Higher National Unit Specification

General information for centres

Unit title: Digital Culture: Web 2.0 Applications

Unit code: F86T 33

Unit purpose: The Unit provides a general overview of digital culture/Web 2.0. It gives a brief history of the development of Web 2.0 applications, covering historical context, societal change and technological evolution and introduces the four main categories: social networking, online collaboration, online publishing and virtual worlds, including online games. These categories are not mutually exclusive.

On completion of the Unit the candidate should be able to:

1   Outline the history of Web 2.0 applications.
2   Use online collaboration tools.
3   Use social networking tools.
4   Use online publishing tools.
5   Use virtual worlds.

Credit points and level: 1 HN Credit at SCQF level 6: (8 SCQF credit points at SCQF level 6*)

*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Recommended prior knowledge and skills: Access to this Unit will be at the discretion of the Centre, however it is recommended that candidates should have previous experience of using IT and Internet Applications. This may be evidenced by the completion of relevant PC Passport units.

Core Skills: There are no opportunities to develop Core Skills in this Unit.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

General information for centres (cont)

Unit title: Digital Culture: Web 2.0 Applications

Assessment: Evidence is required that candidates have achieved all Outcomes.

A candidate is encouraged to use the Internet in any research, etc., however, the evidence produced must be the candidate's own words. Assessors should ensure themselves of the authenticity of candidate's evidence.

Written and/or oral recorded evidence is required which demonstrates that the candidate has achieved the requirements of all of the Outcomes to show that the candidate has appropriate knowledge and understanding of the content of this Unit.

Outcome 1 should be assessed by a representative sample of 10 restricted response questions.

Outcomes 2, 3, 4 and 5 should be assessed by a series of short practical exercises requiring candidates to set up or configure a minimum of three different tools, including at least one from each of the following categories: online collaboration, virtual worlds and social networking. Candidates must keep a logbook of their progress using an online publishing tool, such as a blog or wiki.

Assessment for Outcomes 2, 3, 4 and 5 should have three components: self-assessment (10%), peer-assessment (20%) and tutor assessment (70%).

Assessors should assure themselves of the authenticity of each candidate's submission. Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment.

Higher National Unit specification: statement of standards

Unit title: Digital Culture: Web 2.0 Applications

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Outline the history of Web 2.0 applications.

Knowledge and/or skills

♦ historical context
♦ effects of societal change
♦ effects of technological evolution
♦ categories of applications (social networking, online collaboration, online publishing and virtual worlds)
♦ safety considerations

Evidence Requirements

Candidate responses to restricted response questions.

Outcome 2

Use online collaboration tools

Knowledge and/or skills

♦ Set up/configure tools.
♦ Use tools to complete tasks
♦ Use tools to schedule/monitor progress

Evidence Requirements

Candidates must produce performance evidence to demonstrate that they can use online collaboration tools.

Outcome 3

Use social networking tools.

Knowledge and/or skills

♦ Personal social networking tools
♦ Professional social networking tools

Higher National Unit specification: statement of standards (cont)

Unit title: Digital Culture: Web 2.0 Applications

Evidence Requirements

Candidates must produce performance evidence to demonstrate that they can use personal and professional social networking tools.

Outcome 4

Use online publishing tools.

Knowledge and/or skills

♦   Publish text
♦   Publish images
♦   Publish video

Evidence Requirements

Candidates must produce performance evidence to demonstrate that they can use relevant Web 2.0 applications to publish text, images and videos online.

Outcome 5

Use virtual worlds.

Knowledge and/or skills

♦   Create an avatar
♦   Navigate and use tools
♦   Communicate with other users

Evidence Requirements

Candidates must produce performance evidence to demonstrate that they can create an avatar in a virtual world, navigate and use tools and communicate with other users.

If an observation checklist is used then the assessor will record that all the tasks have been undertaken correctly by the candidate. An assessor must endorse each checklist with the candidate's name, their name, signature and date.

Administrative Information

Unit code: F86T 33

Unit title: Digital Culture: Web 2.0 Applications

Superclass category: CD

Original date of publication: August 2009

Version: 01

History of Changes:

Version	Description of change	Date

Source: SQA

Higher National Unit specification: support notes

Unit title: Digital Culture: Web 2.0 Applications

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

Outcome 1

This Outcome outlines the history of Web 2.0 applications. There are many key events, but the following are amongst the most important:

♦ 1996: Back Rub, the search engine which later became Google, introduced the notion of ranking pages by looking at the number of other pages that linked to them.

