documents to generate with all the data (inputs) necessary to simulate/demonstrate the prototype (whatever can be  
provided as an input in the prototype)  
docs/           # Documentation files  
prototypes/low fidelity/ # low fidelity files (screens, mockups, and so on)  
prototypes/high fidelity/ # high fidelity files (screens, source files, and so on)  
src/            # src code  
tests/          # User/system tests  
ui/             # All the images created for the prototypes (icons, fonts, backgrounds, etc. This is different from the prototypes' folders.  
These are the graphical elements that goes into the prototypes)  
commitlint.config.js # Commit lint config file  
package.json     # Node package management file  
package-lock.json # Node package management file  
README.md
```

### Branching Policy



#### **main**

Main branch, the **final**, stable, tested, bug-free branch that can be deployed in production.

#### **dev**

Branch used during development, always with the latest version, serves as the baseline branch for **developer** and **release** branches.

#### **developer/**

Branch of each developer on the team.

Naming convention: **developer/NAME**

**Pull Request:** After each developer finishes their own work and pushes their code to the remote branch, they should create a new pull request to merge the branch into *dev* branch, with the reviewer's approval or any conflicts solved.

- [Note: Each member pulls dev branch to their own branch before development so that latest version is ensured and conflicts are avoided](#)

## ***release/***

This branch is based on the *dev* branch for testing and fixing prior to release. **Merge into the *main* branch** and synchronise the *dev* branch after all issues are resolved.

Naming convention: **release/NAME**

## ***hotfix/***

Branch used for **emergency fixes** for online bugs. Take the *main* branch as the baseline and merge it into the *main* and *dev* branches once the repair is complete.

Naming convention: **hotfix/NAME**

## **Commit Policy**

Each developer should follow the rules to create commit messages so that the change log could be automatically generated.

The commit message consists of three fields: **<Type>** - mandatory, **<Scope>** - optional, **<Subject>** - mandatory

- **Type** is scoped to the following kinds:
  - **feat** (feature)
  - **fix** (bug fix)
  - **docs** (documentation)
  - **style** (formatting, missing semi-colons, ...)
  - **refactor**
  - **test** (when adding missing tests)
  - **chore** (maintain)
- **Scope**: anything specifying the place of the commit change (i.e. location, browser, compile, view, ...)
- **Subject**: the brief description of the commit purpose (i.e. what has been changed)

Only those commit records whose commit messages are marked as **feat** and **fix** will be generated.

See this link for the type definition criteria for the commit message: [AngularJS Git Commit Message Conventions](#)

Change Log Generation Command

Initial generate **npm run changelog-init**

## **Tagging Policy**

At the end of each sprint, we will generate a BASELINE TAG from our repository (main branch).

**Tag Name Format:** COMP90082\_2022\_SM1\_<TwoDigits>\_<team>\_BL\_<sprint>

**Example:** COMP90082\_2022\_SM1\_SC\_Redback\_BL\_SPRINT2

This tag includes ALL the branches that were developed and completed during the Sprint.

## **Science-Island / Platform**

We were allowed to leave the extension of Teacher Portal for future work, which can be checked in [2022-06-08 Meeting notes \(with the Client\)](#).

We just use this repo for system integration and handover.

# User Acceptance Testing (UAT)

Each UAT has been linked to a specific test case number which could be navigated to the corresponding page. The test case number represents the test cases to be checked for this feature.

User Stories		Features		Acceptance Criteria (AC)			Testing	
Epic	User Story ID	Jira Issue	Features	Given (Condition)	When (Something happens)	Then (Result)	Test Case # (TC)	Testing Result
Mapping	MAP01	<a href="#">COMP900822022SM1SC-115</a> - [Redback][Frontend] Login Interface <span style="border: 1px solid blue; padding: 2px;">DONE</span>	Login	The username and password	The user is able to login	S/He can access the system	TEST_M_AP01	<span style="color: green;">✓</span>
		<a href="#">COMP900822022SM1SC-116</a> - [Redback][Backend] Login Interface <span style="border: 1px solid blue; padding: 2px;">DONE</span>						
	MAP02	<input checked="" type="checkbox"/> <a href="#">COMP900822022SM1SC-120</a> - [Redback][Frontend] "My Activity Pool!" <span style="border: 1px solid blue; padding: 2px;">DONE</span>	"My Activity Pool"	One page in the system	The user wants to see different types of activities	The system shows the overview of all activities	TEST_M_AP02_01	<span style="color: green;">✓</span>
		<input checked="" type="checkbox"/> <a href="#">COMP900822022SM1SC-120</a> - [Redback][Frontend] "My Activity Pool!" <span style="border: 1px solid blue; padding: 2px;">DONE</span>	See "Mapping Details" by clicking one activity card	One activity card on the "My Activity Pool" page	The user wants to click the card	The system shows all the mapping results of this activity	TEST_M_AP02_02	<span style="color: green;">✓</span>
		<input checked="" type="checkbox"/> <a href="#">COMP900822022SM1SC-122</a> - [Redback][Backend] See "Mapping Details" by clicking one activity card <span style="border: 1px solid blue; padding: 2px;">DONE</span>						
