



Final Report

“Web-based Demonstrations Clearinghouse”

Submitted by: Simcoe County Literacy Network

July 23/2001

Dear Literacy Colleague,

On behalf of the Simcoe County Literacy Network members we are pleased to present our final report for our "Clearinghouse for Demonstrations" project. The binder is a compilation of final reports from our three project team members: Mike Kelly - Project Coordinator, Kim Falcigno - Project Researcher and Steve Falcigno - Technical Support. I would like you to take particular note to the valuable recommendations for the management of the Demonstrations Board and Demonstrations Bank that are highlighted in Kim and Mike's reports. Please note that the web site pictures contained in the reports are a bit blurry due to the low print resolution used for web site graphics.

This final report is being distributed to the provincial working group members only. We have decided that a tool that promotes the web site would be a more valuable resource for the practitioners to use instead of a copy of the final report. In partnership with Peel-Halton-Dufferin Adult Learning Network, over the next month we will be sending to each LBS program a tool that will list the web site address and promote the various resources they can access through the website. This tool can sit beside their computer so it is accessible to the practitioners in each LBS program.

On behalf of the Project Team members I would like to thank all of the LBS practitioners who participated in either the web site pilot and/or who completed the quality survey. Their input and recommendations were valuable resources for the completion of the website. I would also like to thank the provincial working group for their support and guidance throughout the project.

Sincerely,

Judith Fowler
Network Coordinator

Introduction

Overall Project Goal:

To provide a one stop shopping for access to sectorally developed demonstrations and to build a Web-based tool that will allow practitioners to post demonstrations they have developed and to access demonstrations developed by other literacy practitioners.

Objectives:

- To develop a user-friendly electronic system for programs to forward and access any regional developed demonstrations
- To provide an accessible forum to post provincial sector demonstrations
- To provide research and recommendations on how we can manage the quality of demonstrations that are posted on the web site
- To evaluate the potential for a provincial application of the web site in consultation with other Web-based demonstration projects ((PHDALN, College Sector) and AlphaPlus

Final Report Set – up:

The final report is composed of three sub reports each submitted by the project team members:

- ? [Section 1](#): Managing the Quality of Demonstrations Posted to the Demonstrations Board Section of the Demonstrations Ontario website – submitted by Kim Falcigno
- ? [Section 2](#): Development of the Web-based Demonstrations Bank and Demonstrations Board – submitted by Mike Kelly
- ? [Section 3](#): Managing the Posting of Demonstrations to the Bulletin Board Section of Demonstrations Ontario website – submitted by Steve Falcigno

Acknowledgments

On behalf of our project team (Mike Kelly, Kim Falcigno & Steve Falcigno) and the Simcoe Muskoka Literacy Network Board of Directors we would like to gratefully acknowledge the funding and assistance provided by the:

Literacy and Basic Skills, Workplace Preparation Branch, MTCU

In addition we would like to acknowledge the guidance and team support provided by our partners in the provincial working group:

| | |
|----------------|---|
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Recognition and appreciation is also extended to the people who responded to the survey and offered valuable input.

The network would like to acknowledge the hard work and flexibility of the project team members:

Kim Falcigno – who provided research on managing the quality of the demonstrations

Mike Kelly - who provided project and technical management of the web based demonstrations board and demonstrations bank

Steve Falcigno – who provided technical support for the transfer of the web based demonstrations bank/board to AlphaPlus

Managing the Quality of Demonstrations

Section 1

**Prepared by: Kim Falcigno
April 2001**

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Executive Summary

Simcoe County Literacy Network (SCLN) and Peel-Halton-Dufferin Adult Learning Network (PHDALN) received project funding to develop a website for literacy practitioners in Ontario. This resource is entitled *Demonstrations Ontario* and is a place where practitioners can access the following three components:

- 1) **Demonstrations Bank** -- search for and download over 80 demonstrations (Communications, Numeracy and Self-Management and Self-Direction) from the Anglophone provincial sectoral groups Model Demonstration Projects;
- 2) **Demonstrations Board** -- post a demonstration you have developed to share with the literacy community of Ontario;
- 3) **Demonstrations Builder** -- use an on-line tool which walks you step-by-step through the process of creating your own demonstration.

Since the *Demonstrations Ontario* website is a public resource point for the province it is necessary to consider the issue of quality for the demonstrations posted by individuals and agencies to the *Demonstrations Board* section of the website. These postings will be shared throughout the literacy community and should reflect the principles of best practice and be of the highest possible quality. In order to obtain information about what practitioners valued about demonstrations an on-line survey was conducted to solicit input on this as well as how the field would like to address the issue of managing the quality of demonstrations posted to the site. Feedback received included requests for a peer review committee, or the like, to evaluate submitted demonstrations for quality and LBS level. Also, more examples of demonstrations were requested.

Based on the feedback from the survey the Provincial Demonstrations Working Group which guided this project decided a Demonstrations Support Committee should be establish. This committee of peers will review submitted demonstrations for quality issues and return them to the developer with recommendations for improvement when necessary, otherwise, proceed with posting the good quality demonstration to the website. This committee will manage all postings for the *Demonstrations Board* section of the website and will be responsible for developing example demonstrations illustrating best practices.

Products of this research include an outline of quality principles for developing demonstrations, essential elements of a demonstration, the development of a *Quality Checklist for Demonstrations Posted to the Demonstrations Ontario: Demonstrations Board*, and the compilation of a glossary of relevant terms. These resources are also available as part of the *Quality Toolkit* section of the *Demonstrations Ontario* website (<http://demonstrations.alphaplus.ca>).

Introduction

Simcoe County Literacy Network (SCLN) received project funding from the Ministry of Training, Colleges and Universities (MTCU) to support the development of a web-based clearinghouse for demonstration activities. This clearinghouse will be an on-line resource where practitioners from all sectors can share demonstration activities which they have developed, by posting them on the web site where others can download them. Since this will be a public resource point, it is important that the demonstrations in the clearinghouse are valuable to the literacy community, thus the issues of best practice, editorial standards and quality emerge. The purpose of this research is to investigate these issues and make recommendations.

The primary research instrument was a Practitioner Survey on Quality Demonstrations administered to literacy practitioners via the Internet. This allowed for input from the field on these important topics and decisions. The survey was designed to solicit recommendations from the field on how to manage the quality of demonstrations that are to be posted on the web site.

This clearinghouse web site has been developed in conjunction with the On-Line Demonstration Builder project by Peel-Halton-Dufferin Adult Learning Network (PHDALN). The use of learning demonstrations is still quite new to many practitioners in the field and many are still developing confidence in using and developing demonstration activities for their learners. For this reason this research is being presented to the field in the form of this report which contains a tool to assist practitioners in selecting and developing demonstrations of a high quality. Principles of best practice have been developed from this research to assist in guiding practitioners in the development of demonstration activities.

Participation from the field in this process of determining how quality should be addressed and managed for the demonstrations included in the clearinghouse has been invaluable. One key item that this research had hoped to determine was if agencies in fact want to deal with the issue of quality themselves, or have guidance provided. The survey results have provided this answer and have revealed how practitioners in the literacy field want the clearinghouse developed, and how they want to use it. The results of the survey were presented to the Web-based RALS Projects Working Group to be used in their decision making on how to proceed with the posting policy related to quality demonstrations developed for the bulletin board section of the *Demonstrations Ontario* website.

This document reports the process beginning with highlights about demonstrations found in *Working with Learning Outcomes*. A summary and discussion of the survey results are presented which prepare the way for a discussion of quality elements and principles, followed by recommendations of the researcher and Working Group. Lastly, there are appendices with the *Quality Checklist*, the survey used including details of the survey results, and a glossary.