♦ 1997: the term 'weblogs' was first used to describe site containing user contributed content. By 1999 this had been abbreviated to 'blogs' and the term 'blogger' introduced for those who contributed to them. By then there were 23 blogs in existence. By July 2004 that number had risen to 3 million. By late 2008 there were estimated to be around 150 million.

♦ 1999: Blogger introduced the first easy-to-use blogging tool, bringing blogs into the mainstream.

♦ 2001: Wikipedia applied James Suroweicki's notion of 'the wisdom of crowds' to the construction of an online encyclopedia.

♦ 2003: the first major Social Networking application, My Space, was launched, allowing users to post personal profiles and create networks of friends. By August 2006 more than 100 million profiles had been created.

♦ 2004: Photo sharing website Flickr was launched, allowing users to upload photos as share them. Photos were organised by means of user-supplied tags, an application of folksonomy.

♦ 2004: Google introduced Gmail, an Ajax-based web-mail client which was the first serious rival to desktop e-mail clients like Outlook. The first Web 2.0 conference took place in October 2004 and has been repeated annually since then.

♦ Digg was launched in December 2004, allowing users to locate articles on the internet and rank them in order of importance.

♦ 2005: Google launched their Java-based Google Maps service.

Key articles on the historical development of Web 2.0 can be found at:

http://www.informationweek.com/news/software/open_source/showArticle.jhtml?articleID=193000630

http://www.oreillynet.com/pub/a/oreilly/tim/news/2005/09/30/what-is-web-20.html?page=1

Higher National Unit specification: support notes (cont)

Unit title: Digital Culture: Web 2.0 Applications

Societal change has also played a major role in the development of Web 2.0. People are spending less time watching television and more time online, hence online media have become increasingly important sources of news and entertainment. There is increasing distrust of the mainstream media, linked with an increasing, and sometimes misplaced, trust in user generated content. People are reaching out to join communities of interest and also communities where they can influence the actions of politicians and other major players.

Technological evolution is also important: Web 2.0 applications have only become possible with increasing bandwidth, faster processors and graphics displays and increased storage capacities. These factors have had a major impact on both end-user workstations and servers. The development of new programming languages such as Ajax has played a significant role, along with new distribution technologies such as RSS.

There are several major categories of Web 2.0 applications, although not all applications fit easily into a single category. These include social networking (Facebook, MySpace, Twiter, LinkedIn), online collaboration (Google Docs, Microsoft Office Live, Zoho, Basecamp), online publishing (Blogs, Wikis, Lulu, Scribd, YouTube) and virtual worlds (Second Life, There).

Care should be taken in introducing young people to applications which may allow them to interact with people unknown to them and staff delivering this Unit may wish to consider whether access to the various types of groups should be restricted to groups formed within their own educational establishment or between collaborating establishments.

Outcome 2

This Outcome is about setting up and using online collaboration tools such as Google Docs, Zoho Office Suite or Microsoft Office Live (for collaborative document production) and BaseCamp (for Project Management). Candidates will be expected to set up or configure tools and use tools to complete tasks and schedule and monitor progress. A useful overview of collaborative software can be found at: http://en.wikipedia.org/wiki/Collaborative_software

Google Docs (http://docs.google.com) is a free application which allows users to create basic documents from scratch or start from a template. Its features include making bulleted lists, sorting by columns, adding tables, images, comments, formulas and hanging fonts and more. Existing files can be uploaded. Google Docs supports most popular file formats, including DOC, XLS, ODT, ODS, RTF, CSV, PPT, etc. Editing is straightforward. Toolbar buttons can be used to bold, underline, indent, change font or number format, change cell background colour etc. An overview is available at http://en.wikipedia.org/wiki/Google_Docs.

Google Docs provides an ideal environment for collaboration. Users can choose who can access their documents by entering the email addresses of the people with whom they want to share a given document and send them an invitation. Multiple users can view and make changes at the same time. It has an on-screen chat window for spreadsheets, and document revisions show exactly who made changes and when they were made. Google Docs also supports joint viewing of presentations, as anyone joined in a presentation can automatically follow along with the presenter.