		<input checked="" type="checkbox"/> <a href="#">COMP900822022SM1SC-123</a> - [Redback][Database] See "Mapping Details" by clicking one activity card <span style="border: 1px solid blue; padding: 2px;">DONE</span>						
		<input checked="" type="checkbox"/> <a href="#">COMP900822022SM1SC-120</a> - [Redback][Frontend] "My Activity Pool!" <span style="border: 1px solid blue; padding: 2px;">DONE</span>	Filter activities by "Quest Type"	The "My Activity Pool" page	The user wants to see the activities by different "Quest Type"	The system shows the corresponding results	TEST_M_AP02_03	<span style="color: green;">✓</span>
		<input checked="" type="checkbox"/> <a href="#">COMP900822022SM1SC-125</a> - [Redback][Backend] Filter the activity by "Quest Type", "Learning Area", "General Capability", "Status" <span style="border: 1px solid blue; padding: 2px;">DONE</span>	Filter activities by "Quest Type"	The "My Activity Pool" page	The user wants to see the activities by different "Learning Area"	The system shows the corresponding results	TEST_M_AP02_04	<span style="color: green;">✓</span>
		<input checked="" type="checkbox"/> <a href="#">COMP900822022SM1SC-120</a> - [Redback][Frontend] "My Activity Pool!" <span style="border: 1px solid blue; padding: 2px;">DONE</span>	Filter activities by "Learning Area"	The "My Activity Pool" page	The user wants to see the activities by different "General Capability"	The system shows the corresponding results	TEST_M_AP02_05	<span style="color: green;">✓</span>
		<input checked="" type="checkbox"/> <a href="#">COMP900822022SM1SC-125</a> - [Redback][Backend] Filter the activity by "Quest Type", "Learning Area", "General Capability", "Status" <span style="border: 1px solid blue; padding: 2px;">DONE</span>	Filter activities by "General Capability"	The "My Activity Pool" page	The user wants to see the activities by different "Status"	The system shows what activities are mapped, what are not mapped	TEST_M_AP07	<span style="color: green;">✓</span>
	MAP07	<input checked="" type="checkbox"/> <a href="#">COMP900822022SM1SC-120</a> - [Redback][Frontend] "My Activity Pool!" <span style="border: 1px solid blue; padding: 2px;">DONE</span>	Filter activities by "Status"	The "My Activity Pool" page	The user wants to see the activities by different "Status"			

	<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-126</b> - [Redback][Backend] Filter the activity by "Quest Type", "Learning Area", "General Capability", "Status" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>					
MAP03	<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-126</b> - [Redback][Frontend] Add new activity <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Add new activities to "My Activity Pool"	The "New Activity" section in the system	The user would like to add a new activity into the system	The system should be able to store the different attributes of this activity and show it in the "My Activity Pool"	TEST_M_AP03_01 <span style="color: green;">✓</span>
	<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-127</b> - [Redback][Backend] Add new activity - Upload files <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>					
	<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-128</b> - [Redback][Frontend] Navigate the user from "My Activity Pool" to the "Map Curriculum" section <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Navigate the user from "My Activity Pool" to the "Map Curriculum" section	A button on the activity card in "My Activity Pool"	The user would like to map this activity	The button should navigate him/her to the "Map Curriculum" section	TEST_M_AP03_02 <span style="color: green;">✓</span>
	<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-129</b> - [Redback][Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Input "Identification" information for each activity	The "Map Curriculum" section in the system	The user would like to input the identification information for this activity	The system should allow him/her to input and store the data into the database	TEST_M_AP03_03 <span style="color: green;">✓</span>
	<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-132</b> - [Redback][Backend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>					
	<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-129</b> - [Redback][Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Creating "Folder" for the activity	The "Map Curriculum" section in the system	The user would like to create a folder for this activity	The system should allow him/her to create and store the data into the database if the folder has not been created before, OR let him/her choose a folder from the previously-created folder	TEST_M_AP03_04 <span style="color: green;">✓</span>
	<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-132</b> - [Redback][Backend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>					
	<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-129</b> - [Redback][Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Input "Content Description" for the activity	The "Map Curriculum" section in the system	The user would like to input the content description for this activity	The system should allow him/her to do so and store the data into the database	TEST_M_AP03_05 <span style="color: green;">✓</span>
	<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-132</b> - [Redback][Backend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>					
