**Day 3 – tutor guide & schedule**

## Part 1 – learners complete work on Diamonds

It is expected that learners will still have tasks to complete on the diamonds challenge from Day 2 PM so it is recommended that you set aside a portion of time this morning for them to progress/ finish those tasks as far as they can and to prepare to share their work with the class. Start the morning by agreeing a time for Show & Tell, advise they should select 1 page to present or a feature to demonstrate, then leave them to work independently. During this time, tutor should be available to provide support and answer questions.

## Part 2 – Show & Tell : Diamonds analysis

Learners will be invited to present, one by one, something they have built on the diamonds data set. This could be a dashboard, chart, analysis sheet or an interactive feature they want to show. Each presenter should take no more than 5 minutes and provide verbal narrative as well as demonstrating their work in the browser. If necessary, learners can provide access for the tutor to their analysis by inviting the tutor to their workspace.

## Part 3 – QuickSight Parameters

This is the final feature of QuickSight that has not been utilised in the training yet. Tutor will demonstrate parameters using Diamonds data set and cover the following as a guided demonstration:

- what are parameters?

- how can they be used?

- parameter defaults

- the 3 steps of creating parameters – create, configure, use

Useful links:

<https://docs.aws.amazon.com/quicksight/latest/user/parameters-in-quicksight.html>

<https://www.youtube.com/watch?v=QW42z7dhw60>

With 2 examples:

- how to create a parameter for a single field

- how to use a parameter in a control (across sheets)

- how to create a parameter for multiple fields

- how to use a parameter in a calculated field

## Part 4 – Review of techniques and limitations in QuickSight

Using the whiteboard or digital whiteboard, it is now time for learners to take a break from building analyses and share what they have learnt in QuickSight so far. Provide them a structure for input:

End user

Data source(s)

And ask them to add sticky notes describing the steps and features involved in getting from source to end user using QuickSight. This is a good time to collect notes on feature limitations too. Ask learners to share their observations of what they find they cannot do in QuickSight (especially if they can think of something that other BI / data visualisation tools allow). For a first example – the title text can only be one of a few pre set sizes.

## Part 5 – introduce the UFO scenario and task

1. Ask the learners to vote on whether they believe in UFOs.
2. Tutor can use this article to open up the discussion. <https://www.bbc.com/news/world-us-canada-66320498>
3. The objective of the final task is for learners to gain further practice using AWS QuickSight features to cleanse and reformat a dataset which is text heavy so that they can produce a multi-level visual and text analysis. Learners have the option of
   1. working independently – we have provided a list of steps (and sample formulae), plus target analysis layouts as examples. They can be creative with the final design and apply decision-making skills to determine the order they will work through the processing steps. They can plan their method and work iteratively, similar to a live data analysis scenario
   2. working in a guided manner– we have provided a list of detailed steps and screenshots that they can follow.
4. Remind them that they won’t be familiar with the data beforehand, so should expect to work iteratively through the data analytics lifecycle, going back to earlier steps and, refining their design as they develop knowledge about the data and find better ways of presenting your insights.
5. Scenario contains a pdf and images of a sample analysis. This is not the ‘answer’ for that solution, merely a suggested layout of whats possible given the requirement and data.
6. Recommend they spend 10 minutes planning what they will do and review the data in excel.
7. Advise them to take notes on what they did because this will be useful for the post module report to their tutor and for their apprenticeship portfolio.

## Part 6 – learners will work on UFO independent task

**3.0 Task\_UFOs.doc** : This task can take learners between 1 and 3 hours to complete. During this time, tutor should be available to provide support and answer questions.

## Part 7 – Retro : Learners assess their progress and identify their next steps in learning/ using AWS QuickSight

There is no show and tell wrap up for this task but tutor should stop everyone working on this task an hour before the end of the class and bring them together for a class discussion/ retro.

1. Ask learners to rate their knowledge of QuickSight at this point.
2. What went well ?
3. What was difficult?
4. Spend a few minutes brainstorming what they will do to keep learning QuickSight and what their next steps will be.

## Part 8 – Survey + final Q&A

Tutor gives out the class evaluation link and host a final Q&A