Higher National Unit specification: support notes (cont)

Unit title: Digital Culture: Web 2.0 Applications

Users can access their documents, spreadsheets and presentations from any computer with an Internet connection and a standard browser. Files can be organised into folders. Online storage and auto-save avoid problems due to local hard drive failures or power outages. Users can publish their documents online with one click, as normal-looking web pages. They can control who can see their pages and can un-publish at any time.)

The **Zoho Office Suite** (http://www.zoho.com/) is a Web- based online office suite containing word processing, spreadsheets, presentations, databases, note-taking, wikis, CRM, project management, invoicing and other applications developed by ZOHO Corporation. It was launched in 2005 with a web-based word processor and additional products, such as spreadsheets and presentations were incorporated later.

The Zoho applications are an example of Software as a Service (SaaS) or Cloud Computing. The software utilities are hosted on remote servers rather than on personal computers and the user accesses them via a web browser. Zoho applications are free to use at the entry-level but require a fee for more extensive use. An overview can be found at http://en.wikipedia.org/wiki/Zoho_Office_Suite.

Microsoft Office Live is a set of Internet-based services designed for consumers and small businesses interested in creating a website or storing and sharing documents online. As of 2009, it consists of two services, Office Live Workspace and Office Live Small Business. An overview can be found at: http://en.wikipedia.org/wiki/Microsoft_Office_Live.

Office Live Workspace is a free service for storing and sharing documents online and is commonly used for work, school and home projects. Office Live Workspace requires web access and a compatible browser. Use of a workspace can be enhanced by installing Silverlight, a plug-in that makes it easier to upload multiple documents and collaborate with others on a workspace.

For workspaces to be accessed directly from Office, users of Word, Excel and PowerPoint must install an Office Live Update. Files cannot be edited from within workspace, but clicking on 'edit' will open them in Microsoft Office. The workspace doesn't offer offline collaboration — instead documents are 'checked out' and 'checked in, ' but the service does integrate with SharedView for real-time screen sharing.

Office Live Small Business is an Internet-based service designed to assist non-technical users with the creation of a professional-looking website. It includes Web site design tools and hosting, domain name registration and business e-mail, a Contact Manager, a Document Manager and a Team Workspace which creates a project website for posting information to share with customers, employees or business partners.

Outcome 3

This Outcome is about using social networking tools, including personal tools, such as Facebook, MySpace, Twitter and professional tools such as LinkedIn. Candidates should be aware that tools initially designed for personal use are increasingly being used by businesses as well.

Higher National Unit specification: support notes (cont)

Unit title: Digital Culture: Web 2.0 Applications

Facebook (http://www.facebook.com) is a global social networking website that is owned and operated by Facebook, Inc. Users can add friends and send them messages, and update their personal profiles to notify friends about themselves. They can also join networks organised by location, workplace, school and region. Facebook was founded by Mark Zuckerberg and his college roommates while he was a student at Harvard University. Membership was initially limited to Harvard students, but was later expanded to include any university student, then high school students, and, finally, anyone aged 13 and over. The website currently has more than 300 million active users worldwide. An overview is available at http://en.wikipedia.org/wiki/Facebook.

Facebook has sometimes been controversial. It has been blocked in several countries including Syria, China and Iran and it has also been banned at many workplaces to discourage employees from wasting time using the service. A study by Compete.com in January 2009 ranked Facebook as the most used social network, followed by MySpace (http://blog.compete.com/2009/02/09/facebook-myspace-twitter-social-network/)

MySpace (http://uk.myspace.com/) is a social networking website, owned by News International, who purchase it from the original owners, Intermix Media, formerly known as eUniverse. It became the most popular social networking site in the United States in June 2006, but was overtaken internationally by main competitor Facebook in April 2008.MySpace employs 1, 000 staff. The 100 millionth account was created in August 2006. An overview is available at http://en.wikipedia.org/wiki/MySpace

MySpace profiles contain two standard sections entitled 'About Me' and 'Who I'd Like to Meet', as well as an 'Interests' section and a 'Details' section. Profiles also contain a blog with standard fields for content, emotion, and media. MySpace also supports uploading images. One of the images can be chosen to be the 'default image' that will be seen on the profile's main page, search page, and will appear alongside the user's name on comments, messages, etc.

