

Subject Outline

Subject Title	Content Management Systems
Subject Code	CP3402
Credit Points	3
Study Period	SP53
Attendance Mode	Internal
Campus	Singapore
Prerequisite/s	CP1404 OR CP1804 AND CP1406 OR CP1806) OR CP2010, AND 24 CREDIT POINTS OF CP SUBJECTS
Subject Coordinator/Division /College	Lindsay Ward / DTES / CSE
Subject Lecturer	Francis Ho
Subject Convenor	Randy Zhu

At James Cook University, we acknowledge the Australian Aboriginal and Torres Strait Islander peoples of this nation. We acknowledge the Traditional Owners of the lands on which our campuses and study centres are located and where we conduct our business. We pay our respects to ancestors and Elders, past, present and future. JCU is committed to honouring Australian Aboriginal and Torres Strait Islander peoples' unique cultural and spiritual relationships to the land, waters and seas and their rich contribution to JCU and society.

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This Subject Outline has been prepared by Randy Zhu for the College of Science and Engineering, Division of Tropical Environments and Societies, James Cook University. Updated 8/11/21

The information provided in this subject outline is correct as at the time of completion and may change in response to changing University resources. Any changes will be approved by the College Dean or representative and will be communicated to students via the LearnJCU subject site.

1 Subject details

1.1 Student participation requirements

The JCU [Learning, Teaching and Assessment Procedures](#) (2.1.2d) indicates a typical student workload for a **three (3) credit point subject** requires a **130 hour work load** of study related activities, including attendance, assessment and self-directed study over the duration of the subject with equivalency across all modes of delivery.

Note that attendance at specified classes will be a mandatory requirement for satisfactory completion of some subjects ([Learning, Teaching and Assessment Procedures](#), 3.1.8e) and that additional hours may be required per week for those students in need of **English language, numeracy** or **other learning support**.

Key subject activities	
Lecture: Each week there will be online and video-based materials to learn from, and a live online help session with the lecturer.	Refer to JCU Timetable 2022 or your eStudent personal timetable
Practicals	Refer to JCU Timetable 2022 or your eStudent personal timetable

For information regarding class registration, visit the [Class Registration Schedule](#).

Learning and teaching activities may be recorded for this subject. Personal Information in the form of images and audio may be collected by JCU during the recording. This Personal Information may appear as part of the recording which is accessible to students and staff in this subject on LearnJCU.

1.2 Teaching Staff contact details

Teaching team	Staff member	Room	Phone	Email	Consultation times*
Subject Coordinator	Lindsay Ward			lindsay.ward@jcu.edu.au	By Email
Lecturer	Francis Ho			francis.ho@jcu.edu.au	By Email
Convenor	Randy Zhu	C03-09 JCUS	67093726	randy.zhu@jcu.edu.au	By Appointment
Learning Advisors	The Learning Centre	JCU Library	n/a	Online contact form	Visit Learning Advice Desk – JCU Library
Librarian	Your Liaison Librarian	JCU Library	n/a	Library contacts	

*Other consultation times by appointment only.

1.3 Subject description

In this subject, students will learn about Web-based Content Management Systems (CMS), and use them to develop websites. Students will review CMS tools and technologies and evaluate them in terms of client requirements. Students will develop sites using front-end (client-side) and back-end (server-side) programming while considering issues of interface and user experience, accessibility and Web standards.

1.4 Subject learning outcomes and course learning outcomes

On successful completion of this subject, you will be able to:

- appraise the role of content management technologies to acquire, organise and present web content;
- create and deploy websites using Content Management Systems, including creation and editing content, creating custom templates or themes, and performing site management;
- examine installation and maintenance considerations for modern websites

These outcomes will contribute to your overall achievement of [course learning outcomes](#).

1.5 Student feedback on subject and teaching

Students are at the heart of JCU and as part of our commitment to improving the quality of our subjects and teaching, we regularly seek feedback on the JCU student experience.

Your JCU Surveys are available to all students through [LearnJCU](#). You will receive an email invitation when the survey opens.

1.6 Subject resources and special requirements

All subject readings and resources, including journal articles, book chapters, websites, videos, print and eTextbooks, are available to view online from your *Readings list* via your LearnJCU subject site.