Working with Learning Outcomes: Demonstrations Guidelines

Part 3 of *Working with Learning Outcomes Validation Draft* (1998) is dedicated to the topic of Demonstrations and supports MTCU's goal of strengthening the judgment of practitioners. The purpose of demonstrations is explained as being a way for learners to "demonstrate the literacy skills that help them attain their personal goals related to further training, employment or independence" (MET 1998, p.23). Demonstrations make up a significant component of a learner's training plan and are used both for initial and ongoing assessment. Key to the use of demonstrations is their use in marking significant transition points, such as advancing LBS level, or the move from LBS to further training or employment. The successes of a learner in completing demonstrations are recorded in their personal portfolio as evidence of their achievement and contribute towards program accountability. For these reasons it is significant that demonstrations are of a certain level of quality. Determining exactly what constitutes a quality demonstration activity is very important when implementing the learning outcomes approach, and is the focus of this research.

Section 3.3 in *Learning Outcomes* provides practitioners with guidance when developing demonstration activities. It lists 5 key guidelines to be considered:

1. That the demonstration be related as directly as possible to the learner's goal(s).
2. That the practitioner recognize the specific skill sets embedded in the demonstration and, even more specifically, the associated success markers that the practitioner wishes to see demonstrated by the learner when originally undertaking the demonstration.
3. That a demonstration not be a copy of the learning activity that preceded it. As mentioned earlier, learning activities can be expected to build literacy and numeracy skills; their nature and scope may well be as varied as learning demonstrations. However, while learning activities may focus on isolated tasks in order to build up specific skills, demonstrations have to challenge learners to integrate several skill sets and success markers at once. This integration demonstrates that learners will be able to apply their newly developed skills in a real-life context.
4. It is critical that the demonstration resemble as closely as possible real-life applications (for example, summarizing one's own key strengths), and their application (presenting these strengths to a job interview panel).
5. It is also critical that the demonstration reflect the learner's cultural context. Note that the same demonstration in one cultural context

may take on other characteristics - or may be wholly inappropriate - in another context (MET 1998, p.25).

Additionally, *Learning Outcomes* identifies four features which should also be built into demonstrations: *transparency*, *focus*, *success*, and *feedback*. This means that learners should know what is being assessed and how it relates to their goal, and the connection to success markers in the matrix should be clear. The demonstration should be reasonably achievable by a learner of the intended level, sector and stream so as to be successful, and feedback to the learner should illustrate both strengths and weaknesses so as to identify further literacy needs.

Learning Outcomes outlines the purpose, key elements and features of demonstrations, but does not address specific issues around what constitutes a quality demonstration. This research hopes to extend what *Learning Outcomes* started in the form of a tangible tool, a Quality Checklist, accessible to practitioners to assist them in their development of high quality learning demonstrations.

Summary of Results from the Practitioner Survey on Quality Demonstrations

Practitioners were invited to participate in a survey about what makes a quality demonstration, and how they would like demonstrations managed on the *Demonstrations Board* section of the *Demonstrations Ontario* website. A summary of the results is presented in this section, though a complete analysis can be found along with the survey instrument at the back of this report in Appendix B.

Part 1 - About the Respondents

- The survey reached practitioners from all around the province
- Respondents were all paid employees with an average of more than 2 years experience working with demonstrations and are comfortable with them
- Mainly from Community-Based programs, but ¼ from School Board
- All programs serve multiple levels, with all levels being most prevalent, followed by levels 1-3
- Most programs offer small group and one-on-one instruction

Part 2 – Characteristics of Quality Demonstrations

Q1 – Most respondents included the first four of the five key quality descriptors from *Working with Learning Outcomes* as being part of a good quality demonstration: related to learner goal, skill sets and success markers identified,

integrated and real-life applications. The last one, cultural context, was barely mentioned in comparison.

Other popular responses include having clear, easy to read instructions for the learner and practitioner, including an evaluation guide, and the demonstration should be easy to modify and duplicate.

Q2 – Again responses reflect the key quality descriptors *from Learning Outcomes*, but in reverse. A demonstration which is not effective doesn't correspond to the learner's goal, is not a real-life application, duplicates an activity already completed or is focused on a single success marker. Other characteristics of ineffective demonstrations are that they are too complicated, not level appropriate, have unclear instructions or purpose, and are not meaningful to the learner, or the learner is not prepared for the demonstration.

Q3 – Problems to watch out for when using demonstrations with learners include carefully explaining the purpose of the demonstration, getting the learner to “buy-in” to whole process of the *Learning Outcomes* approach, making sure the learner is ready for the demonstration, carefully matching the skill level and what is expected in the demonstration and being clear on what is being assessed. Other problems include managing the level of assistance and time allowed. The association of demonstrations with being “tests” was also identified as a concern for many.

Q4 – Many respondents identified coming up with the demonstration activity and finding resources for it as being the easier part of developing demonstrations. Many also reported that developing the evaluation and writing the instructions was also easy for them.

Q5 – Most of the responses around what the more difficult elements to develop for demonstrations were centered around identifying skill sets and success markers and applying the *Learning Outcomes* matrix to the demonstration. Some also reported difficulty with assessing a demonstration and ensuring it was at the appropriate level, including selecting level appropriate materials to use in it.

Q6 – When asked to describe what a useful “tool” to assist practitioners in developing demonstration looks like, the most popular response was a request for more examples, such as a database of core demonstrations for each goal or level. Other requests included a template, or a well organized, clearly written, process oriented format into which any demonstration could be written.

Detailed analysis of those respondents who requested more examples: N=13

Postal Code FSA:

L – 4

N – 4

P – 3

K – 1

M – 1

| Experience: | N | Sector: | N |
|------------------------|----------|--------------------|----------|
| New, little experience | 4 | Board of Education | 3 |
| Comfortable | 7 | College | 1 |
| Very familiar | 2 | Community-Based | 8 |
| | | Laubach | 1 |

Reported Yes, Using Model Demonstration Projects:

| Project | N | Sector(s) |
|------------------------------|----------|----------------------------------|
| CESBA | 2 | Board of Education |
| Laubach | 1 | Laubach |
| CABS | 4 | Community-Based (3); Laubach (1) |
| the orange book by Patt Hatt | 1 | Community-Based |
| developing their own | 1 | Community-Based |
| Not using Model Demos | 5 | |

Q7 – Twenty out of 26 respondents indicated they were using at least one of the Model Demonstration projects, but further inquiry revealed 10 of them were referring to *CABS*. Other projects in use include Community Literacy of Ontario's *On The Level*, CESBA's *Learning Outcomes Demonstration Development Project*, Ottawa-Carleton's *Outcomes Based Assessment, Sample Demonstration Tasks*, and *Linking Demonstrations with Laubach*. One respondent identified the Demonstrations Ontario website as a source.

Part 3 – Rating Quality Statements

Q8 – All 20 quality statements were rated by respondents on a scale of 1 to 5 where 5 was most important. The lowest average rating was 3.1, and the highest average rating was 4.9. More than half of the statements received an average rating greater than 4.

The top 7 rated statements in order from highest 4.9 to lower 4.6 (averages) include:

- 4.9 - Learner instructions are clear.
- 4.9 - Demonstration has relevance to adults.
- 4.8 - The demonstration is clearly linked to the learner goal(s).
- 4.7 - Practitioner instructions are clear.
- 4.7 - Clear photocopies or reproductions of materials are provided (if used).
- 4.6 - Evaluation criteria are provided.
- 4.6 - The demonstration activity has been accurately assigned its LBS level.

Part 4 – Options for Including Demonstrations

Q9 - The most popular choice for deciding what demonstrations to include in the Clearinghouse was option D): use a Checklist of Best Practice in combination with an established minimum standard threshold and those demonstrations not accepted would be returned with feedback for revision before being re-submitted. Second choice was option B): have a vetting committee in place to review all submitted demonstrations and choose which ones would be accepted. Least popular choices were E): Checklist with categories, and A): accept all without vetting or evaluation. By sector, the College respondents all chose option D) and the Board of Education respondents were divided between D) and C): use a Checklist, but accept all, though most favoured option D). Forty percent of Community-Based respondents selected option B): vetting committee.

