

Module 4: Performance Analysis- Requirements

Required Reading	For Module 4.1, 4.2, 4.3, 4.4, & 4.5 - Chapter 5 in the “designing from both sides of the screen” textbook - LSDD portfolio draft [under Resources/ Module 4] folder. - Program of Study & Portfolio: http://education.missouri.edu/SISLT/EdTech/EdTech_LSDD.php http://education.missouri.edu/SISLT/files/LSDD%20Advising%20Aid.pdf http://web.missouri.edu/~kkd2c/portfolio/
Audio Files	- mod4-pss1.mp3 - mod4-pss2.mp3
Assignment Due Dates	- Complete Module 4.1 & 4.2 by Thursday, March 13th at noon - Complete Module 4.3 by Monday, March 17th at noon - Complete Module 4.4 by Thursday, March 20th at noon - Complete Module 4.5 by Saturday, March 22nd at noon

I. Introduction

In module 4 we begin a **design process** for a PSS. I have selected a familiar and common area for us to work so that we can readily share our experiences and learn from one another as well as something for which we don't need (hopefully) to do extensive needs assessment and data collection. However, while you are going through this process with the class it would be ideal for you to try to replicate the process in your work or some aspect of your life so as to design a PSS for some other service. For example, if you work for a company with a sales force, you might consider how a PSS could be used to better support the way sales people sell the company products, etc.

We have 2 PSS's to design and **we will work in a buddy system for reviewing work.** Here are the assignments:

No.	Buddies		No.	Buddies	
	A Program of Study for LSDD	B Portfolio for LSDD		A Program of Study for LSDD	B Portfolio for LSDD
1	Appleton, Lucy	Schodowski, Patricia	6	Boedenauer, Catherine	Sample, Angela
2	Clauser, Terry	Van Tassel, Jane	7	Durboraw, John	Vanithbuncha, Piyanun
3	Goeders, Michelle	Pepin, Colleen	8	Hicks, Stephanie	Howard, Genevieve
4	Howey, Tracy	Nieuwenhuizen, Lisa	9	Huang, Yanyan	James, Josiah
5	Marmolejo, Gina; (Gina review Ngoc, Ngoc review Kelley, and Kelley review Gina.)	Vo, Ngoc Martin, Kelley	10	Necibi, Semi	Rockwell, Britne

Those of you who are listed in **column A** will design a PSS for completing the **program of study for the LSDD project.**

Those of you who are listed in **column B** will design a PSS for completing the **portfolio for the LSDD project.**

The buddies who are assigned in the same buddy group (i.e. 1,2,3...,10) will give feedback to the other member when the guide calls for providing feedback for your "buddy."

This activity has **five tasks** to complete over the next **two weeks** of the course. **Some tasks should start before the prior one is completely finished so read all the tasks first and plan your work.**

II. Module 4.1

Here are the learning tasks for Module 4.1:

1. Listen to the audio component to Mod 4

2. Begin reading chapter 5 in the “designing from both sides of the screen” textbook
3. **Join the weekly discussion** on the Mod 4 discussion board. I will post a question in Module 4 discussion forum: **Module 4 Weekly Topic Discussion** to get our conversation started. Please respond to it, but also start to add your own ideas and questions from the readings. Feel free to also use the discussion board to ask questions or clear up issues about the course. For our discussion we'll use the discussion forums under **Module 4 Discussion** section.

III. Module 4.2

1. Review the available information for your PSS target area (program of study or portfolio)

A. For students who are assigned the PSS for Program of Study in LSDD, you will find relevant information in the SISLT website below.
http://education.missouri.edu/SISLT/EdTech/EdTech_LSDD.php

B. For students who are assigned for Portfolio in LSDD, there is an update to the portfolio guidance on the website. See the document in Resources titled **LSDD portfolio draft** under Module 4 folder. Use this draft as the NEW guidelines for the portfolio.

Please note that our SISLT web site is a little brain damaged in that it shows you a portfolio library without telling you that it is ONLY a library for the TIS program and that LSDD students should not use those examples as reference. Fortunately there is an example for an LSDD portfolio but I don't think you can get there through our website. But I'll give you the magic beans to follow.

<http://web.missouri.edu/~kkd2c/portfolio/>

Also, here is the link for another file that gives you some more information about program of study (page 4) and portfolio (page 8).

<http://education.missouri.edu/SISLT/files/LSDD%20Advising%20Aid.pdf>

I also encourage you to review the work we did in the first 3 modules as you begin the work of module 4.

Hints: The descriptions in the SISLT documents do not do a very good job

of representing the processes, phases, ordination and different roles that are involved in these work efforts....but you need to think through just exactly what does a student need to do to succeed.

2. Prepare a prospectus for your PSS. Basically a prospectus is statement of what you know and what you plan to accomplish as you begin the work. For our purposes your prospectus can simply be an answer to the following question, but you should feel free to add other insights and ideas that you may have.

