UNIVERSITY OF JOHANNESBURG
FACULTY OF EDUCATION
NOVEMBER EXAMINATION 2014

PROGRAMME: B Ed (Senior Phase AND FET)

MODULE: SCHOOL ICT SUPPORT SPECIALIST

CODES: ITS20B2

TIME: 3 hours

MARKS: 150

EXAMINER: Dr R Diseko

MODERATOR: Prof D van der Westhuizen

(This paper consists of 9 pages)

INSTRUCTIONS

1. This examination is taken in a computer venue. All questions are to be completed using the indicated computer software tools. No handwritten answers may be submitted.

2. Answer all the questions.

3. You are strongly advised to save the files that you are working on at regular intervals as to minimise the effect of computer malfunctions. For this purpose, you may access an online file repository system (for example 'Drop Box' or 'Google Drive') and temporarily store your files there. You may not access the Internet for any other purpose than this.

4. Source files are available for download in the uLink online environment. Use the link "Exam Source Files" in "Submit Assignments".

5. Attach all completed files using the link "Submit Exam Files" in "Submit Assignments" in the uLink online environment.

6. Strictly name the files as indicated in each question.

QUESTION 1: DATABASE (MSAccess)

In the Blackboard/uLink online class in 'Submit Assignments', find the MSAccess file "**Learner_Details**". Download this file and then upload it to your personal cloud storage space (e.g. "Drop Box" or "Google Drive"), or alternatively save it to the "Desktop". Once the file is downloaded, do the following:

Open the file **"Learner_Details.accdb"**. Open the file and complete the following:

1.1	Rename the *Table 1* to "**Learners' Details**".	(2)
	Now open the table called "Learners' Details" in Design View:	
1.2	Change the field name "**Sex**" to "**Gender**".	(2)
1.3	Edit the field called *Postcode* – change it to a "**Code**", data type - *Long Text* to "**Number**" and field property - *Long Integer* and to an "**Integer**".	(3)
1.4	Change the filed called "Suburb" to "City".	(1)
1.5	Add two new fields and call them - "**Books returns**" and "**Credit**" to the table. The data type of the field called "Books returns" should be "**Yes/No**" and that of the field "Credit" should be in "**Currency**", South African Rands.	(4)
1.6	Add two new fields and call them Maths Test 1 and Physical Science Test 1. The field sizes of these fields should be "**3**".	(4)

Close the Design View and save changes

Open the table called "Learners' Details" in Datasheet View:

1.7	Complete all the incomplete details for the learners whose names are already in the table: - *Books returns*, *Credit* (who have still outstanding school fees) and *two tests* (with fictitious marks out of 100).	(4)
1.8	Add another two learners' names and complete their details.	(4)

Close the table.

1.9	Create a *report* for all the learners in the table using the Wizard. Include Learners' Surname, Name, Gender and Maths Test 1. Sort the report according to highest marks in Maths Test 1 (A-Z).	(5)
1.10	*Close the report and save as "Report – Maths Test 1".*	(1)
1.11	Create a *query* showing all the learners' surnames, parents' surname and parents' initials and credit. Use the field *credit* as a criterion for the parents who have outstanding fees *less* and *equal* to R1000.	(5)
1.12	*Close the query and save it as "Parents_Outstanding_Fees".*	(1)

1.13   Create a *report* based on the above query ("*Parents'_Outstanding_Fees*").   (4)
        Sort the report according to the highest credit or outstanding fees (A-Z).

1.14   ***Close the report and save it as "Parents_Outstanding_Fees".***   (1)

1.15   Create a *query* showing all learners who have not returned books (Include   (4)
        surnames, first names, and telephone numbers of these people in the
        query).

1.16   ***Close the query and save it as "Books not returned".***   (1)

1.17   Create a *form* in the design view for all the records of each person in the   (4)
        database. Format it neatly and save the form as "All Entries".

                                                                                        (50)

QUESTION 2: MSWord and Mail Merge

You need to write a letter to all of the people in the database (in Question 1). **Using Microsoft Word**, write a *form letter* to these people in the database informing them how much money they have collected for the fund raising (in the **Funds Raised** field in the database). The letter should be in a suitable style using **all address fields** (including postal code) aligned on the left before the salutation (Dear …)

Use the mail merge features to personalise the letters so that **each person is addressed individually in the salutation (use the Address field)**, and the amount of money raised (**Funds Raised**) must be mentioned.

The following criteria, which are set out in no particular order, will be used to evaluate your work. (You, however, need to incorporate them in a logical way into the letter).