2 Assessment details

2.1 Key dates

Key dates	Date
Census date and Last date to withdraw without financial penalty	See 2022 Study Period and Census Dates
Last date to withdraw without academic penalty	See 2022 Study Period and Census Dates
Assessment item 1: [Assignment 1: Website creation/development, 20%]	Due: 9-Dec-2021 (Week 5)
Assessment item 2: [Project, 50%]	Due: 20-Jan-2022, 5pm (Week 10)

Key dates	Date
Assessment item 3: [Practical assessment/practical skills demonstration, 30%]	Due: Weekly

2.2 Requirements for successful completion of this subject

In order to pass this subject, you must:

- Achieve an overall percentage of 50% or more
- Submit a credible attempt at all assessment items within this subject. Students who have completed less than 100% of the assessment will be subject to review by the College Assessment Committee which could result in an 'X' grade (Fail (did not sit for exam/s or did not complete at least 80% of assessment requirements or deferred exam not granted)).

Final results for this subject will be graded as described in the [Student Results Policy](#).

Graded = HD, D, C, P, N etc

Supplementary examinations/supplementary assessments are available for this subject, in accordance with the [Learning, Teaching and Assessment Procedure](#) (3.2.9) and the [Student Results Policy](#) (2.1)

2.3 AccessAbility Services and Support

Reasonable adjustments may be made to assist you to manage additional circumstances impacting on your studies provided these do not change the academic integrity of a degree. Reasonable adjustments do not alter the need to be able to demonstrate the [inherent requirements](#) of the course.

If you believe you will experience challenges completing your degree or course because of a disability, health condition or other reason, you should discuss your concerns with [AccessAbility Services](#).

2.4 Assessment items

ASSESSMENT ITEM 1: [ASSIGNMENT 1 – WEBSITE CREATION/DEVELOPMENT]

Aligned subject learning outcomes	<ul style="list-style-type: none"> • appraise the role of content management technologies to acquire, organise and present web content • create and deploy websites using Content Management Systems, including creation and editing content, creating custom templates or themes, and performing site management • examine installation and maintenance considerations for modern websites
Aligned professional standards/ competencies	<ul style="list-style-type: none"> • ACS CBoK: ICT Problem Solving – Modelling, abstraction, design • ACS CBoK: Technology Building – Human Factors; Systems development; Systems acquisition SFIA: User experience design (HCEV)
Group or individual	Individual
Weighting and due date	20%
Due Date	9-Dec-2021, 5pm

ASSESSMENT ITEM 1: DESCRIPTION

You will design, create and publish two websites for your own startup business. This can be a new idea or something you have used before and can be fictitious or real, but you must not already have a website for it. These sites are to be built using two different CMSs, which will give you a broader experience than if you only used a single system. The sites should be fundamentally the same and must include various media (text, images, video) and other required elements such as at least one additional plugin/extension not provided in a base install of the CMSs.

The second assignment (project) will be a new site using the WordPress CMS. So, for assignment 1, it is up to you if you wish to, a) use WordPress as one of your two CMSs so you can start learning it, or b) choose not to use WordPress so that you have broader experience with more systems (3 in total instead of 2).

You may not use wordpress.com site builders like Wix, SquareSpace, Weebly or similar.

ASSESSMENT ITEM 1: CRITERIA SHEET (OR RUBRIC)

Criteria	Exemplary (9, 10)	Good (7, 8)	Satisfactory (5, 6)	Limited (2, 3, 4)	Very Limited (0, 1)
Two CMSs Worth triple	Two different CMSs used to create published sites that are very similar	Two different CMSs used, but site structures are quite different	Two different CMSs used, but one site is incomplete	Only one site published	No sites published
Plugins	Both sites use installed plugins for something useful, enhancing the site functionality	Plugins used in both CMSs, but one or both are not very useful, not enhancing the site	One useful plugin used in only one CMS	One plugin used in only one CMS, but not useful	No extra plugins used
Content	Site content is complete and accurate; text and media are all wellintegrated	Exhibits aspects of exemplary (left) and satisfactory (right)	Site content is incomplete; not all media are present or not well-integrated	Exhibits aspects of satisfactory (left) and very limited (right)	Minimal or poor site content; not all media are present

