**Meeting of Eastern SD teachers 6 April - Notes**

*A quick overview of the chats we had – thanks to everyone who turned up and contributed; it was a fabulously vibrant discussion with practical conclusions that we can apply in our own classrooms.*

Each teacher is at a slightly different stage with the SAT. Some students have only just selected their idea; others have completed the first three observations on the Authentication sheet.

Overall, the vast majority of students were able to locate a real life client and project which is great!

**Data collection** – students need guidance. Perhaps look into and list the data needed to make each type of diagram (UCD, DFD, sitemap/storyboard, mock-up and design choices). Use this to then plan data collection methods, and write questions for specific people to collect data from.

**Gantt chart** – we discussed the level of detail into which tasks need to be broken. Challenged by the students’ lack of knowledge about what their development will require, and thus not be able to put much detail into the development section of their Gantt chart. No real solution found. Suggested that an initial (version 1) of Gantt could be produced to sign off the Auth Observation. The Gantt could then be updated with more details near the end of U3O1 once the analysis and design are completed. This version 2 of Gantt chart is what the student would then submit & be assessed on.

**Authentication and potential for lost work:**

Difficult with large groups, students using languages we are unfamiliar with, or students/teachers who are absent for periods of time. Various suggestions included:

* Some form of journal, blog, or progress record on a class or weekly basis.  
  This would provide an overall view for teacher to see the development progress, and will also aid students in U4O1 when they need to reflect on and write about the use of a Project Plan throughout the SAT.  
  Some teachers are doing this in a shared OneNote, so they immediately can see each student’s journals. Other journal tools are the school LMS, or a website like Blogger; concerns about privacy and copying by 2017’s students were raised.
* Each class/ one class per week, go around the classroom with a list of student names. Next to each name, record where they are up to.
* If part of the programming seems too complex for the students’ abilities, ask them to explain how they reached the solution, which resources they used, and ask them to talk through what the code does line by line.
* Avoid lost work by:
  + Asking students to explain their backup procedure
  + Requiring students to use versioning
  + Requiring that they submit draft versions every couple of weeks (of documents, designs, code, whatever) so that in case of total data loss, we have a copy they can work from OR that we can assess from.

**Design Folio** will require students to complete some of the following to describe their two (or three) design ideas. How they can ‘describe’ the designs:

* pseudocode
* data dictionary
* object descriptions
* application architecture, describe data storage, technical requirements, security etc
* Sitemap (for website) / storyboard (for animation/game)
* Interface/screen mockups
* No IPO required

Other things we talked through:

* How to use trace tables (desk checking) and how to teach them.
* U3O1 number of tasks, and when they’re being held (some are finished, most have a couple left to teach and assess during Term 2).
* Shared the ideas that our students have found. These range from simple programming tasks, to games, database driven websites, desktop and mobile applications.

Most agree that we could **teach U4O1 and U4O2** theory interspersed with a class or two each week for students to work on their SAT; this allows us to speak with each student, record their progress for authentication, guide them if stuck.

Most teachers are providing 8 to 10 weeks for U4O1.

**Disclaimer:**

These notes are a summary from my limited memory a week after the meetup; and are in no way approved by VCAA, DLTV, etc so use them along with your brain and the Study Design ☺