Many of the rationale given for their choices echo a common theme of practitioners not wanting to waste time and energy evaluating quality issues for demonstrations they take from the Clearinghouse. Their expectation is that the posted demos will be “good” and “level appropriate” and ready to use, or modify to suit a learner. The majority of respondents are asking for a form of vetting, review, or evaluation to take place for all submissions to ensure consistency and quality in the demonstrations – a form of ‘standards setting’ perhaps.

Survey Conclusion

The majority of field practitioners who responded to this survey are asking to be provided with a bank of evaluated, MTCU-approved, “templated” demonstrations from which they can browse the selection, download and use without the need to evaluate the demonstration for quality issues.

Many practitioners would like to ‘shop’ for an effective and appropriate demonstration rather than spend the time to build a new one from scratch. They left the impression that they are very busy and do not have a lot of time to spend creating or evaluating demonstrations.

The demonstrations available through the website will be expected to be “good” by all standards, including being checked for LBS level-appropriateness, and be ready for use by those practitioners who download them.

Tools for assisting practitioners in developing quality demonstrations are also requested, either in the form of a checklist, guidelines, or a template to follow while developing demonstrations.

Quality Principles for Developing Demonstrations

The results of the Practitioner Survey on Quality Demonstrations reinforced the need for quality assurance guidelines to direct the development of good quality demonstrations. Considerations in the search for quality can be grouped into five categories: General Design, Development, Presentation, Delivery, and Evaluation. The following describes key elements of a quality demonstration collected from a variety of sources, including the survey results.

General Design

In their general design, demonstrations will meet the criteria outlined in *Working with Learning Outcomes* if they:

- reflect real-life, (i.e., authentic), interdisciplinary challenges, (e.g., employment, community, or personal);
- present learners with complex*, ambiguous*, open-ended* problems and tasks that integrate skill sets so as to assess multiple skills at once (* degree increasing by LBS level with highest amount present in Level 5 demonstrations);
- require transfer of knowledge and skill to different situations, thus demonstrating applied learning;
- recognize and value learners' multiple abilities, varied learning styles, diverse backgrounds and are cultural context appropriate;
- are valid and reliable as required by the purpose of the assessment.

Development

The content of any material included in a demonstration must be:

- accurate and current;
- free from grammatical, punctuation or spelling errors (unless deliberately intended as part of the demonstration activity);
- free from stereotypes, gender, age, religious and cultural bias;

- accurately assigned its LBS level(s) (*Working with Learning Outcomes* and the Ontario Literacy Coalitions *Level Descriptions Manual* are key resource documents which should be consulted to ensure the accurate assignment of the LBS level for demonstrations);
- authentic (some modification of materials may be necessary for LBS level 1 demonstrations, but all materials should accurately reflect real-life tasks).

Graphics included as part of any demonstration should be:

- high quality reproductions, free from copier “smudging,” blackened margins, or illegible, blurred images;
- of suitable size, including text, to be clearly legible when reproduced or printed once downloaded from the clearinghouse website.

Copyright issues need to be addressed, such as:

- permission to use the material for educational purposes and to distribute the material over the Internet has been granted by the license holder;
- identifying names, trademarks, logos, etc. have been removed from corporate and commercial material;
- personal information such as name, address, and phone number has been removed from private and learner-generated material.

Demonstrations should be fun, entertaining, or enjoyable experiences the learner would consider repeating, or recommending to others.

Demonstrations should have an element of “timelessness” to them, in that they should not quickly become out of date, or lose relevance due to time sensitive references or content.

Presentation

The presentation and layout of a demonstration should be easy to read, use, and follow by both the practitioner and learner, employing the following considerations:

- ample white space left on each page, including sufficient margins;
- pages are not crowded or cluttered;
- the demonstration is well organized into sections using headings and/or divider lines, and is complete with page numbers;
- fonts used are easy to read and large enough for target level learner.

Delivery

Conditions for delivering demonstrations must be considered in terms of:

- learner readiness to attempt the demonstration;
- time allowed for the learner to complete the demonstration;
- resources required by the learner to use during the demonstration;
- location where the learner will complete the demonstration;
- assistance allowed to the learner doing the demonstration.

Assessment Criteria

Assessment criteria for quality demonstrations include:

- emphasizing scoring based on widely shared standards as opposed to easily counted errors;

- revealing and identifying learners' strengths rather than highlighting only their weaknesses;
- scoring according to clearly stated performance standards and outcomes;
- recognizing that different learners may need varying amounts of time to complete the same demonstration.

Essential Elements of a Demonstration

The following list of essential elements present in a quality demonstration was compiled by examining the Model Demonstration Projects carried out in the past, and combining this together with the results of the Practitioner Survey on Quality Demonstrations. It is important to realize that the process of developing a demonstration is as important as the product, as illustrated by the Model Demonstration Projects. When creating a demonstration, the following items should be all be considered, and as many as possible should be included. Those items marked with an * are considered essential components of a good quality demonstration.

Cover Sheet:

- * title of demonstration activity;
- brief description of the activity;
- developing agency contact information;
- date created;
- * what learner goal(s) connect to this demonstration;
- * LBS Level;
- connection to the Working with Learning Outcomes matrix, including Domain, Component Outcomes, Skill Sets, Success/Transition Markers;
- if the demonstration has been piloted or field tested, and if so a brief description of the process.

Practitioner and Learner Instructions:

- list of materials and resources needed to do this demonstration;
- recommended amount of practitioner or tutor assistance allowable;
- time estimate or limit for the learner to complete the demonstration;
- * evaluation criteria / rubric listing the following information:
 - What will be evaluated?
 - How will it be evaluated?
 - When will the results be available to the learner?

Demonstration Content:

- * information, stimulus, graphics, etc. to be used in the demonstration by the learner;
- * activity worksheets, questions, forms, etc. with clearly written learner instructions.

Marking Guide:

- * evaluation rubric or checklist for the practitioner to fill out;
- a final assessment of whether the learner was successful or not;
- additional suggestions to modify the demonstration.

Options for Managing Quality in Demonstrations

The Working Group discussed the options for inclusion of demonstrations on many occasions during the course of this investigation. Initially this group directed the choices which were included as part of the Practitioner Survey on Quality Demonstrations. Details about the five options which respondents had to pick from are outlined in Appendix B in the Survey Results section of this report. The question being considered was “How should the decision to include submitted demonstrations to the website be made?”

Balancing Perspectives of User Groups

There are two different user groups expected to participate in this project and each have perspectives which need to be addressed:

- 1) contributors to the clearinghouse – those practitioners who develop their own demonstrations and post them on the bulletin board to share them with the field;
- 2) users of the clearinghouse – those practitioners who visit the website for the purpose of downloading demonstrations to use with their learners.

Considerations around managing quality differ depending on the perspective of the user group. For those individuals contributing to the bulletin board section of the website they are opening themselves up to risk by sharing their work with the larger literacy community. Therefore, criticism of their work should be handled gently, else future contributions to the website could be jeopardized. Widespread apprehension to contributing demonstrations will result in the website not being added to by practitioners who are fearful of criticism.

On the other side of things, those practitioners who come to the site looking for quality demonstrations will be expecting only the best to be available. Busy practitioners do not have time to waste on poor or ineffective demonstrations, or those with serious deficiencies. In effect, they will expect the posted demonstrations to be “approved” for use, in a manner of speaking. This dichotomy presents a serious challenge to the management of the website and the policy of inclusion to be adopted.