Goal-Driven	Goals of the site are clear in the design and calls-to-action are well used		Design has some goal-orientation, but mostly misses the opportunities to lead users; calls-to-action are not evident		There is no sense of the site design being goal-driven
Information Architecture	Content has been thoughtfully organised to be suitable for site goals; navigation is intuitive		Not all content is well-organised; navigation is not always intuitive		Content placement seems illogical; navigation is difficult
Information Design	Text has been formatted to be suitable for scanning and for site goals; images enhance meaning of text		Some content is well-formatted but not all, e.g. some text needs to be made more scannable; images are not well-used		No evidence of thoughtful information design; content appears to be untreated
Documentation	Documentation is complete with thoughtful reflection and insights		Documentation is incomplete, minimal reflection and insights		No documentation

ASSESSMENT ITEM 2: [PROJECT]

Aligned subject learning outcomes	<ul style="list-style-type: none"> • appraise the role of content management technologies to acquire, organise and present web content • create and deploy websites using Content Management Systems, including creation and editing content, creating custom templates or themes, and performing site management • examine installation and maintenance considerations for modern websites
Aligned professional standards/ competencies	<ul style="list-style-type: none"> • ACS CBoK: ICT Problem Solving – Modelling, abstraction, design • ACS CBoK: Technology Building – Human Factors; Systems development; Systems acquisition; Programming • SFIA: User experience design (HCEV)
Group or individual	Group
Weighting and due date	50%
Due Date	20-Jan-2022, 5pm

ASSESSMENT ITEM 2: DESCRIPTION

In the second project, you will work in a team of 3-4 people to develop one website using WordPress for a client. For this site, you will go deeper than the first assignment and create your own custom theme, which involves programming and design (PHP, HTML, CSS). Documentation for the project will be focused on providing an industry-style README that would allow a new developer to continue developing (WordPress theme details) and deploying (publishing workflow) the site.

As described in the presentation assessment item below, your group must come up with and use a modern development and deployment workflow for this assignment. This is a significant part of the assessment and some past students have commented that it is the hardest part. The skills and experience you will get from researching and using modern workflows should be a highlight of the subject and you will describe these in a report on LinkedIn to reinforce your increased employability as a result of this assessment.

The final presentation is a demonstration and justification of your chosen development and deployment workflow. Your group from assignment 2 will research, decide on and use a modern process for collaborative development and deployment considering how best to handle issues such as source control, staging and automation. You will use this workflow for assignment 2, then present it and your analysis of it (pros and cons, insights learned) for this assessment item. Your team should present for between 5 and 10 minutes. A key part of your presentation is a live demonstration of how you can update a site in a local environment, use appropriate source control, and efficiently update a live site.

This presentation is to be recorded and submitted as a video file. It is recommended that you use something that allows you to present both your screen and a camera so we can see each person as they speak as well as the demonstration and any other visuals. In keeping with the philosophy of the subject, you are welcome to use what you wish. Zoom or Google Hangouts should be good for this and in the past some students created excellent presentations using Discord and OBS (Open Broadcaster Software).

Peer assessment will be used to ensure fair results. You will complete a peer assessment report (via CATME) that will result in relative scores for you and your team. If you are found to be significantly "underperforming" in your group, then your marks will be reduced accordingly

ASSESSMENT ITEM 2: CRITERIA SHEET (OR RUBRIC)

Project

Criteria	Exemplary (9, 10)	Good (7, 8)	Satisfactory (5, 6)	Limited (2, 3, 4)	Very Limited (0, 1)
Publishing	Site is available in production, staging and local development	Site is available in production and local development, but not staging	Site is available in production and staging but not local development	Site is only available in local development or production	Site is not available anywhere
Content	Site content is complete and accurate; text and media are all wellintegrated	Exhibits aspects of exemplary (left) and satisfactory (right)	Site content is incomplete; not all media are present or not well-integrated	Exhibits aspects of satisfactory (left) and very limited (right)	Minimal or poor site content; not all media are present
Goal-Driven	Goals of the site are clear in the design and calls-to-action are well used		Design has some goalorientation, but mostly misses the opportunities to lead users; calls-to-action are not evident		There is no sense of the site design being goaldriven
Information Architecture	Content has been thoughtfully organised		Not all content is wellorganised; navigation		Content placement seems illogical;
	to be suitable for site goals; navigation is intuitive		is not always intuitive		navigation is difficult