The MySpace profile has a comments section, where the user's friends can leave comments for all viewers to read. Users have the option to delete any comment and/or require all comments to be approved before posting. If a user's account is deleted, all the comments left on other profiles by that user will be deleted, and replaced with the comment saying 'This Profile No Longer Exists.'

Users can customise their user profile pages by entering HTML into such areas as 'About Me, ' 'I'd Like to Meet, ' and 'Interests.' Videos and flash-based content can be included this way. Users also have the option to add music to their profile pages via MySpace Music, a service that allows bands to post songs for use on MySpace.

Twitter (http://twitter.com) is a free social networking and micro-blogging service which allows users to send and read messages known as tweets. Tweets are text-based posts of up to 140 characters displayed on the author's profile page and delivered to the author's subscribers who are known as followers. Users can send and receive tweets via the Twitter website, Short Message Service (SMS) or external applications.

Higher National Unit specification: support notes (cont)

Unit title: Digital Culture: Web 2.0 Applications

The 140 character limit on message length was chosen for compatibility with SMS messaging and tweets often contain the kind of shorthand notation and slang commonly used in SMS messages. The 140 character limit has also encouraged the growth of URL shortening services such as tinyurl, bit.ly and tr.im, and content hosting services, such as Twitpic and NotePub to accommodate multimedia content and text longer than 140 characters. A survey by Compete.com in February 2009 ranked Twitter as the third most used social network site. An overview is available at http://en.wikipedia.org/wiki/Twitter.

LinkedIn is a business-oriented social networking site founded in December 2002 and mainly used for professional networking. As of October 2009, it had more than 50 million registered users in more than 200 countries.

The purpose of the site is to allow registered users to maintain a list of contact details of people they know and trust in business. The people in the list are called Connections. Users can invite anyone (whether a site user or not) to become a connection.

Each user has a contact network consisting of their direct connections, the connections of each of their connections (second-degree connections) and the connections of second-degree connections (third-degree connections). This can be used to gain an introduction to someone a person wishes to know through a mutual, trusted contact. The 'gated-access approach' (where contact with any professional requires either a preexisting relationship, or the intervention of a known contact) is intended to build trust among the service's users.

LinkedIn Answers is similar to Google Answers or Yahoo! Answers and allows users to ask questions for the community to answer. Questions tend to be business-oriented, and the identity of the people asking and answering questions is known. LinkedIn Groups allows users to establish new business relationships by joining alumni, industry, or professional and other relevant groups. LinkedIn groups can be created in any subjects and by any member of LinkedIn. Some groups are specialised groups dealing with a narrow domain or industry whereas others are very broad and generic in nature.

Outcome 4

This Outcome is about using online publishing tools such as Blogs, Wikis, Scribd, Flickr, Lulu and YouTube.

Blogs (a contraction of 'weblogs') are generally on-line journals for a particular person or group. Owners post messages periodically and allow others to comment on them. Content can include graphics and video, in addition to text. Topics can include everyday life, politics or just about anything else. Links to other weblogs, often on similar topics, are a significant feature. There are a number of variants on blogs, including photoblogs and audioblogs, a type of podcasting.

Some blogs provide commentary or news on a particular subject. Others act as online diaries. A typical blog combines text, images, and links to other blogs, Web pages, and other media related to its topic. Microblogging (eg Twitter) is another type of blogging, featuring very short posts. An overview can be found at http://en.wikipedia.org/wiki/Blog.

Higher National Unit specification: support notes (cont)

Unit title: Digital Culture: Web 2.0 Applications

A **Wiki** is a group of Web pages that allows users to add their own content and permits others to edit the content. It provides a simple method of producing HML content and is an effective medium for collaboration. The term is also used to describe the collaborative software, sometimes known as a wiki engine, used to create such a website.

A wiki allows the user to create and edit number of interlinked Web pages, using a simplified markup language or a WYSIWYG text editor. Wikis can be used to create collaborative websites, to power community websites, for personal note taking, in corporate intranets, and in knowledge management systems. Most wikis serve a specific purpose, and off topic material is promptly removed by the user community. Such is the case of the collaborative encyclopedia Wikipedia

Scribd (http://www.scribd.com/) is a document-sharing website where users can post documents in a variety of formats and embed them into web pages, using the iPaper format. It currently has more than 50 million monthly users and more than 50, 000 documents are uploaded each day. iPaper is a rich document format, similar to PDF which lets users embed documents into a web page.[It is based on Adobe Flash, so files can be viewed under most operating system (eg: Windows, Apple, Linux) without conversion. Most major document types are supported. Published documents can be public or private. An overview is available at: http://en.wikipedia.org/wiki/Scribd.