	<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-129</b> - [Redback][Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Input "Educational Use" for the activity	The "Map Curriculum" section in the system	The user would like to input the educational use for this activity	The system should allow him/her to do so and store the data into the database if the input has not been created before, OR let him/her choose an existing educational use from the history	TEST_M_AP03_06 <span style="color: green;">✓</span>
	<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-132</b> - [Redback][Backend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>					
	<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-129</b> - [Redback][Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Input "Audience" for the activity	The "Map Curriculum" section in the system	The user would like to input the audience for this activity	The system should allow him/her to do so and store the data into the database	TEST_M_AP03_07 <span style="color: green;">✓</span>
	<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-132</b> - [Redback][Backend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>					
	<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-129</b> - [Redback][Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>	Input "Author" of the activity	The "Map Curriculum" section in the system	The user would like to input the author for this activity	The system should allow him/her to do so and store the data into the database	TEST_M_AP03_08 <span style="color: green;">✓</span>
	<input checked="" type="checkbox"/> <b>COMP900822022SM1SC-132</b> - [Redback][Backend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span>					

	<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-132</b> - [Redback][Backend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>						
	<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-139</b> - [Redback][Frontend] "Map Curriculum" - Partial (except "Curriculum Consistency") <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>	Input the "Mapping Person" of the activity	The "Map Curriculum" section in the system	The user would like to input mapping person for this activity	The system should allow him/her to do so and store the data into the database	<a href="#">TEST_M AP03_09</a> <span style="color: green;">✓</span>	
	<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-130</b> - [Redback][Frontend] Upload supplementary content to the activity <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>	Upload supplementary content to the activity	The "Upload Content" section in the system	The user wants to supplement some files for this activity	The system should let him/her do so and store the data into the database	<a href="#">TEST_M AP03_10</a> <span style="color: green;">✓</span>	
	<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-134</b> - [Redback][Backend] Upload supplementary content to the activity <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>						
MAP04	<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-135</b> - [Redback][Frontend] ScOT Terms space <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>	Leave the space for "ScOT Terms" for the future team to work	The "Map Curriculum" section in the system	The user wants to map the activity to ScOT Terms	The system should have a place for future team to work it out	<a href="#">TEST_M AP_04</a> <span style="color: green;">✓</span>	
	<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-136</b> - [Redback][Frontend] "Map Curriculum" - "Curriculum Consistency" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>	Find the Australian Curriculum "Learning Area", "General Capability", and "Code" for the activity	The "Map Curriculum" section in the system	The user wants to map the activity to the Australian Curriculum	The system should let him/her do so and store the data into the database for filtering in "My Activity Pool" and "Assignment" in Teacher Portal	<a href="#">TEST_M AP_05</a> <a href="#">TEST_M AP_06</a> <span style="color: green;">✓</span>	
MAP05	<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-137</b> - [Redback][Backend] "Map Curriculum" - "Curriculum Consistency" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>						
	<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-139</b> - [Redback][Backend] "Map Curriculum" - Machine Readable Content Crawling <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>						
MAP06	<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-144</b> - [Redback][Backend] "Map Curriculum" - Design Database <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>						
MAP08	<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-136</b> - [Redback][Frontend] "Map Curriculum" - "Curriculum Consistency" <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>	Leave space for the user to choose "International Curriculum" which will be the future team's work	The "Map Curriculum" section in the system	The user wants to map the activity to other international curricula	The system should have a place for future team to work it out	<a href="#">TEST_M AP_08</a> <span style="color: green;">✓</span>	