Recommendations of the Working Group

The results of the Practitioner Survey on Quality Demonstrations indicated option D (checklist with minimum standards) as the most preferred option, selected by 37% of respondents, followed by option B (vetting committee) which was chosen by 26% of respondents. The common element of both these options is the inclusion of a type of review process to determine if the demonstration is acceptable or not before being posted to the public bulletin board section of the website. The difference between these two options is that option D has the developer of the demonstration completing a Checklist of Best Practice which is part of their submission. The Working Group considered these results and in light of two-thirds of respondents requesting an option which utilized the services of some sort of external reviewer, it was decided that this model would be pursued.

Experienced practitioners have the skills to self-evaluate the quality of a demonstration with reasonable confidence. To support them in this, and to assist those practitioners with less experience in this area, the *Quality Checklist* and guidelines for developing effective, quality demonstrations which developed out

of this research have been developed and are included in this report. Additionally, this material will be posted on the *Demonstrations Ontario* website for all practitioners to use. Developers who are considering submitting their material to be posted to the website will be asked to use this resource to inform their development process. The use of the *Quality Checklist* is optional, but *highly recommended*.

This clearinghouse needs to be of value to the practitioners in the field. The goal is for it to be widely used, both as a place to post and to download high quality demonstrations. In order to maintain integrity in the website a posting policy needs to be in place where users of the website are fully aware of how the clearinghouse works and how it is being managed. Practitioners who offer a demonstration for submission to the bulletin board section of the site will be asked to agree to having their work reviewed by a Demonstration Support Committee whose job it is to look at all submissions and make recommendations for improvement where required and return the demonstration to the developer for revision, or will proceed with completing the posting process to make the demonstration available to the public.

The Demonstrations Support Committee will also play a role in continuing the work begun in this research in that in addition to reviewing existing demonstrations for quality, they will also develop a few sample, or benchmark demonstrations for common outcomes to serve as models of best practice to illustrate the elements presented in the *Quality Checklist* and post these on the *Demonstrations Ontario* website as an additional resource for practitioners.

Additional recommendations discussed by the researcher and the Working Group include the need to develop standards and guidelines for practitioners to use in order to accurately determine the LBS level for demonstrations they develop, and to ensure consistency within the clearinghouse. One possible starting point for this tremendously significant piece of work is to begin using the new *OLC Level Descriptions Manual*, but further development on this issue is required to adjust it for use specifically with demonstrations.

The final recommendation to the Working Group from the researcher is to use the newly developed tools mentioned above in training and skills development for the field to increase confidence, and continue to strengthen the judgment of those practitioners creating good quality demonstration activities for learners in Ontario.

Summary of Recommendations

1. Set up a Demonstration Support Committee to review and give feedback on demonstrations submitted to the clearinghouse, at least initially, until practitioners in the field have more experience and confidence in developing good quality demonstrations;
2. Distribute the products of this research, specifically the *Quality Checklist* and guidelines for developing effective, quality demonstrations to the field;
3. Develop a few sample, or benchmark demonstrations for common outcomes to serve as models of best practice to compliment the *Quality Checklist* and post these on the *Demonstrations Ontario* website;
4. Develop standards and guidelines in conjunction with the new OLC *Level Descriptions Manual* to use to accurately determine the LBS level for demonstrations to ensure consistency within the clearinghouse;
5. Conduct further training with practitioners in the field on developing good quality demonstrations using the tools described in 2, 3 and 4 above (*Quality Checklist*, sample demonstrations, level descriptors for demonstrations).

Appendix A

Quality Checklist: Checklist for Developing a Quality Demonstration

Instructions

All practitioners are encouraged to use this resource, particularly developers who are considering submitting their material to be posted on the *Demonstrations Ontario* website. The use of the checklist is optional, but *highly recommended* since it forms much of the basis for the review given to all submissions by the Demonstrations Support Committee.

Quality Items

- ☐ Demonstration title is meaningful and clear.
- ☐ Domain is indicated.
- ☐ Level is indicated.
- ☐ Demonstration has relevance to adults.
- ☐ Learner instructions are clear.
- ☐ The demonstration is clearly linked to the learner goal(s). (Suggested learner goal(s) that the demonstration relates to is(are) provided.)
- ☐ Practitioner instructions are clear.
- ☐ Clear photocopies or reproductions of materials are provided (if used).
- ☐ Evaluation criteria are provided.
- ☐ Outcomes are clearly stated in terms of success and transition markers.
- ☐ The demonstration activity has been accurately assigned its LBS level.
- ☐ Text is free from spelling, grammar and punctuation errors.
- ☐ Materials are free from gender, age, racial, cultural, or other bias.
- ☐ Pages are not crowded or cluttered, have lots of white space left on the page, and have a visually balanced layout.
- ☐ Demonstration has lots of visual supports, especially for LBS level 1.
- ☐ Lots of room for learner responses is available on worksheets (if used).
- ☐ The demonstration has been field tested with learners.
- ☐ A recommended amount of learner assistance allowed is provided.
- ☐ Practitioner and learner instructions are in separate sections.
- ☐ Suggestions for modification or customization of demonstration is given.
- ☐ A sample learner answer/solution is provided.
- ☐ A recommended timeline to complete the demonstration is provided.
- ☐ Copyright permission has been obtained for all materials used.

Appendix B



Simcoe County Literacy Network

Web Based Demonstrations Project

Practitioner Survey on Quality Demonstrations

Introduction

Simcoe County Literacy Network (SCLN) has received project funding from the Ministry of Training, Colleges and Universities (MTCU) to support the development of a web-based Clearinghouse for demonstration activities. This Clearinghouse will be an on-line resource where practitioners can share demonstration activities which they have developed, by posting them on the site where others can download them. Since this will be a public resource point, it is important that the demonstrations in the Clearinghouse are valuable to the literacy community, thus the issues of best practice, editorial standards and quality emerge. The purpose of this survey is to solicit recommendations from the field on how to manage the quality of demonstrations that are to be posted on the Clearinghouse web site.

Background

In 1998 *Working with Learning Outcomes* introduced the first phase of the Recognition of Adult Learning Strategy (RALS). Within this strategy the approach taken to assessing learner achievement and development is through the use of learning demonstrations. Demonstrations of learning outcomes are what practitioners observe learners doing to show that they have mastered the required knowledge, skills, and behaviours specified by the learning outcome(s) they have striven to attain. MTCU has sponsored a number of Model Demonstration projects for each sector over the past year. These projects contain a body of demonstrations for various levels in each domain and are ready for use by agencies, or to act as a guide for agencies who may be developing their own demonstrations. Currently there are a number of other web-based demonstrations projects underway, including the On-Line Demonstration Builder project by Peel Halton Dufferin Adult Literacy Network (PHDALN), the development of an on-line College sector demonstrations web site, and the AlphaRoute project by AlphaPlus Centre which will include demonstrations.

This Survey

The use of learning demonstrations is still quite new to many practitioners in the field. Many are still developing confidence in using and developing demonstration activities for their learners. For this reason the results of this research will be presented to the field in the form of a tool to assist practitioners in selecting and developing demonstrations of a high quality. Principles of best practice will follow from this research to assist in guiding you in the development of demonstration activities. Your participation in this process of determining how quality should be addressed and managed for the demonstrations included in the Clearinghouse is valuable to everyone. One key item that we hope to determine is if agencies in fact want to deal with the issue of quality themselves, or have guidance provided. The survey results will inform us of how you want the Clearinghouse developed, and how you want to use it. After all, it's for you!

Please feel free to express your thoughts and opinions with confidence as all information collected will remain completely confidential and all responses will be grouped before final reporting. Your opinion counts and your participation is greatly appreciated!