Information Design	Text has been formatted to be suitable for scanning and for site goals; images enhance meaning of text	Some content is wellformatted but not all, e.g. some text needs to be made more scannable; images are not well-used	No evidence of thoughtful information design; content appears to be untreated
Interface Design (custom theme)	Design is professional, consistent, suitable for site goals and audience	Design is not suitable for site goals and audience, obvious inconsistencies across different pages	Poor quality design, not suitable for site goals and audience, or not using custom theme
Theme	Theme development is complete; structure and theme follows WordPress standards and guidelines; theme is reusable (no hard-coded content)	Theme development is incomplete; problems with structure or code not following standards and/or guidelines, and/or reusability problems, e.g. hard-coded content	No custom theme developed (e.g. child theme used)
Version Control	Version control used properly - multiple commits by all team members, decent messages, no duplicate files in different folders	Version control used but not well, e.g. insufficient commits or limited commit messages or not all team members have committed	Version control not used at all
Project Management and Communication	Use of tools is very good, with evidence of consistent effort and meaningful communication	Use of tools is not good enough, with evidence of inconsistent effort and minimal communication	Project management tools not used at all or not visible to marker
Documentation	Documentation is complete, without error and well-written; it would be easy for someone else to continue to develop and deploy the site	Documentation is mostly complete and/or contains errors making it harder than need be for someone else to continue to develop and deploy the site	Documentation is mostly incomplete or incorrect
LinkedIn Project Report <i>Individual mark – per student worth double</i>	Report is well-written, goal-driven, and effectively summarises the project, highlighting the skills used/learned and the role/s performed; correctly links to the rest of the team	Report is mostly complete but is not well-written, lacks promotion and/or doesn't highlight roles and other team members	Report is mostly incomplete or incorrect

Presentation

Criteria	Exemplary (9, 10)	Good (7, 8)	Satisfactory (5, 6)	Limited (2, 3, 4)	Very Limited (0, 1)
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Content	Coverage of topics is appropriate and well balanced including good justification. The presentation appears to have a clear audience and goal.	Exhibits aspects of exemplary (left) and satisfactory (right)	Coverage of topics is reasonable but not well balanced or justified. Audience and goal could be clearer.	Exhibits aspects of satisfactory (left) and very limited (right)	Important content is missed. No clear audience and goal.
Visuals and Demonstration	Demonstrations are effective and well planned. Use of visuals enhances the presentation and meaningfully connects with the content being presented.		Demonstrations are passable but not realistic or not well executed. Visuals don't always line up with the talk or the presentation lacks visuals that would enhance it.		Demonstrations are missing or messy. Visuals are poor.
Structure	Students present information in a logical sequence which audience can follow. Strong introduction and conclusion.		Presentation sequence makes it harder for audience to follow than it should be. Introduction and/or conclusion are not strong.		Poor sequence of information means audience cannot understand presentation. Start and finish are very weak.
Group Work	Presentation is shared evenly, each person's part logically flows, contributing to one coherent wellorganised presentation.		Presentation is not shared evenly, each person's part is separate, changeovers are a bit messy.		Not all members contribute and/or sharing is problematic.
Delivery Style <i>Individual mark – per student</i>	Student maintains eye contact with audience, seldom returning to notes. Clear voice and good pronunciation. Audience can hear presentation. Use of voice is dynamic and enhances meaning of presentation.		Some eye contact, reading for much of presentation. Voice is too low or unclear. Tone is not interesting.		Reading for majority of presentation with little to no eye contact. Unclear voice, incorrect pronunciation. Tone is monotonous or uninteresting.