Assignment Extension	<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-147</b> - [Redback][Frontend] Filter activity by "Learning Area", "General Capability" in Teacher Portal <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>	Filter the activity by "Learning Area" with AC code in Teacher Portal	The "Assignment" section in Teacher Portal	The user wants to filter the activities by "Learning Area"	The Teacher Portal should allow him/her to do so when the user is creating an assignment	Exempted 2022-06-08 Client Meeting	Off
	<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-151</b> - [Redback][Backend] Filter activity by "Learning Area", "General Capability" in Teacher Portal <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>						
	<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-147</b> - [Redback][Frontend] Filter activity by "Learning Area", "General Capability" in Teacher Portal <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>	Filter the activity by "General Capability" with AC code in Teacher Portal	The "Assignment" section in Teacher Portal	The user wants to filter the activities by "General Capability"	The Teacher Portal should allow him/her to do so when the user is creating an assignment	Exempted 2022-06-08 Client Meeting	Off
	<p><input checked="" type="checkbox"/> <b>COMP900822022SM1SC-164</b> - [Redback][Backend] Filter activity by "Learning Area", "General Capability" in Teacher Portal <span style="border: 1px solid #ccc; padding: 2px;">DONE</span></p>						

	ASS02	<p><input checked="" type="checkbox"/> <b>COMP000822022SM1SC-148</b> - [Redback][Frontend] Show all tags at the bottom of each activity in Teacher Portal <a href="#">DONE</a></p> <p><input checked="" type="checkbox"/> <b>COMP000822022SM1SC-150</b> - [Redback][Backend] Show all tags at the bottom of each activity in Teacher Portal <a href="#">DONE</a></p>	Show all tags at the bottom of the activity card in Teacher Portal	The "Assignment " section in Teacher Portal	The user wants to see the Australian Curriculum information for each activity	The Teacher Portal should show the corresponding information on each activity card	Exempted 2022-06-08 Client Meeting	Off
	ASS03	<p><input checked="" type="checkbox"/> <b>COMP000822022SM1SC-148</b> - [Redback][Frontend] Show all tags at the bottom of each activity in Teacher Portal <a href="#">DONE</a></p>	Creating assignments with seeing all new tags on each activity card	The "Assignment " section in Teacher Portal	The user wants to create an assignment	S/he should be able to see all the Australian Curriculum for each activity	Exempted 2022-06-08 Client Meeting	Off

# Test Cases

All test cases are listed below, which can be viewed with [UAT](#).

[TEST\\_MAP01](#)

[TEST\\_MAP02](#)

[TEST\\_MAP03](#)

[TEST\\_MAP\\_MAIN \(04 - 06, 08\)](#)

[TEST\\_MAP07](#)

# TEST\_MAP01

## User Story

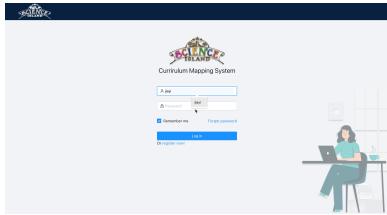
Epic	User Story ID	As (Role)	I want to (Goal)	So that (Benefit)
Mapping	MAP01	Teacher/Admin	Login the system	I can access the system

## Test Cases

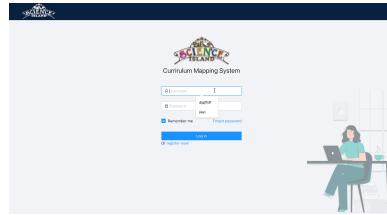
ID	Purpose	Test Steps	Test Data	Result	Comments from client
TEST_MAP01_01	Verify Login	1. Input username 2. Input password 3. Click Login	Username=Jiayi  Password=1234	✓	N/A
TEST_MAP01_02			Username=Zuguang  Password=2345	✓	N/A
TEST_MAP01_03			Username=Yiqing  Password=YqD_0001	✓	N/A

## Demonstration

TEST\_MAP01\_01



TEST\_MAP01\_02



TEST\_MAP01\_03



# TEST\_MAP02

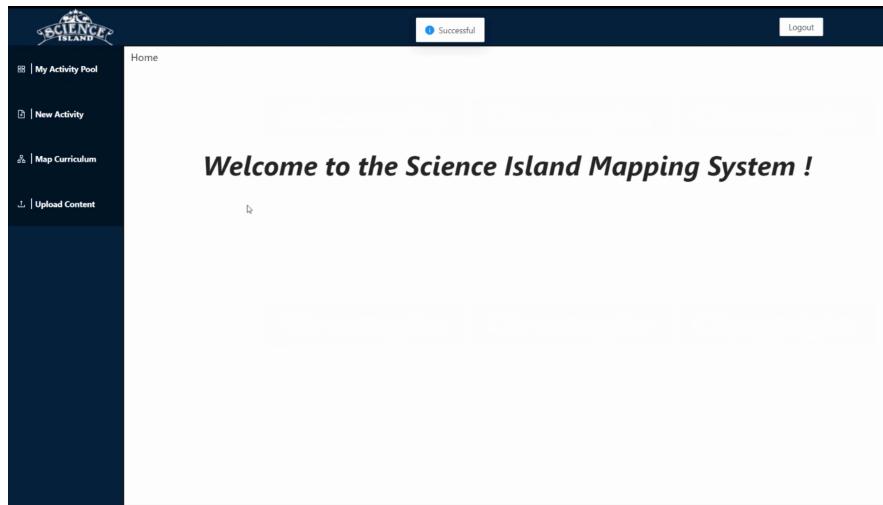
## User Story

Epic	User Story ID	As (Role)	I want to (Goal)	So that (Benefit)
Mapping	MAP02	Teacher/Admin	See all SI activities on one page	I can have an overview of all activities

## Test Cases

ID	Purpose	Test Steps	Test Data	Result	Comments from client
TEST_MAP02_01	Check whether "My Activity Pool" works well	1. Click "My Activity Pool"	N/A	✓	N/A
TEST_MAP02_02		1. Click the right-bottom corner of the activity card 2. Click "Details"	N/A	✓	N/A
TEST_MAP02_03		1. Click "Quest Type"	N/A	✓	N/A
TEST_MAP02_04		1. Click "Learning Area"	N/A	✓	N/A
TEST_MAP02_05		1. Click "General Capability"	N/A	✓	N/A

## Demonstration - My Activity Pool



# TEST\_MAP03

## User Story

Epic	User Story ID	As (Role)	I want to (Goal)	So that (Benefit)
Mapping	MAP03	Teacher/Admin	Select one of the activities	I can map that activity to the corresponding curriculum

## Test Cases

ID	Purpose	Test Steps	Test Data	Result	Comments from client
TEST_M_AP03_01	Add new activities to "My Activity Pool"	<ol style="list-style-type: none"> <li>Click "My Activity Pool"</li> <li>Fill in all the blanks (Quest, Quest Type, Activity ID, Resource URL)</li> <li>Upload file if you like</li> <li>Click "Add new activity"</li> </ol>	<ul style="list-style-type: none"> <li>Quest = test 8</li> <li>Quest Type = Quiz</li> <li>Activity ID = 8</li> <li>ResourceURL = xxx.com</li> </ul>	✓	N/A
TEST_M_AP03_02	Navigate the user from "My Activity Pool" to the "Map Curriculum" section	<ol style="list-style-type: none"> <li>Click the right-bottom corner of the activity card</li> <li>Click "Map Curriculum"</li> </ol>	N/A	✓	N/A
TEST_M_AP03_03	Input "Identification" information for each activity	<ol style="list-style-type: none"> <li>Fill in all the blanks</li> </ol>	N/A - By navigation from the "My Activity Pool", already show existing data	✓	N/A
TEST_M_AP03_04	Creating "Folder" for the activity	<ol style="list-style-type: none"> <li>Click "Select Folder"</li> <li>Type in something you want /select an existing folder</li> <li>Click "Submit"</li> </ol>	Folder = test	✓	N/A