2.1   Suitable letter writing style and format.   (4)

2.2   All address fields from the database, left aligned (use form fields from the
       database).   (6)

2.3   Content of letter:

       2.3.1   Appropriate salutation (including Home Contact) example. Dear…   (2)

       2.3.2   Must include mention of the amount of money raised.   (3)

2.4 Form letter saved correctly. Save the form letter (template with all of your mail merge fields) in a document called "Original letter" on the "Drop Box" or "Google Drive" or save it to the "Desktop". (2)

2.5 Personalised letters saved correctly. Save the individual letters in a single document called "Personal letters" on the "Drop Box" or "Google Drive" or save it to the "Desktop". (3)

Now submit or upload your letters in the link in the Blackboard/uLink online class in "Submit Assignments". **(20)**

QUESTION 3: SHORT ANSWER QUESTIONS

The questions below must be answered electronically in the uLink environment by following the link: Assessment - Theory Quiz.

3.1 Choose the most appropriate option from those presented be encircling it?

3.1.1 One of the following is not associated with constraining factors in the integration of ICT in a school context by leadership
a) Collegial leadership
b) Symbolic gestures in professional development and training
c) Poor infrastructure
d) Beliefs and attitudes towards ICTs usage (1)

3.1.2 A learned pre-disposition to respond in a consistently favourable and unfavourable manner with respect to a given object
a) Beliefs
b) Behaviour
c) Attitude
d) Senses (1)

3.1.3 One of the following sentences is not associated with factors affecting the implementation of ICT Policies: When policies are viewed as
a) Unlimited access to ICT tools or control technology
b) A lack of alignment to the policies' intentions
c) Explicit connections to learning design practice

d) Imposed policy decisions and mechanical change models (1)

3.1.4 A data size that represents a whole number is …

a) Singe/double number

b) Byte

c) Long integer

d) Integer (1)

3.1.5 Which one of following is not associated with transactional leadership - interpersonal exchanges between themselves and their subordinates?

a) Contingent reward

b) Management by exception (active)

c) Collegial leadership

d) Laissez – faire (1)

3.1.6 Which one of following is not associated with LURITS?

a) Learner movement, learner passing marks, learner drop out, retention rates and patterns and be flexible enough to adapt to changing education information needs

b) Learner movement, learner highest marks, learner drop out, retention rates a patterns and be flexible enough to adapt to changing education information needs

c) Learner movement, learner drop out, retention rates and patterns and be flexible enough to adapt to changing education information needs

d) Learner movement, learner low marks, learner drop out, retention rates and patterns and be flexible enough to adapt to changing education information needs (1)

3.1.7 Which one of the following lists is the shortcut keys that can be used for "Previous filed" in Access 2013?

a) Ctrl+O

b) Ctrl+W

c) Shift+Tab

d) Alt+Tap (1)

3.1.8 An expression of addressing human resources and contribute to decision-making and problem solving with others in the use of ICTs

    a) Data and information styles

    b) Leadership styles

    c) Information management styles

    d) Knowledge, management and information styles   (1)

3.2 Are the following statements true or false?

3.2.1 Data is a symbol set that is quantified and/or qualified.   (1)

3.2.2 Knowledge represents a cognitive/affective state that finds definition in meaning and understanding without any processing of the mind.   (1)

3.2.3 Many scholars claim that data, information, and knowledge are part of a sequential order. Information is the raw material for data, and information is the raw material for knowledge.   (1)

3.2.4 According to Koontz (1961), management is the art of getting things done through and with people in formally organised groups or contexts.   (1)

3.2.5 Information and Communication Technologies are defined, as a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information through technologies include computers, the Internet, broadcasting technologies (radio and television) and telephony.   (1)

3.2.6 Learner Unit Record Information and Tracking System (LURITS) identifies the need to design and implement the Education Management Information Systems (EMIS).   (1)

3.2.7 Education Management Information Systems (EMIS) is a comprehensive system that brings together people, process and technology to provide timely, cost effective, and user appropriate information to support educational management and planning at whatever level is needed   (1)

(15)

QUESTION 4: LONG ANSWER QUESTIONS

Topic 1

As a School ICT Support Specialist at a local school you know that the *Practical Assessment Task* (PAT) is an information management and research project that consists of *three phases*. Your Head of Department (HOD) asked you to present the three phases of PAT to the school community using MS PowerPoint.

Develop this presentation explaining the three phases of PAT. (12)

At least use three different slide layouts. (3)

(15)

Note: Although no marks are allocated to PowerPoint skills, technical errors in the PowerPoint presentation will incur penalty marks being subtracted.