ASSESSMENT ITEM 3: [PRACTICALS ASSESSMENT/PRACTICAL SKILLS DEMONSTRATION]

Aligned subject learning outcomes	<ul style="list-style-type: none">• appraise the role of content management technologies to acquire, organise and present web content• create and deploy websites using Content Management Systems, including creation and editing content, creating custom templates or themes, and performing site management• examine installation and maintenance considerations for modern websites
Aligned professional standards/ competencies	<ul style="list-style-type: none">• ACS CBoK: ICT Professional Knowledge – The ICT profession • ACS CBoK: ICT Problem Solving – Modelling, abstraction, design• ACS CBoK: Technology Building – Human Factors; Systems development; Systems acquisition; Programming• SFIA: User experience design (HCEV)
Group or individual	Individual
Weighting and due date	30%
Due Date	Weekly

ASSESSMENT ITEM 3: DESCRIPTION

All practicals will be assessed except for the final one where you will do your presentation. In the first few practicals, you will work on achieving goals to learn Web design and development skills and to gain experience with CMSs. Note that practicals will specify the "what" but not the "how"; that is, they won't provide step-by-step instructions. It's up to you to learn the skills required to achieve the practical goals. Remember that your chosen online courses will be your primary resource for this and you should come to practicals prepared by having watched the relevant course videos or otherwise having learned what you need to know.

Each week there is an expectation of your individual research and learning to equip you with the skills needed to complete the subject, and part of the practical mark is based on your demonstration of this learning. This will usually be in the form of completing LinkedIn Learning courses and other online training modules as suggested, and you will need to demonstrate evidence of your insights and knowledge/skill acquisition to your tutor through your weekly learning journal.

In later practicals, you will work in project teams to develop your group assignment. Each of these practicals will start with a stand-up meeting for each group. There is a short video linked in the subject calendar about stand-ups to help you understand them. Stand-up meetings are what many industry teams do every single day, so this is intentionally designed to help prepare you for industry. Here's how a stand-up should go. Each person tells the rest of their team (not the lecturer or tutor):

- What they worked on last week (since the last meeting) Page 14 of 17
- Any road-blocks or things they're stuck on (and might need help with)
- What they plan to achieve in the coming week (before the next meeting).

ASSESSMENT ITEM 3: CRITERIA SHEET

All marks are individual. Early practicals (before group work) will usually be marked as follows:

- 2 – sufficient weekly learning completed (based on evidence provided)
- 2 – practical work completed well with good effort

Half marks will be given in each category for progress considered insufficient but more than nothing. For group project work pracs (no individual tasks), the expected work includes contributing to the stand-up, then working together (not leaving) on the tasks the group decides to work on.

Some pracs will include tasks and group work, so these will usually be marked as:

- 2 for individual prac task
- 1 for learning evidence
- 1 for group work

3 Submission and return of assessment

3.1 Submission of assessment

The ability to adhere to deadlines is a highly desirable attribute that employers seek in our graduates. Right from the beginning, new students should acquire the habit of meeting deadlines for their work, by organising their study time appropriately. All assessment in this subject must be submitted to the via the LearnJCU subject site according to any provided instructions.

3.2 Late submissions

The [Learning, Teaching and Assessment Procedure](#) (3.1.8d) outlines a uniform formula of penalties imposed for submission of an assessment item after the due date. This formula is 5% of the total possible marks for the assessment item per day including part-days, weekends, and public holidays. If submitted after 20 days, the assessment item thus would be awarded 0 marks (i.e. $5\% \times 20 = 100\%$ of total possible marks in penalties). For assessment items weighted 0%, and submitted after 10 days a DNS grade is awarded.

3.3 Special Consideration (including deferrals and extensions)

You are encouraged to access equity measures if you are affected by extenuating circumstances while undertaking the subject. JCU's [Special Consideration Procedure](#) requires that you must make yourself available for assessments and examinations at the scheduled times and extensions or deferrals for an assessment item due to previously scheduled commitments such as weddings or holidays, will not be granted.

All Special Consideration requests can be applied for through the Special Consideration application form. The form is linked to the [Special Consideration Procedure](#) and also available on the [Student Forms](#) webpage.

3.4 Academic Integrity

You are required to complete the [Coursework Academic Integrity](#) Modules available in your LearnJCU site.