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Instructions

This survey is to be completed by practitioners in the Adult Literacy field who are using or developing demonstrations in their literacy program. Please only complete one survey per person, but there is no limit on how many people from each agency can participate. We invite everyone to participate. The more responses, the better! You may wish to print a copy of the survey to review in advance of completing it on-line so you have more time to think about your answers for parts 2 through 4. Please complete the survey on-line by selecting an option, or filling in a text field for each question as indicated. When you are done, click the submit button on the bottom of the form and your responses will be automatically added to the database for later analysis. The deadline for participating is **November 27**, after which date this survey will be off-line and the data will be analyzed, with a final report on the results submitted first to SCLN, and then MTCU.

Thank you very much for supporting this project!

Part 1 - Background Information

Please provide the following information.

Agency postal code: _____ City / Town: (optional) _____

Agency email: (optional) _____

Position of person completing the survey: (i.e. volunteer tutor; paid teacher, etc.) _____

How long have you been working with demonstrations? _____ years _____ months

How would you categorize your experience working with demonstrations:

- ☐ Very new, no experience
- ☐ New, little experience
- ☐ Comfortable
- ☐ Very familiar
- ☐ Expert

Agency sector:

- ☐ Board of Education
- ☐ College
- ☐ Community-Based
- ☐ Laubach

Levels served: (circle all that apply) 1 2 3 4 5

Program offerings: (check all that apply)

- ☐ One-One tutoring
- ☐ Small Group
- ☐ Large group or classroom
- ☐ Computer based learning
- ☐ Independent study
- ☐ Other: (please specify) _____

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Part 2 - Quality Demonstrations

Please share your thoughts on the following by writing in the space provided. (You may attach extra pages if required.)

1. What constitutes a good quality demonstration in your mind? List its attributes, or characteristics.

2. What constitutes a demonstration that is not effective?

3. What problems should one watch out for when using demonstrations with learners?

4. When you develop demonstrations, what are the easier elements to develop?

5. When you develop demonstrations, what are usually the most difficult elements to develop?

6. If someone were to offer you a "tool" to assist you in developing demonstrations, what would it look like? What sorts of things should it include in order to be really useful to you?

7. Are you currently using the Model Demonstrations projects that are available for your sector?
If so, which one(s)?

☐ no ☐ yes title(s): _____

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Part 3 - Rating Statements

8. Rate each of the following statements according to how important you think it is for developing a good quality demonstration. Think about what you believe to be "Best Practice" when answering.

(1 = Not at all important for a good quality demonstration,
5 = Extremely important for a good quality demonstration).

Please check only one option per statement.

| | Not Important | Somewhat Important | Extremely Important | | |
|---|---------------|--------------------|---------------------|----------|----------|
| Statement : | 1 | 2 | 3 | 4 | 5 |
| The demonstration is clearly linked to the learner goal(s). | | | | | |
| Learner instructions are clear. | | | | | |
| Practitioner instructions are clear. | | | | | |
| Practitioner and learner instructions are in separate sections. | | | | | |
| A recommended timeline is provided. | | | | | |
| A recommended amount of learner assistance allowed is provided. | | | | | |
| Text is free from spelling, grammar and punctuation errors. | | | | | |
| Materials are free from gender, age, racial, cultural or other bias. | | | | | |
| Demonstration has relevance to adults. | | | | | |
| Pages have a visually balanced layout. | | | | | |
| Pages are not crowded or cluttered. | | | | | |
| Lots of white space has been left on the page. | | | | | |
| Demonstration has lots of visual supports, especially for level 1 | | | | | |
| Lots of room for learner responses is available on worksheets (if used). | | | | | |
| Clear photocopies or reproductions of materials are provided (if used). | | | | | |
| Evaluation criteria are provided. | | | | | |
| Sample learner answer/solution is provided. | | | | | |
| Suggestions for modification or customization of demonstration is provided. | | | | | |
| The demonstration activity has been accurately assigned its LBS level. | | | | | |
| The demonstration has been field tested with learners. | | | | | |
| Other: (specify) | | | | | |

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Part 4 - Options for Inclusion of Demonstrations in the Clearinghouse *(Optional Section)*

9. Decisions about choosing which demonstrations should be included in the Clearinghouse need to be made. This is a complex decision, thus it is being brought to you, the field, to answer. What do you want to happen? How do you want submissions managed?

The following are five possible scenarios. Consider each one before deciding which you deem to be the best option for deciding how to choose to include demonstrations into the Clearinghouse. Please check your preferred option and explain the rationale for your decision in the space below.

- ☐ A) Include every submitted demonstration into the Clearinghouse without any sort of evaluation or vetting process.
- ☐ B) Have a vetting committee in place to review each submission and evaluate it based on best practices for developing demonstrations and make decisions on what demonstrations are included in the Clearinghouse.
- ☐ C) Have a "Checklist of Best Practice" attached to each demonstration submitted to the Clearinghouse which details the quality elements of a good demonstration. This evaluation will be completed by the "sharing" agency, ideally the person who developed the demonstration. Based on the results of the checklist that the demonstration receives we should include every submitted demonstration with its completed evaluation into the Clearinghouse, regardless of the results of the checklist and have a "User Beware" policy -- Review the evaluation and decide for yourself if you want to use the demonstration.
- ☐ D) Have a "Checklist of Best Practice" attached to each demonstration submitted to the Clearinghouse which details the quality elements of a good demonstration. This evaluation will be completed by the "sharing" agency, ideally the person who developed the demonstration. Based on the results of the checklist that the demonstration receives we should establish a minimum standard threshold on the "Checklist of Best Practice" which a demonstration must reach before it will be included in the Clearinghouse. Those demonstrations which do not meet the minimally acceptable level will not be accepted into the Clearinghouse, and instead returned with comments so changes can be made to it before being re-submitted. Practitioners will be aware of the standards in place when selecting a demonstration to download.
- ☐ E) Have a "Checklist of Best Practice" attached to each demonstration submitted to the Clearinghouse which details the quality elements of a good demonstration. This evaluation will be completed by the "sharing" agency, ideally the person who developed the demonstration. Based on the results of the checklist that the demonstration receives we should develop categories, or groupings based on the "Checklist of Best Practice" to rate each demonstration (i.e. high, medium, low). Each demonstration would be labelled, or categorized, using its evaluation into one of the groupings (i.e. demonstrations which use all the best practices are grouped together, demonstrations which use some of the best practices are grouped together, etc.). Practitioners will be able to see the groupings when selecting demonstrations to download.

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Rationale for your choice:

10. Do you have any alternatives to the options provided in question 9 above? If so, please share your ideas.

| |
|---|
| Part 5 - Feedback/Comments/Other Ideas |
|---|

11. Please describe what kinds of things you would like to see included in this Clearinghouse project.

12. Please use the space below for any additional comments, ideas, or feedback related to how the level of quality should be managed for this demonstrations Clearinghouse project.

Thank you very much for participating in this survey.

You input is greatly valued!

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About the Survey

An on-line survey was developed to solicit recommendations from the field on how to manage the quality of demonstrations that are to be posted on the bulletin board section of the Demonstrations Ontario web site. This section of the website will be an on-line resource where practitioners can share demonstration activities which they have developed, by posting them where others can download them. Since this will be a public resource point, it is important that the demonstrations posted here are valuable to the literacy community, thus the issues of best practice, editorial standards and quality emerge.

Methodology

The Quality Survey was to be completed by practitioners in the Adult Literacy field who are using or developing demonstrations in their literacy program. They were asked to only complete one survey per person, but there was no limit on how many people from each agency could participate. We invited everyone to participate.

First survey entry was received on Oct 10, 2000 and the last entry was on Dec 8, 2000. The survey was available on-line for 2 months on a reliable server located in Ottawa (ils.mergent.net).

The survey was completed by 32 individuals, but 3 of these entries were blank other than to say the respondents are “very new, with no experience”, representing the “Board of Education” sector. One entry was also submitted twice, so the duplicate entry was also not included. In total, 4 entries were omitted from further analysis leaving number of entries (N) equal to 28, unless otherwise noted.