Flickr is a photo-sharing system which relies heavily on tags and is closely related with the Creative Commons concept of allowing others a restricted license to use your material.

Lulu is an online system for publishing books in physical or PDF format and allows even a single copy to be produced on demand.

Candidates will be expected to use a selection of these tools to publish text, images and video.

Higher National Unit specification: support notes (cont)

Unit title: Digital Culture: Web 2.0 Applications

Outcome 5

This Outcome is about using virtual worlds such as Second Life and There. Candidates will be expected to create an avatar, navigate, use tools and communicate with other users.

Second Life (http://secondlife.com) is a popular virtual world developed by Linden Research. Its users, known as 'residents' can interact with each other through avatars. They can explore, meet other residents, socialise, participate in individual and group activities, and create and trade virtual property and services or travel throughout the world.

There (http://www.there.com) is a virtual world which provides a venue for socialising with less role-playing than usually found in virtual worlds. It offers a shared experience that allows people to interact in an online society. New members must choose a unique name and a male or female avatar. These cannot be modified, but other attributes such as hair colour and style, head and body shapes, skin and eye color, clothing, etc. can be changed as desired.

Guidance on the delivery and assessment of this Unit

A practical, hands-on approach to learning should be adopted. The emphasis should be on learning-by-doing. Terminology and underpinning knowledge should be introduced in a practical context.

The actual distribution of time between Outcomes is at the discretion of the centre. However, the following distribution is suggested:

Outcome 1: 8 hours
Outcome 2: 8 hours
Outcome 3: 8 hours
Outcome 4: 8 hours
Outcome 5: 8 hours

Throughout this Unit, candidate activities should relate to their personal or vocational interests. For example candidates should use social software applications relating to their professional or academic work, hobbies and pastimes, recreational and entertainment preferences or other topics that can genuinely stimulate their interest.

Evidence of practical competence should be stored in an electronic portfolio, which may be implemented using a blog or another appropriate platform. At the completion of this Unit the portfolio should contain a range of evidence, drawn from the Evidence Requirements for each Outcome.

Opportunities for developing Core Skills

There are no opportunities to develop Core Skills in this Unit.

Higher National Unit specification: support notes (cont)

Unit title: Digital Culture: Web 2.0 Applications

Open learning

If this Unit is delivered by open or distance learning methods, additional planning and resources may be required for candidate support, assessment and quality assurance particularly for Outcome1 where the closed-book assessment should be delivered in a supervised environment. A combination of new and traditional authentication tools may have to be devised for assessment and re-assessment purposes.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**

General information for candidates

Unit title: Digital Culture: Web 2.0 Applications

This Unit provides a general overview of digital culture/Web 2.0. It gives a brief history of the development of Web 2.0 applications, covering historical context, societal change and technological evolution and introduces the four main categories: social networking, online collaboration, online publishing and virtual worlds, including online games. These categories are not mutually exclusive.

There are five Outcomes in this Unit and upon completion you should be able to:

1   Outline the history of Web 2.0 applications.
2   Use online collaboration tools.
3   Use social networking tools.
4   Use online publishing tools.
5   Use virtual worlds.

In Outcome 1, you will learn about the historical context of Web 2.0 applications, including the effects of societal change and technological evolution and the different categories of applications, including social networking, online collaboration, online publishing and virtual worlds.

In Outcome 2, you will learn about setting up and using online collaboration tools such as Google Docs and Zoho (for collaborative document production) and BaseCamp (for Project Management). You will be expected to set up or configure tools and use tools to complete tasks and schedule and monitor progress.

In Outcome 3, you will learn about using social networking tools, including personal tools, such as Facebook, MySpace, Bebo and professional tools such as LinkedIn. You should be aware that tools initially designed for personal use are increasingly being used by businesses as well.

In Outcome 4, you will learn about using online publishing tools such as Blogs, Wikis, Scribd, Flickr, Lulu and YouTube. You will be expected to use a selection of these tools to publish text, images and video.

In Outcome 5, you will learn about using virtual worlds such as Second Life and There. You will be expected to create an avatar, navigate, use tools and communicate with other users