All non-examination items of assessment are required to be submitted with the Assessment Declaration available through LearnJCU. The Assessment Declaration contains statements relating to academic integrity under the [Coursework Academic Integrity Policy and Procedures](#). All instances of [academic](#)

[misconduct](#) are treated very seriously by the University and students may be severely penalised for committing any form of academic misconduct.

For more information regarding academic integrity, see

<https://www.jcu.edu.au/students/learningcentre/academic-integrity>

3.5 Return of assessment

The requirements for an assessment's return date, time and manner will be determined by the Subject Coordinator in line with the JCU [Learning, Teaching and Assessment Procedures](#). Feedback will be given, and you can discuss your assessment with the marker as per clause 3.5 of the [Learning, Teaching and Assessment Procedures](#). You will be informed of your grade for every component of assessment in the subject under clause 3.5.1 and 3.5.2 of the [Learning Teaching and Assessment Procedures](#).

3.6 Review of assessment

Assessment items and final grades will be reviewed through moderation processes ([Learning, Teaching and Assessment Procedures](#), 3.6). It is important to be aware that assessment results "must always undergo final ratification for each study period. No single grade or mark represents a final result in a subject" ([Learning, Teaching and Assessment Procedures](#), 3.7.4.).

Assessment in this subject may involve the use of Respondus with camera surveillance or webcams. Respondus can record an assessment attempt, and that recording will be used for the investigation of cheating or any other conduct which may contravene JCU Policies and Procedures. Footage will only be accessed by persons authorised by the University to do so and may be shared with internal or external investigators. The footage constitutes Personal Information and will be stored and accessed in accordance with JCU's [Information Privacy Policy](#).

Students can seek a review of individual assessment pieces through the process identified in clause 3.8 of the [Learning, Teaching and Assessment Procedures](#).

Students can seek a review of the final subject result through the process contained in the [Review and Appeal of a Final Subject Result Procedure](#).

4 Learning and teaching in this subject

4.1 Subject calendar

Please note, the sequence of some topics may change due to staff availability, resourcing, or due to unforeseen circumstances. Please monitor announcements made via LearnJCU.

Week/Date		Lecture	Preparation (Linkedin Learning Course Links)	Practicals	Relationship to assessment
1	11-Nov-2021	Subject intro & Web design basics	Introduction to Web Design and Development	Basic Web design	Assignment 1, Project, Practicals
2	18-Nov-2021	Overview of CMSs	WordPress 5 Essential Training	Joomla CMS	Assignment 1, Project, Practicals
3	25-Nov-2021	WordPress: installation, settings, content, navigation, using themes and plugins	WordPress Workflows	WordPress CMS	Assignment 1, Project, Practicals
4	2-Dec-2021	Development and deployment workflows	Mapping the Modern Web Design Process , Version Control for Everyone , Migrating WordPress with WP Migrate DB and DB pro	Local development + deployment	Assignment 1, Project, Practicals
5	9-Dec-2021	WordPress: developing child theme	Wordpress: Building Child Themes , Design Responsive WordPress Themes in the Browser	WordPress child themes	Assignment 1, Project, Practicals
LR	LECTURE RECESS				
6	23-Dec2021	Project/client introduction, group project management	Having daily stand-up meetings	Group setup	Project, Practicals

Week/Date		Lecture	Preparation (Linkedin Learning Course Links)	Practicals	Relationship to assessment
7	30-Dec2021	PHP programming	Introducing PHP PHP with MySQL Essential Training	PHP & Group project work	Project, Practicals
8	6-Jan-2021	WordPress: developing custom themes	WordPress: Building Themes from Scratch Using Underscores , DRY Development	Group project work	Project, Practicals
9	13-Jan-2021	CSS pre-processing with Sass Presentation skills	Sass Essential Training Learning Graphic Design: Presentations	Sass & Group project work	Project, Practicals
10	20-Jan-2021	UX (user experience) design Securing WordPress	User Experience for Web Design , UX Foundations: Information Architecture WordPress: Developing Secure Sites	Presentations	Project, Practicals

4.2 Learning and teaching activities/expectations

OK, are you ready? Read this.