Your prospectus document should have the following sections:

- A. Goal: Here you state in your own words your goal for the new system
- B. Overview (or ...In a nutshell): here you summarize the challenges you anticipate to meet the goal and the key PSS ideas that you think may be needed or helpful.
- C. What's been done: What examples of systems can provide lessons for your work. Ideally there might be other systems that meet similar objectives, but you may have to settle for lessons through analogy.
- D. What's been said: What have you read that may be helpful for shaping your thinking...provide references or links
- E. Standards: Are there any applicable standards that have a high priority for this system.
- F. Wild ideas: Do you have any "out of the box" thinking.....what's cool or creative?
- G. Experts: Who may you consult with or what experts may be helpful.

Try to complete these 7 areas in a 800-1000 words. Typically a prospectus might also include a work scope, such as time period and budget, etc. When you have completed your work create a discussion thread in the DB named: **"Mod 4.2 & 4.3 Prospectus"** titled **"(A or B) + last name + prospectus"** as your report and copy your text from your word processor into the message. The A or B designates the target area for your prospectus.

Please complete Module 4.1 & 4.2 by **Thursday, March 13th at noon.**

IV. Module 4.3

Read your buddies prospectus and then all the prospectus documents in your buddies target area. Create a short critique for your buddy that identifies weaknesses in the prospectus as well as aspects that you find strong and well done. The goal is to give your buddy some helpful feedback to encourage moving forward with good ideas and doing further work in areas that need it. Point out ideas from the prospectus posts of other students that you find compelling.

Your response should include **at least one positive comment and at least one negative comment**. Post your critique by replying to your buddies thread in DB named: “**Mod 4.2 & 4.3 Prospectus**” by **Monday, March 17th at noon**.

V. Module 4.4

Follow the guidance provided in chapter 5 to **create a task list** (figure 5.1 is an example), **a functional requirements list** (figure 5.2 is an example), and **a prioritized functional requirements list** (figure 5.3 is an example).

We will host a chat on **Tuesday (March 18th) at 3pm central time** to discuss developing these lists. The chat is voluntary. Please check announcements for more info via messages at the beginning of that week.

Keep in mind that your system may have some similarities to Hubbub but is likely to be substantially different. For example you must explicitly support the performance assigned (program of study or portfolio) whereas Hubbub is a general communication utility. The explicit support may be in the form of help systems, intelligent agents, tutoring facilities, documentation, etc.

Post a (word, pdf or html) document of the lists in the “**Requirements**” folder under **Resources/Module 4 folder** by **Thursday, March 20th at noon**. Title your doc as “**(A or B)+ last name + req**”.

VI. Module 4.5

Read your buddies requirements and then briefly review all the requirements documents in your buddies target area. Create a short critique for your buddy that identifies weaknesses in the requirements as well as aspects that you find strong and well done.

Your response should include **at least one positive comment and at least one suggestion** for improvement. Post your comments to DB named: "**Mod 4.5 Feedback for Requirements**" by **Saturday, March 22nd at noon**. Title your posting as "**buddies last name + your last name**".

VII. Reflection

When you have completed all of the work of module 4 answer the following questions and submit your answers via the **Assignments** tool (Module 4 Reflection). You may type or paste your answers in the textbox and submit it by **Saturday, March 22nd at noon**.

I am interested in trying to understand how students participate and contribute in a social learning setting and also in helping you reflect on how your actions add to or detract from your own learning and that of others.....so after each module I will ask you to respond to this same set of questions about your participation. I will not use your self rating to influence how I assign points for a module, but I do require completion of these reflection statements as part of your module work effort.

Please rate yourself (1 to 7 with 7 being excellent and 1 being poor) and then rate your classmates by saying if you feel you are above or below the class average along these dimensions of social learning for this module. For example: Participation "5 above". Also if you have some insight about how or why it worked out for you that way I would love to hear it. I'd also appreciate any thoughts you have about the extent to which these ratings are hard for you to make.

1. Rate your Participation: All students are engaged in that they read and produce what is necessary to complete the assignment, whereas participation

means taking on the role of a speaker or knowledge producer within the class, not just accepting what is presented but trying to make it your own.

- 4. Rate your Contribution:** Does the student contribute to the class discourse and project work in ways that build meaning and lead to mutual understanding. Not only building new knowledge for yourself as in Participation, but contributing to the knowledge development of the class or group within the class.
- 3. Rate your Identity:** Does the student take a responsible role in the community such that he/she answers questions posed by others, identifies ways to improve practice, and/or assumes leadership when tasks/issues/problems arise? Does the student take on a role of self regulation and self control for their own learning (internal form of monitoring and regulation)?

Your answers do not need to be long, just thoughtful.

VIII. Assessment

Your Module 4 assignments will be graded based on the following criteria:

Assignments	Points
Module 4.1: Participate in Module 4 Weekly Topic Discussion	1
Module 4.2: Post your prospectus for PSS to DB named: " Mod 4.2 Prospectus "	3
Module 4.3: Post feedback for your buddies prospectus (at least 1positive +1negative comments)	2
Module 4.4: Complete and post your requirements list to Requirements folder under Resources/Module 4 folder.	6
Module 4.5: Post feedback for your buddies requirements lists (at least 1positive +1negative comments)	2
Reflection (submit via Assignments tool)	1
Total Points	15

****Note.** Points given will base on the quality of work.