OR

Topic 2

You are employed as a School ICT Support Specialist at a new local school, your principal tasked to produce a document in which you explain the six *Dimensions of 21 Century Learning Design as a Teachers' Development Framework* to the School Management Team (SMT). You are required to give explanatory notes.

Develop this presentation containing all *the barriers in the implementing of* (12) *ICTs for Administration and Management*

At least use three different slide layouts. (3)

(15)

QUESTION 5: SA SAMS

South African School Administration and Management Information System (SA SAMS) is a robust computer application specifically designed to meet the management, administrative and governance needs of public schools in Southern Africa. The programme has a strong Education Management Information Systems (EMIS) focus to assist schools in the completion of the Annual School Survey. However, schools are failing in using SAMS because principals and teachers have no elementary computer literacy skills. As a School ICT Support Specialist at a new local school your principal ask you to use SAMS to create a database for the school.

Table 5.1 below is a guide (rubric) that you should use when entering information to create a database for the school using SAMS.

	Criteria	All IR is included and completed		Not done	
**Information required (IR) included and completed**				
	SECTION 1				
1.1.	**GENERAL SCHOOL INFORMATION**				
	Details: - School, Contact, Survey, Survey and SGB Status	**2**	**1**	**0**	
1.2	**CYCLE INFORMATION –** Grade range	██	**1**	**0**	
1.3	**CLASS INFORMATION -** Grades	██	**1**	**0**	
	*Grades number **9 - 12** and Class number **9A - 9D***	**2**	**1**	**0**	
1.4	**SCHOOL SUBJECTS**				
	Codes, Number of Grades and Reference	██	**1**	**0**	
1.5	**SETUP SCHOOL TERMS -** *Dates*	██	**1**	**0**	
1.6.	**SETUP SCHOOL DAYS**				
	Term, Dates and Reasons	██	**1**	**0**	
1.7	**YEAR PLANNER**				
	Add *date, start-end-time* and *describe events*	**2**	**1**	**0**	
1.8	**Setup Menu Page**: *Image* and *Page*	██	**1**	**0**	
	SECTION 2				
2.1	**HUMAN RESOURCE INFORMATION**				
	View Current Educators - *Add New Educator – add all the fields*	**2**	**1**	**0**	
	Subject Specialisations for Educators	**2**	**1**	**0**	
	Assign Educator Class	██	**1**	**0**	
2.2	**DEVELOPMENT AND TRAINING**				
2.2.1	Maintain Training Categories	██	**1**	**0**	
	Curriculum Based Training and *School Management*	**2**	**1**	**0**	
2.2.2	**Maintain INET Training Record**				
	Add New two categories in each of both Curriculum and Training management	**2**	**1**	**0**	
2.2.3	**Maintain Weekly Educator attendance**	██			
	Capture attendance, select term from Select Term	██	**1**	**0**	
2.2.4	**View Individual Staff Absences**	██	**1**	**0**	
	Edit Leave Details or Delete Leave details	██	**1**	**0**	
2.2.5	**Educator Teaching Load**	██			
	Pre R – 6 or Load 7 – SNE	██	**1**	**0**	
	Assigning Educators To Register Classes	██			
	Select the button or click on the TAB heading	██	**1**	**0**	
2.3	**LEARNER - PARENT INFORMATION**				
2.3.1	Learner and Parent Information	██	**1**		
	Add New Learner: Additional details, Medical information and Learner's photo (Flower, cat, dog)	**3**	**1**	**0**	
	Add Parent to a Learner and Additional Parents to Learners	**2**	**1**	**0**	
	Incidents, Learning Barriers, Sport, Art and Culture and Marks Archive	**2**	**1**	**0**	
2.3.2	**View Family**				
	Family details, registered learner related to parent	**2**	**1**	**0**	
2.3.3	**Learner Application**	██			
	Learner applications for entrance to the school - Add	**2**	**1**	**0**	

No.	Description				
2.4	**LEARNER CLASSES**	■			
2.4.1	**Assign Learner to Grade**				
	- Assign Learner to Classes	■	1	0	
2.4.2	**Class Statistics**	■	1	0	
	Requests for breakdown of learner information	2	1	0	
2.5	**YEAR END LEARNER PROMOTIONS**	■	1	0	
2.5.1	Promotions to be processed	■	1	0	
2.5.2	*Place Learner in New Grade and Learners repeating*	2	1	0	
2.5.2	Class Statistics – *School class Statistics 2014*	■	1	0	
2.6	**STANDARD LETTER AND FORMS**				
	Create a new letter, type the heading of the letter in the Description/Name of Letter	3		0	

Table 5.1: A guide used when entering information to create a database for the school using SAMS

(50)

TOTAL: 150

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