Presentation of Results

Parts 2, 4 and 5 below include actual responses and comments by participants, grouped by theme to illustrate both the range of responses and to show how strongly sentiments were echoed across the province in many cases.

Part 1 – Background Information

- Survey respondents were asked to provide their postal code. This allowed the researcher to assign a geographical region to each respondent. It was found that representation from across the province was achieved, though Eastern Ontario was slightly underrepresented, and when Metropolitan Toronto is combined into Central Ontario (since one is really a sub-set of the other), they make up almost 40% of respondents. Table 1 below shows the number and percentage of respondents by the first letter of their postal code. Figure 1 illustrates these postal code regions spatially.

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Table 1 : Number of Respondents by Postal Code FSA Code

| Postal Code: | N = 28 | % |
|--------------------------|--------|------|
| L = Central Ontario | 9 | 32.1 |
| N = Southwestern Ontario | 6 | 21.4 |
| P = Northern Ontario | 6 | 21.4 |
| K = Eastern Ontario | 3 | 10.7 |
| M = Metropolitan Toronto | 2 | 7.2 |
| Postal code not given | 2 | 7.2 |

Figure 1: Canada Post Corporation Map of Ontario Illustrating Forward Sortation Area (FSA) Regions.



- No respondents identified themselves as volunteers. All responses were either paid teachers, instructors, coordinators, executive directors or managers or the like.
- When asked how comfortable they were in working with demonstrations 45% of respondents reported feeling comfortable, whereas 16% were very familiar with demonstrations. Approximately one-third of respondents had little or no experience in the area of demonstrations. Table 2 below shows the number and percentage of respondents and their level of experience.

Table 2: Respondents' Level of Experience Working with Demonstrations

| Experience level: | N = 31 | % |
|-------------------------|--------|------|
| Very new, no experience | 5 | 16.1 |
| New, little experience | 7 | 22.6 |
| Comfortable | 14 | 45.2 |
| Very familiar | 5 | 16.1 |

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- Respondents were asked how long they had been working with demonstrations. The combined average for all respondents was 2.54 years, with a reported minimum of 3 months, a maximum of 9 years, and a mode of 2 years. Of the five respondents who did not answer this question, 4 reported “new, no experience” and 1 as “comfortable” on the previous question.
- When asked to report which sector they represent more than half of the survey respondents stated the Community-Based sector. When you consider that Laubach programs are generally Community-Based as well, the total increases to almost two-thirds. Only 10.7% of respondents were from the College sector.

Table 3: Number of Respondents by Sector

| Sector: | N = 28 | % |
|--------------------|--------|------|
| Community-Based | 16 | 57.1 |
| Board of Education | 7 | 25 |
| College | 3 | 10.7 |
| Laubach | 2 | 7.2 |

- Respondents were asked to report on the levels served in their program. Table 4 displays the breakdown of responses. All respondent’s programs served multiple levels of learners, and one third of programs served all 5 levels. Slightly fewer report their agency served levels 1 through 3.

Table 4: Number and Combinations of Levels Served

| Levels Served: | N = 27 | % |
|----------------|--------|------|
| 1, 2 | 1 | 3.7 |
| 1, 2, 3 | 8 | 29.6 |
| 1, 2, 3, 4 | 4 | 14.8 |
| 1, 2, 3, 4, 5 | 9 | 33.3 |
| 2, 3, 4, 5 | 3 | 11.1 |
| 3, 4, 5 | 2 | 7.5 |

- Types of program offerings were also asked and a majority of respondents were from programs which offered small group or one-to-one tutoring sessions, suggesting a need for adaptable demonstrations.

Table 5: Number and Type of Program Offerings

| Program Offerings: | number |
|--|--------|
| Small Group | 25 |
| One-One Tutoring | 24 |
| Computer Based Learning | 16 |
| Independent Study | 11 |
| Large Group or Classroom | 5 |
| Other: fast track (level 2-3), special needs, and Family | 3 |

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Part 2 - Quality Demonstrations

Question 1

N=27

The attributes, or characteristics of a good quality demonstration as reported by the respondents include:

- five key quality descriptors as explained in *Working with Learning Outcomes* (MET 1998, p. 25):
 1. relevant to student's long and short term goals; must reflect student's needs and goals; link with goal is clear; linked closely to student's goal; relevant to his goals; related to the goals identified in the Training Plan; reflects goal; relevant to the student and his goals; relevant to learner's goals; relate to the students goals; The demonstration must reflect the Learners goal; related to student's goal (but this doesn't need to be on the demonstration); goal related; clearly, and closely connected to the individual learner's goals; relate to the learner's goal(s); goal-relevant activity;
 2. clearly stated skill(s)/skill level(s) required for success (goal / outcome); developed and written in a way that allows practitioners to easily relate it to the 5 learning outcomes; it has the success markers; it should be related to the skills that are being assessed; assessing clearly the skills that are being assessed; relating to the matrix and the embedded skills listed; ensure that all key success markers are kept intact; different type of demonstrations, based on the outcomes; the demonstration should show what skills are being assessed; it identifies the skills being assessed; it links the demonstration to LBS levels and learning outcomes; link with learning activities is clear; the clearer the connections are between the activity being done and the specific skills being demonstrated, the better;
 3. integrates more than one skill; multiple areas of performance; not just complete a worksheet that is similar to all the others he has been completing; the learner must be able to apply the skills learned to accomplish the task; not a copy of already practiced material; it tests more than one domain at the same time; a quality demonstration will also be slightly different from their lesson activities, but not of higher skill level; may integrate different domains and skill sets; may measure more than one thing; it also must be a new activity that the student has not practiced before; incorporates all the embedded skills the student has learned in order to complete the task; will ensure a learner has mastered the skill they have been learning; keeps in mind the actual tasks that the Learner has been working on over the re-assessment period of time; it is also important that the degree of complexity (ie the more Learning Outcomes

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being demonstrated and the greater the number of success markers being addressed) increases with the level;

4. clearly demonstrates the ability to apply the skill in a real-life situation; practical application to daily living activities or interests (relevance); real-life demonstrations; real-life activity, using real-life materials; applicable to daily activities; real life content and applicability; it should be related to a real life practical situation; resembles a real-life application (as closely as possible); relevant to real-life; an authentic, or very realistic, real-life activity; learner is interested in using the skill in a real life situation; practical; realistic demonstrations; this skill should be transferable to everyday life;
 5. relevant to the learner's lifestyle; of interest to the student; relevant to adults; it must be meaningful, look interesting; real life meaning to the Learner.
- instructions are clear; something that is clearly written and easy to follow for all parties involved (i.e. student, tutor, staff, etc.); clear instructions; the instructions for the learner and tutor should be easily understood; clear instructions for the learner; easy to understand and administer; it has instructions for the teacher; it should be simple and easy to follow; provide the learner with clear instructions; clearly stated for the learner to understand what they are doing and why they are doing it; must be clear, have straightforward tasks and clear information to student; clearly worded, easy to follow instructions for the tutors, well detailed step by step format; simple, clear, non-intimidating; something that the learner, the tutor and the staff readily understand; it will not require 'translation'; simple, clear, easy to complete; easy to understand;
 - an evaluation guide should be included; success can be readily and clearly assessed; it must show clearly that the learner has developed the supporting skills necessary to master the overall skill and not just that he/she has memorized enough parts to get by; an assessment scheme or rubric; it has an evaluation; provide the learner with important feedback on their accomplishments; have a clear evaluation sheet attached to show strengths and trouble areas; shows student what he/she has accomplished; easy to evaluate--needs to be as objective as possible; easy to determine what skills have been shown; accurate and easily measured; the demonstration should show a Learner's comfort level in completing a task as well as clearly demonstrate the criteria met for a specific level;
 - flexibility; it should allow room for personal flexibility and creativity; can adapt to individual levels, needs, interests while still working on / towards specific skills; easily modified; may be used with more than one student;

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- easy to duplicate type of exercise for practice; easy to reproduce for practice;
- able to be read by student; level appropriate; level appropriate;
- completed independently; learner can complete it independently;
- allows for feedback from the participant about the demonstration itself;
- it will not resemble a 'test'; not a "major project" or "test;"
- includes a rationale;
- identifies available resources for completing the demonstration;
- provides a reasonable timeline to complete it.