TEST_M_AP03_05	Input "Content Description" for the activity	<ol style="list-style-type: none"> <li>Fill in the blank</li> </ol>	<ul style="list-style-type: none"> <li>Question spoken = how are u?</li> <li>Realm = test realm</li> <li>Topic = topic 2</li> <li>Key Concepts = keyconcept1</li> <li>Real World Connection = connection</li> <li>Content Description = description</li> <li>Learning Outcomes = outcomes</li> </ul>	✓	N/A
TEST_M_AP03_06	Input "Educational Use" for the activity	<ol style="list-style-type: none"> <li>Click "Select Purpose"</li> <li>Type in something you want /select an existing purpose</li> <li>Click "Submit"</li> </ol>	"test purpose"	✓	N/A
TEST_M_AP03_07	Input "Audience" for the activity	<ol style="list-style-type: none"> <li>Multiply choose the "Year Level"</li> <li>Click "Add Age Range"</li> <li>Type in the suitable age range /select an existing age range</li> <li>Click "Submit"</li> <li>Multiply choose audience role</li> </ol>	<ul style="list-style-type: none"> <li>Year Level = year 1, year 2</li> <li>Age Range = agerange2</li> <li>Audience Role = School, Teacher</li> </ul>	✓	N/A
TEST_M_AP03_08	Input "Author" of the activity	<ol style="list-style-type: none"> <li>Type in title/position</li> <li>Click "Select Institution"</li> <li>Type in the correct institution /select an existing one</li> <li>Click "Submit"</li> </ol>	<ul style="list-style-type: none"> <li>title = Senior</li> <li>email = zuguangt@gmail.com</li> <li>phone = +1448813273</li> <li>Country = Aus</li> </ul>	✓	N/A
TEST_M_AP03_09	Input the "Mapping Person" of the activity	<ol style="list-style-type: none"> <li>Type in name</li> <li>Type in email</li> <li>Type in phone</li> </ol>	<ul style="list-style-type: none"> <li>name = Zuguang Tong</li> <li>email = zuguangt@gmail.com</li> <li>phone = +1448813273</li> </ul>	✓	N/A

TEST_M_AP03_10	Upload supplementary content to the activity	<ol style="list-style-type: none"> <li>Choose your folder</li> <li>Type in Activity ID</li> <li>Click "Upload"</li> <li>Choose the file you want to upload from the local disk</li> <li>Click "Upload"</li> <li>Click "Upload File"</li> </ol>	<ul style="list-style-type: none"> <li>Folder = zuguangt</li> <li>Activity ID = 8</li> <li>file = xxx.pdf</li> </ul>		N/A
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## Demonstration - Map Curriculum

TEST\_MAP03\_02 - TEST\_MAP03\_07

TEST\_MAP03\_08 - TEST\_MAP03\_09

## Demonstration - Upload Content

TEST\_MAP03\_10

## Demonstration - New Activity

TEST\_MAP03\_01

# TEST\_MAP\_MAIN (04 - 06, 08)

## User Story

Epic	User Story ID	As (Role)	I want to (Goal)	So that (Benefit)
Mapping	MAP04	Teacher /Admin	Map the activity based on the curriculum structure	I can map the activity in a hierarchical way and find the curriculum code
	MAP05	Teacher /Admin	Map one activity to multiple tags of the same hierarchical level	I can have the mapping satisfy multiple learning areas, general capabilities, codes, and so on
	MAP06	Teacher /Admin	Map the activity with each possible category defined in AC	There is no missing tag for this particular activity
	MAP08	Teacher /Admin	Enable this software applicable to other international curriculums	The activity can satisfy the requirement in other curriculums

## Test Cases

ID	Purpose	Test Steps	Test Data	Result	Comments from client
TEST_MA_P04	Find the Australian Curriculum "Learning Area", "General Capability", and "Code" for the activity	1. Click "Choose a curriculum" 2. Click "Australian Curriculum" 3. Choose "Learning Area" 4. Choose "Strand" 5. Choose "Substrand" 6. Choose multiple curriculum codes 7. Click "Map"	N/A	✓	N/A
TEST_MA_P05		1. Choose Multiple "General Capability"	N/A	✓	N/A
TEST_MA_P06		1.Click "Other International Curriculum"	N/A	✓	N/A
TEST_MA_P08	Leave space for the user to choose "International Curriculum" which will be the future team's work				

## Demonstration - Map Curriculum (Australian Curriculum)

The screenshot shows the 'Map Curriculum' section of the Science Island software. The left sidebar has 'My Activity Pool' selected. The main area shows 'Curriculum Consistency' with a 'Choose a Curriculum' button and a 'No Data' message. Below it is a 'General Capability' section with checkboxes for Literacy, Numeracy, Information and Communication Technology (ICT) Capability, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding, and All.

# TEST\_MAP07

## User Story

Epic	User Story ID	As (Role)	I want to (Goal)	So that (Benefit)
Mapping	MAP07	Teacher /Admin	Have two separate sections showing mapped and unmapped activities	I can understand which activity has or has not been mapped

## Test Cases

ID	Purpose	Test Steps	Test Data	Result	Comments from client
TEST_MAP07	Filter activities by "Status"	1. Click "My Activity Pool" 2. Click "Status"	N/A	✓	N/A

## Demonstration - My Activity Pool

ID	Name	Folder	Status	Year Level
test1			Unmapped	
test2			Unmapped	
test3			Unmapped	
test4			Unmapped	Animation
test5			Unmapped	Song
test6			Unmapped	Game
test7			Unmapped	Other

# I Documentation

Quick Guide

[\*\*Final Product & UI Design\*\*](#)

[\*\*Curriculum Mapping System Architecture\*\*](#)

[\*\*Back-end Database Schema\*\*](#)

# Final Product & UI Design

## Final Product

<http://18.237.13.179:3000>

## UI Workflow

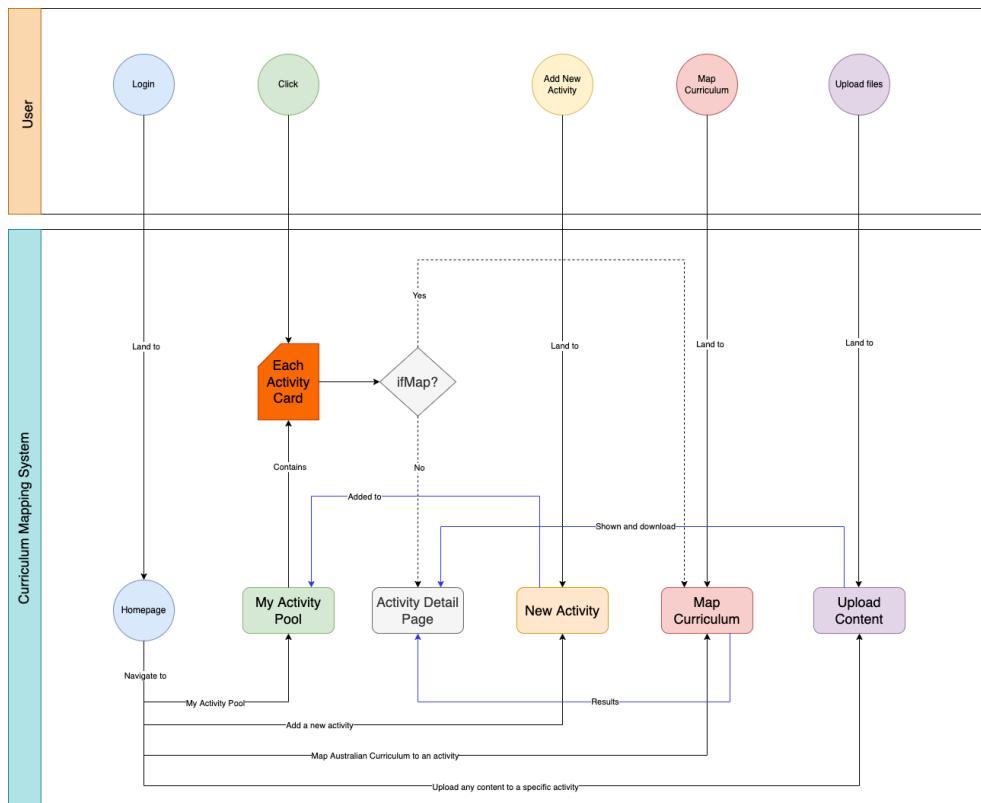
The following UI workflow would help to understand the system design. There are four main parts of the system: **My Activity Pool**, **New Activity**, **Map Curriculum**, and **Upload Content**. When user initially log in, they automatically land on our Homepage where it navigates the user to click the section s/he wants to go to.