A key purpose of this subject is to make you more employable. That's good, right? For that reason, this subject will be considerably more self-directed than most of the IT subjects you have done. You will be expected to do a significant amount of learning through online courses (mostly LinkedIn Learning) as well as other research and learning – and to document this in a weekly journal. Journaling is a valuable skill that reinforces and supercharges your learning.

Lectures (or lecture recordings) will introduce topics and issues and will include demonstrations, but will not always prescribe a specific approach to solving problems in the subject. It will be up to you to compare and test different ways of achieving set goals to determine the best course of action.

Practicals will provide opportunities to practise skills and experiment with new techniques in a supported environment (but will not be walk-throughs).

Assignments will be flexible and allow you to follow practices you have determined are best, provided you can justify this well. You should not expect to simply be told what to do in this subject, but should be prepared to achieve goals through research and practice to find and follow the best course of action.

The subject will involve group work, and you are expected to contribute as a valuable member of your team. “Freeloading” will not be tolerated. Work together as a team to determine the best roles for each team member and ensure you all do your parts. Peer assessment will be used to ensure fair results.

Historically, this new way of doing things has been a challenge for some students. Here are some actual comments from students. Remember, we really value your feedback and consider every comment and suggestion. That's why these are here now... to help you.

- I completely disagree with the lecturer's idea of trying to turn students into employable workers. To palm off the lecture material to LinkedIn learning was downright lazy.
- The choice to use a mac lab for pracs is silly, most students don't use mac and this simply adds complexity to an already stressful subject.

Let's address the kind of concerns that these comments raise. In order to get the most value out of any situation, it's important to have realistic and accurate expectations. Throughout a university degree, a student should transition from a high school student, becoming more and more capable and independent, to graduating as a competent employable worker... but still a graduate, not an experienced employee. Treating the learning experience of your overall degree as an opportunity for growth like this will really help you succeed and enjoy it. You should have the kind of perspective that knows stress is necessary for growth and that new challenges are better than simply repeating old ones. You are an IT professional in training!

Mac computers are widely used in the IT industry (e.g. search for "WakaTime programming stats" to see that developers who use the cross-platform WakaTime tracking plugin use Mac more than Windows) and so this is included in the subject. Why? Two reasons: skill and attitude. First, being capable of using a Mac/Linux environment (especially the command line) is helpful and you really should learn it before you graduate. Second, having a positive attitude towards learning and using new and different things is really valuable. When you do get a job and they ask you to use a Mac or use a different IDE or , then you don't want to be negative or limited about this... but rather, be

open to new learning and growth and potentially better results. Limiting yourself to what you already know and do will not produce better results.

When I (Lindsay) designed this subject, I talked to IT industry employers about what they wanted in our graduates and their responses included the ability for students to work effectively in unclear/undefined environments... in situations where they need to be self-motivated and not simply follow established processes. When and how will students learn these skills and attitudes? My hope is that this subject prepares you for a work environment where you don't simply follow the provided steps and tick the boxes, but where you need to figure some things (not everythin) out on your own and you're your own judgements. These skills are vital. Let's learn them!

Lazy? <I'll fill in a response here later, if I get around to it.>

In addition to the usual and formal communication methods like email and LearnJCU (used for all subject materials), we will use a Slack workspace for informal subject- and uni-related communication with staff and other students. Slack is an industry-standard tool used at many great IT workplaces, so you are enhancing your professional experience by using it. If you haven't joined already, join at <http://itatjcu.slack.com>.

Slack will also be an excellent primary collaboration tool for your group assignment. You will be assigned to a private group along with your team members, lecturer and marking staff. You can then use integrations for services like Google Drive/Hangouts/Calendar, Trello, GitHub, etc. to help facilitate group work and keep everyone up-to-date with your work. Your involvement in the group work will also be evaluated based on the "evidence trail" shown in these sorts of tools – e.g. Slack messages, Trello history and GitHub commits.

Learning and teaching activities may be recorded for this subject. Personal Information in the form of images and audio may be collected by JCU during the recording. This Personal Information may appear as part of the recording which is accessible to students and staff in this subject on Learn JCU.