Other comments centering around the Learner include:

- the learner must feel comfortable in doing the demo having been given adequate training in the skills being assessed; preparation and readiness to perform the task; the learner is successful; student should know that he is doing a demonstration; student agrees that it does show his achievement thus far; should be designed with some student involvement and be agreed upon as a good example of the relevant skills acquired; a final demonstration should have been discussed at entry with the student therefore the student knows what will be expected at this point; the learner will be so excited by his accomplishment that he will enjoy sharing his new ability with everyone; of genuine value to the learner; learner sees the usefulness of the demonstration.

Question 2

N=26

What constitutes an ineffective demonstration as reported by the respondents:

Responses and comments mainly reflect characteristics opposite to those given in question 1 (good quality demonstration), including:

- doesn't apply to learner's goal; absolutely no connection to the goals that have been set by the learner; no perceptible connection between the demonstration activity and learner's goal; does not reflect goal; one that doesn't correspond with the student's goal; nor does it reflect the Learners goal; it does not relate directly to the learner's goal; not relevant to the student and his goals; not relevant to learner's goals; one that only demonstrates part of the end goal;

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- application to a real-life situation isn't clear; not a real-life activity (e.g. classroom worksheets); not a task that the student would have to perform in his or her life outside the upgrading program; absolutely no connection to any of the practical applications of the work s/he has been doing; not real life; artificial; does not appear to have relevance to student's life or interests; decontextualized; one that can not be seen or heard in real life; no real life content and applicability; learner is not interested in using the skill in a real life situation;
- a demonstration which allows the learner to just reiterate exactly what was done in class and not apply the learning; repeating an activity already used in the development of the skills and knowledge; a copy of already practiced material; an ineffective demonstration is an activity that the learner has been working on during the course of their lessons;
- task specific; does not focus on the "big picture" but is restricted to the "small picture" of the task / skill itself; if a demonstration is only assessing one skill, it is not a true demonstration of the goal; a test of skills (e.g. a spelling test); one exercise to meet one success marker; a true demonstration must involve more than one success marker and probably involve more than one skill set otherwise it is only showing accomplishment of mastered activities;
- complicated; too complicated; too complex; complicated; complex, major "project" which lasts several lessons; has too many activities built into it;
- not level appropriate; it is either too hard or too easy for the student to do; totally beyond the level that the learner is working at; the learner is struggling too much with the task; too difficult or vague for student to do independently; one that is too challenging (not level appropriate); underestimating or overestimating the requirements of the performance at the level being tested;
- too vague for student to do independently; unclear; the demonstration does not have clear instructions; one that confuses the student; learner instructions were not clear; if the instructions are not clear; instructions is not clearly given to the learner; information sheet is not clearly and concisely written; instructions that are vague; without clear instructions; too much jargon; written in language that is too difficult; one that is missing needed information;
- purpose of demonstration isn't clear; purpose is not clearly given to the learner; often the learner doesn't understand why he is learning something -- this rote learning is often forgotten; student does not understand what is being measured;

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- a demonstration would be rendered ineffective if it didn't indicate which skills were being assessed; not related to the matrix and the embedded skills listed; tutors having to guess at the skills that were accomplished;
- a demonstration that is not effective is not meaningful for the Learner; learner doesn't see the usefulness of the demonstration; inapplicable to needs of the student; if the learner finds no value in the activity, therefore will not feel the sense of accomplishment and success; when the material or skills learned are important to the learner, they are seldom forgotten;
- poor preparation of the learner; if the student has not gone over all the embedded skills needed or if the student has only done each skill in isolation, it does not demonstrate his/her ability at having reached the goal - it only shows specific activities that have been mastered; incorporates skills that the learner hasn't worked on;
- learner can't complete it independently; too much assistance from the instructor or other students;
- requires too much preparation on part of tutor; time factor;
- doesn't assess what it's supposed to; does not accurately measure student's progress.
- without a clear marking scheme;
- will not be effective if the timelines are not clear for it's completion;
- boring activity - unidimensional. e.g. paper-and-pencil tasks;
- inappropriate demonstration environment;
- one that does not take into consideration the students learning style;
- one that is not closely linked to the previous learning activity.

Additional responses include:

- a demonstration is not a test and therefore cannot be failed;
- demonstration is used simply because the ministry says there must be one;
- a standardized activity that may not apply to the individual learner, such as a set of activities that all learners in a level must complete in order to be promoted to the next level;

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- tests and exams that show learning but not the fact that the learner can use that learning constitute a demonstration that is not effective.

Question 3

N=25

Problems one should watch out for when using demonstrations with learners as reported by the respondents include:

- the most important problem to watch should be the correspondence between the task assigned or outcomes to learn and the kind of demonstration. They have to be related to each other; we need to make sure that what the learner is demonstrating is actually showing what we want it to and not something different. We also have to be careful that the learner is demonstrating a Learning Outcome and not the supporting skills that lead up to the LO; only incorporating skills that the learner is comfortable with; we need to match the demonstration to what needs to be assessed; a demonstration that asks the learner to complete an activity that expects a higher/lower level of skill will not demonstrate the learners current level of skill or mastery over a particular skill they have been working on and it will be irrelevant to the learner; using correct demonstration for learning; too high (a level);
- perhaps, how the learner perceives the activity of completing the demonstration. The individual learner should understand that he or she is being assessed for a specific level of competency - a complex of skills - when completing an ongoing or exit demonstration. In this case, the participant and practitioner should consult as to whether the learner has completed the appropriate number and type of skill-building activities prior to doing the demonstration; teacher driven activities that may address specific skills / levels without student input vis-à-vis career / personal goals, interests, etc.; ensuring that learner is ready; being sure that the student is truly ready for the demonstration; the assessor needs to ensure that the learner is ready for that demonstration (we need to ensure success); the learner must be aware that the demonstration will only be done when he/she feels ready to do it;
- there must be learner buy-in and Learners also suffer from the "old paradigm" thinking of what school is supposed to look like (i.e. teacher directed curriculum and testing with grades and marks as % as measurement of progress). Learners must understand and accept the reasoning and benefits of a Learning Outcomes education, goal-setting process and the purpose and value of Demonstrations; making the learner understand that all the supporting skills that form a part of the demo are equally important; that they understand that demonstrations are just as valuable to their program as doing curriculum;

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- explaining purpose to learners; misunderstanding the purpose of the demonstration; the learner should understand the purpose of the demonstration and what skills he is demonstrating; one should make sure that the student understands why he is doing the demonstration; make sure that the learner knows what the demo is aimed at; that the students clearly understands WHY this is being done;
- that student is aware that it reflects what they have accomplished rather than being a test; I think we should be careful not to make demonstrations into "test" situations. Often, students will demonstrate their learning in a tutoring lesson or at home as a result of practicing some skill over and over. The anecdote needs to be recorded or the work completed saved in a portfolio. It should be evaluated against pre-determined criteria but not made into a major "event" ; the learner should also know that the demonstration is not a test but a concrete piece of information that shows what he/she is capable of after all the hard work done; making sure that student realizes that this is the culmination of a learning activity;
- that we don't give too much help to the learner so that they are doing it completely on their own; the tutor should not assist too much in doing the demonstration; how much assistance is needed / or necessary; cheating;
- unclear directions; he must understand the instructions; too much jargon;
- being clear on what is being assessed; making sure you know what you're looking for and what constitutes success or failure;
- we also need to take into consideration an appropriate timeline for the demonstrations completion, based on the learner's abilities; time required to perform the demonstration;
- ensure it is a realistic demonstration, presented in a realistic context; not connected to the real life situation of the learner; not relevant;
- designing demonstrations that are domain specific - i.e. only for English / Math / Computers - and therefore hard to integrate; don't just use the regular classroom activities (e.g. skill building exercises and worksheets);
- demonstrations should be user-friendly both for learners and practitioners. (Some demonstrations take far too much time to set up and document. Learners may be required to do reams of paperwork in order to demonstrate a simple achievement.);
- trying to put too much skill testing into one demonstration; too complicated;
- ensure that demonstration leads to goal; does not reflect goal;

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- that they are not "client" specific, too generic;
- that the learning is being demonstrated in a manner that the learner can understand and will internalize. One should attempt to ensure that long-term learning has taken place and that the new knowledge will not be lost.