The **My Activity Pool** is an overview of all Science Island activities to be mapped or has already been mapped. The user can choose whichever activity to investigate. After clicking the bottom right corner of the activity card, there are two options, **Details** or **Map Curriculum**. If choosing "Details", the user is navigated to activity details which display all the mapping results at once, while for those who have not been mapped, details are blank. Either the user can choose to map the activity directly, by clicking the "Map Curriculum". Subsequently, s/he is guided to the **Map Curriculum section**.

For each activity, it must be added to the system to be mapped. Here we have the **New Activity section**. The user should define a unique activity ID by their business rules, type in the Quest Name, Quest Type which is related to this activity, and its resource URL link. The create date will be system automatically generated. The user could upload an attached file or not.

Our system is of high flexibility as well. The user can click the **Map Curriculum section** to add the activity meanwhile mapping it. They should fill in much activity information required by the system and then go to the most important feature of "**Curriculum Consistency**". The system has two types of curriculum available, the Australian one and an international one. The user should choose **Australian Curriculum** to trigger a pop-up window for finding the corresponding **Learning Area**, and **Curriculum Code** and then select multiple **General Capabilities** which are most suitable for this activity. After a few more blank fillings, the mapping is done. The results will be delivered back to **My Activity Pool** for this particular activity, and **Details** are all saved.

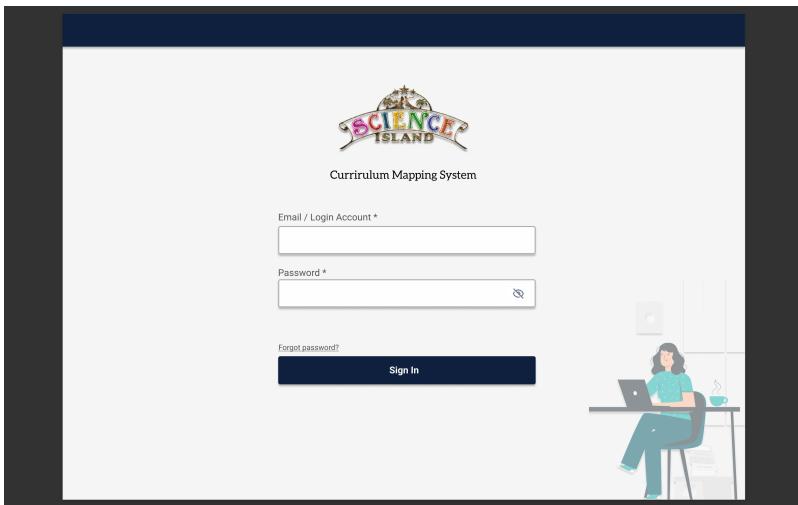
Lastly, the **Upload Content section** is a special section for users to do some supplementary mapping. If they have newer content to be updated or new files related to an activity, the update could be realized here.



## UI Design

The entire UI design is on [Figma](#) or [PDF version here](#)

## User Login



## My Activity Pool

- Overview page & Activity Details after clicking

This screenshot shows the "My Activity Pool" section of the dashboard. On the left is a sidebar with navigation links: Dashboard, My Activity Pool (which is selected and highlighted in blue), New Activity, Map Curriculum, and Upload Content. The main content area is titled "My Activity Pool" and shows a grid of activity cards. A filter bar at the top left allows users to "Filter by Folder". The grid displays 131 activities available, with each card showing a thumbnail, ID, title, folder, status, year level, and a "Details" button. The first few cards are examples of "Get Well Soon" and "The Journey of Water Cycle" activities.

This screenshot shows a detailed view of an activity card from the "My Activity Pool" section. The card is for an activity titled "Get Well Soon" located in the "Health Topic" folder. The card includes identification details like Activity ID (A000001), Quest Name (Get Well Soon), Quest Type (Animation), Resource URL (https://vimeo.com/119142769), and In-game Link (http://sciencesland.com/main.php#realm/6/question/1/animation/119142769). It also shows the creation date (10/04/2022) and map date (10/04/2022). Below the identification details are sections for "My Activity Pool" (Folder: Health Topic), "Content Description" (Question Spoken: Which diseases kill the most children?, Realm: Elixir Institute, Topic: Medicine &amp; Health, Key Concepts: Disease, Hygiene, Staying Healthy, Real World Connection: Novel Coronavirus, Pandemic(COVID-19), Pneumonia, Social Distancing, Hospitals), "Content Description" (Personal, Social and Community Health, Being healthy, safe and active), and "Learning Intentions / Outcomes" (Students can take positive action to enhance their own and others' health, safety and wellbeing). The bottom section is for "Educational Use" (Purpose: Teaching and Learning).

**My Activity Pool**

**Audience**

Year Level	4
Age Range	8-10
Audience Role	Student

**Curriculum Consistency**

Curriculum Type	Australian F-10 Curriculum
Code	ACPPS003 ACPPS006 ACPPS018
Learning Area	Health and Physical Education Science
General Capability	Literacy Intellectual Understanding
Curriculum Content Description	Initate and sustain interactions to develop relationships with peers and adults, exchanging ideas, opinions and feelings, comparing experiences and discussing future plans

**Author**

Scientist	Trevor Duke
Field of Expertise	Pediatrics
Title / Position	Professor
Institution	University of Melbourne, Royal Children's Hospital
Email	Trevor.Duke@rch.org.au
Phone	N/A

**Attached File**

N/A

**Mapping Person**

Name	Jayi Li
Email	jayi@student.unimelb.edu.au
Phone	0460551732

## New Activity

- Add new activity into the system here

**New Activity**

**Folder** Choose a folder in the activity pool or add a new one **Add Folder**

**Quest Name \*** Story Name or Title

**Quest type \*** Book, Animation, Song, Quiz, Game, Other

**Activity ID \*** Define a unique activity ID, i.e., Axxxxxx

**Resource URL \*** Activity URL, (i.e. Book, Animation, Song, Quiz, Game link)

**Upload file** Choose file + Add another file

**Comment** **Upload**

**+ Add new Activity**

## Map Curriculum

- Map your activity to the Australian Curriculum here

**Map Curriculum**

#### Identification

Activity ID \* Show the existing ID if the user is navigated from "My Activity Pool"

Quest Name \* Show the existing Quest Name if the user is navigated from "My Activity Pool"

Quest Type \* Show the existing Quest Type if the user is navigated from "My Activity Pool"

Resource URL \* Show the existing Resource URL if the user is navigated from "My Activity Pool"

In-game Link \* Science Island Game link associated with the activity

#### My Activity Pool

Folder  @ Add Folder

#### Content Description

Question Spoken \*  @ Add Realm

Realm \*  @ Add Realm

Topic \*  @ Topic

Key Concepts \*  @ Key Concept

Real World Connection

**Map Curriculum**

#### Content Description \*

Learning Intentions / Outcomes \*

#### Educational Use

@ Add Purpose

#### Audience

Year Level \*  Year 1  Year 5  Year 9  Foundation Year  
 Year 2  Year 6  Year 10  All  
 Year 3  Year 7  Year 11  
 Year 4  Year 8  Year 12

Age Range \*  @ Add Age Range

Audience Role \* School Teacher Parent Student

**Map Curriculum**

#### Curriculum Consistency

Choose a Curriculum Australian Curriculum Other International Curriculum

Code	Learning Area	General Capability	Curriculum Content Descriptions
ACELA1426	Languages	Literacy Critical and Creative Thinking	Initiate and sustain interactions to develop relationships with peers and adults, sharing ideas, opinions and feelings, comparing experiences and discussing differences.

#### ScOT Terms

Schools Online Thesaurus (ScOT) enables subject areas to be browsed and searched by a controlled vocabulary of terms

Search terms to view ScOT topics  Q Search

Health Education

**Map Curriculum**

**Curriculum Consistency**

**Choose a Curriculum** Australian Curriculum

**Map to Australian F-10 Curriculum**

Curriculum Code:  Search

Filter:  Learning Areas  
 English  
 Mathematics  
 Science  
 Human and Social Science  
 The Arts  
 Technologies  
 Health and Physical Education  
 Languages  
 Arabic  
 Auslan  
 Communicating

Year Level:

Showing 1-5 of 12 Page 1 < > >

**Map** **Cancel**

**Map Curriculum**

**Author**

Scientist \*  **Add Scientist**

Field of Expertise \*  **Add Field**

Title / Position

Institution  **Add Institution**

Email

Phone

Country  **Add Country**

**Mapping Person**

Name \*

Email \*

Phone

**Confirm**

## Upload Content

- Upload some supplementary content here

**Upload Content**

**Folder** Choose a folder in the activity pool or add a new one **Add Folder**

**Activity ID \*** Choose an activity

**Upload file \*** Choose file + Add another file

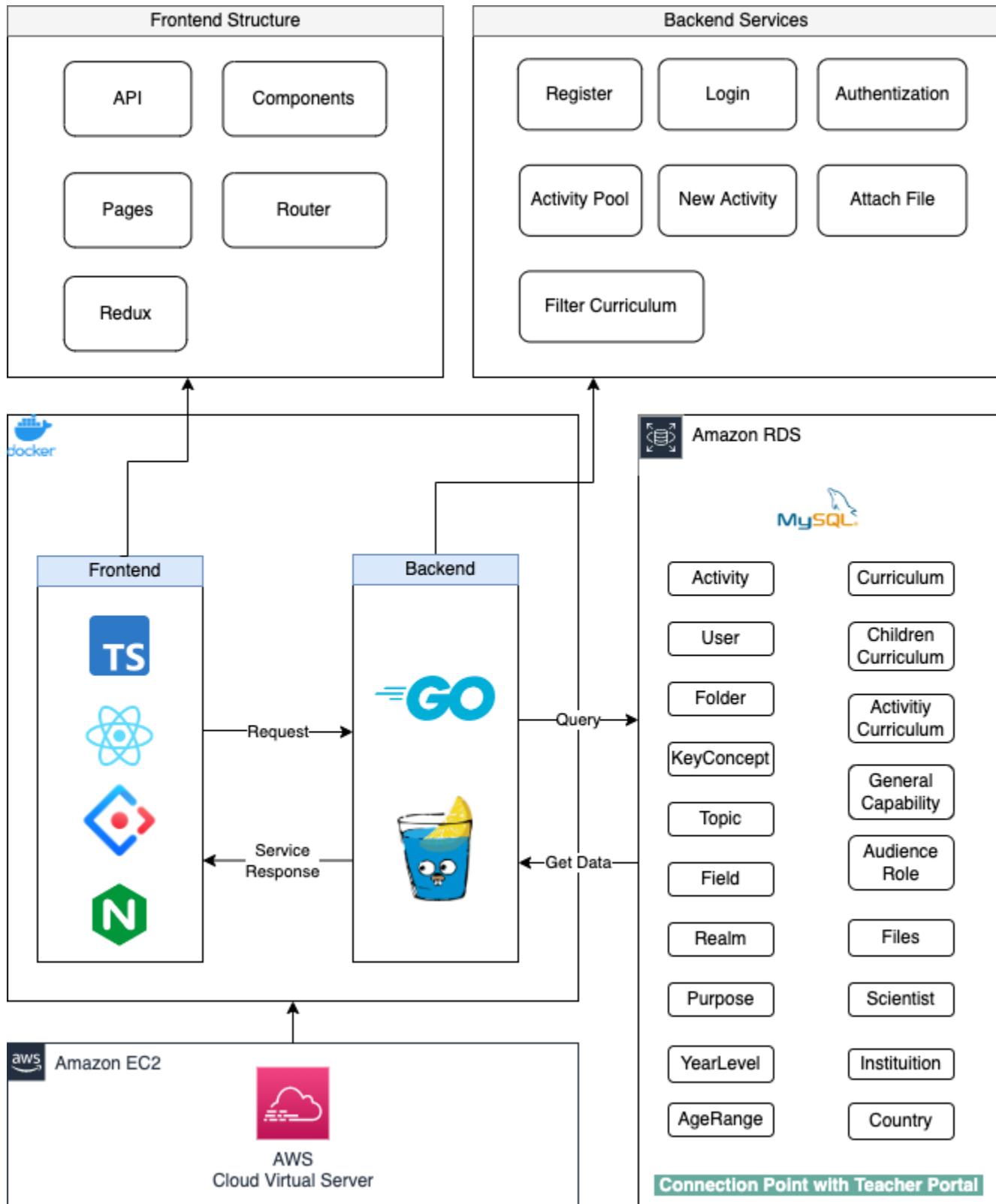
Comment

**Upload**

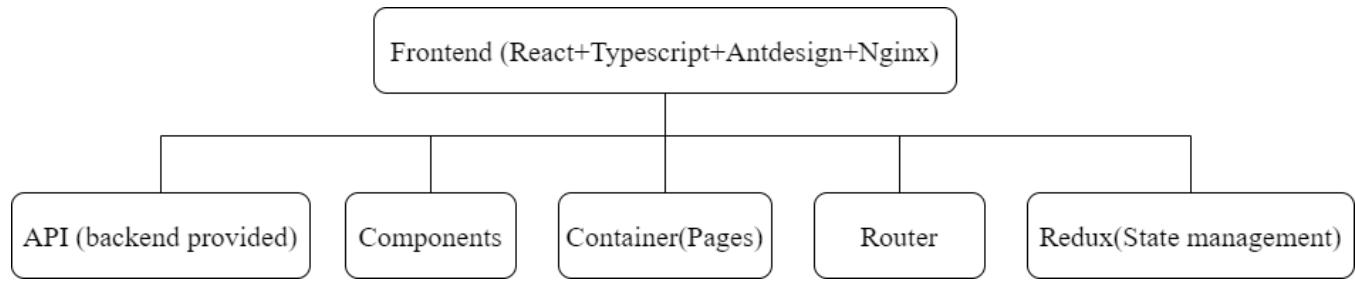
# Curriculum Mapping System Architecture

The following architecture is our latest version 29 May 2022

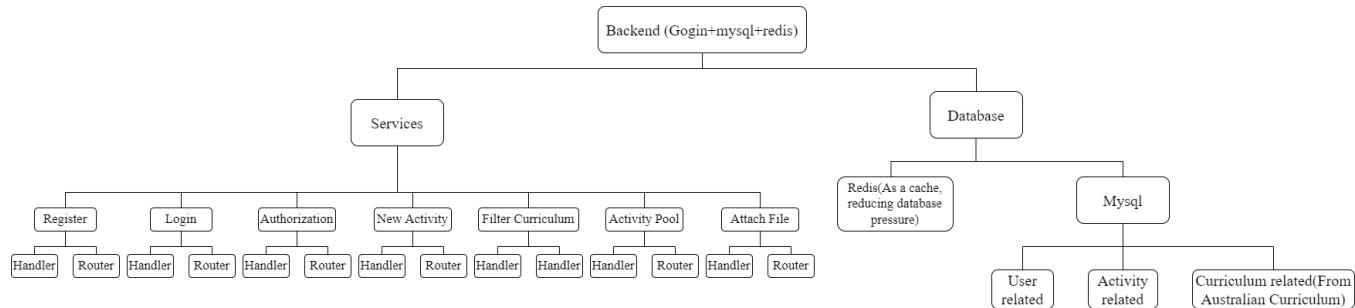
## Overall Architecture



## Frontend Architecture



## Backend Architecture



# Back-end Database Schema

The following is the final database schema confirmed on 23 May 2022

## Activity-centered Database