Question 4

N=25

The easier elements to develop when developing demonstrations as reported by the respondents include:

- the basic ideas; general content of the demonstrations; the activities are the easier part of the development.; the actual activity; the demonstration itself; the actual activity; the demonstration itself.; activity based on concrete, life skills-type goals;
- evaluations for the demos; evaluation - measuring success; evaluation checklist (because items are selected from a master checklist); evaluation checklist (since items are selected from master checklists for each domain and level); skill levels based on task analysis; pulling out the success/transition markers involved in successfully completing a task; identifying other domains involved in successful performance (e.g. math, science, etc.); learning outcome; skill sets;
- finding examples of literacy materials and literacy skills usage in everyday life and work which lead to the demonstrations ideas; elements that relate to everyday activities are certainly the easiest ones to incorporate into a valued demonstration. For example the elements of comprehension, writing clearly and effectively, as well as listening and speaking effectively are easily captured in taking a telephone message or writing a short note; the real-life links - for example, if a task is part of the learner's everyday life and skills can easily be transferred; showing practical relevance to daily activities, personal interests & habits; finding relevant tools to use;
- I have found that developing a general idea or task that accurately reflects the Learners goal is one of the easier elements to develop; I developed my demonstrations easily when I know the learning plan assigned to the learner and his goal; coming up with assessment ideas relevant to the student's goals; for me, the question is slightly different: I find it easier to develop a demonstration when I am considering a specific training goal. Then I can consider that goal's specific LBS entrance level and the required learning outcomes when writing the demonstration; the purpose or relevance to the goal;

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- the student and tutor instructions; conditions; student instructions; student instructions; instructions for tutors;
- the ones that can be easily captured on paper (math calculations, writing skills); the easier elements are the simple fact type questions;
- once the outcome, skill set and general concept or idea that you wish to develop has been found then the actual writing of the demo and relating it to the matrix is not too difficult. It is, however, still a time consuming process;
- I find developing demonstrations for levels 3-5 easier than for levels 1-2. As for individual elements I am not sure that I know how to answer this.
- communications activities, especially reading and writing;
- description.

Question 5

N=24

The most difficult elements to develop when developing demonstrations as reported by the respondents include:

- the assessment portion; evaluating the final product; marking scheme; the evaluation of the work; the assessment;
- selecting texts/tools in accordance to the correct literacy level; the accurate assignment of level to text materials (since there is so much controversy and confusion in the field still as to what constitutes a particular level); level appropriate in all aspects of the demonstration; actual activity (sometimes hard to find an article or document which is at the right level and related directly to the student's goal);
- making sure I've [selected] the success/transition markers to the correct level being tested; I have found it challenging to ensure that demonstrations accurately reflect various criteria for specific levels (i.e. the demonstration I have developed reflects what the Learner needs to demonstrate for the third level in numeracy); level appropriate in all aspects of the demonstration;
- applying the matrix (features etc.); finding all the matrix skills embedded in an activity; the success markers; the identification of specific skills, elements, criteria I am looking for; researching the particular success markers that are embedded in each demonstration activity - should I included every single success marker that's in the activity? or assess only four for each LO?...;

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- ensuring that a wealth of embedded skills are included; integrating activities between instructors of different subjects / domains so that students see the continuity of programming AND integration of different areas in daily living;
- demonstrations that need to relate directly to a learner's specific goal i.e. applying for a particular job or job searching skills may be harder to capture in a quality demonstration;
- for those going on to further education, finding activities that would clearly indicate mastery at a certain level; ensuring that the progress is measurable according to the 5 Levels in the *Learning Outcomes*. Sometimes the progress is significant to the learner but hardly noticeable in the learning outcomes markers;
- when the information about the goal and the training plan is not clear or not stated;
- tutor instructions --very specific instructions needed for volunteer tutors; tutor instructions (need to be very specific for volunteer tutors) --don't take anything for granted; instructions for the learner, especially at the lower levels;
- developing math demos for basic level that are real-life; in numeracy I am finding that many that have been developed are in the same outcome and skill set so it is important to look for other areas to develop demos; integrated math activities at the higher levels;
- real life that interests the learners. (They want to do workbooks!!!); how do I get it to relate to the learning, does it reflect everyday life; the most difficult elements are those that ensure the demonstration includes the interests and needs of the learner;
- coming up with the "idea" is by far the hardest element in developing demos. You are looking for effectiveness and originality;
- the ones that are not easily captured on paper (reading comprehension, thinking skills, non-verbal problem solving, critical analysis, speaking and listening skills, use of tangibles, such as money and measuring tools);
- how to incorporate practical materials related to the goal that the student has not used thus far;
- applying an appropriate timeline may also be difficult to apply to these types of demonstrations, particularly if the learner sees the demonstration as a test and becomes nervous;
- the most difficult part is the format of the demonstration;

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- dissecting the demonstration;
- the demonstration questions / activity;
- add-ons to the basic so that it suits the learner;
- trying to cover more than one student's needs into one demo so that you're not doing many different demos.

Question 6

N=25

Descriptions of a 'tool' to assist practitioners in developing demonstrations as reported by the respondents include:

- no tool, just the demonstrations that work for students. Managing training plans, portfolios, admin. stuff, assessments, marking etc., there is really no time to create a demonstration that is relevant to each learner;
- develop demonstration activity for each goal; a set of core demonstrations would be more useful than a tool to develop our own (we already have that in many forms); common demonstrations (writing a letter, reading the local paper) "pre packaged;"
- example demonstrations for levels 1-2 would be very much appreciated; list of specific (sample) practical applications / activities that integrate several skills and subject areas at each level; a simple list of integrated activities for each level. e.g. Shopping trip, level 1: reading flyers, writing shopping list, budgeting, etc.; I would like lots of examples; concrete examples of successful demonstrations; examples of good and bad demonstration activities and explanations; the tool should include a sample demonstration with all parts include e.g. instructions, evaluation guide etc.; I love examples. I find working from an example and then tailoring it to meet the needs of a specific Learner is very useful; definitely needs to include some samples that can be adjusted to relate to a learner's particular goals;
- Templates of different sheets, forms, etc. that could be used; it should have a template to follow; I believe a computer template would help; template of what should be included; a template would be useful to fill in (similar to the one we are using to post demonstrations for the network field test project);
- a database of activities with levels assigned to allow user to sort by level or activities or domain, in order to develop customized demos; they should be categorized into goal categories or listed as 'reading', 'writing', 'numeracy', 'self direction and management';

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- examples of ways to measure performance of success; a percentage of spelling/grammar errors allowed, to deem it successful; recommendations as to how much detail is necessary (required) level by level in the assessment piece;
- having the "tool" divided into categories where similar things are found together under similar topics;
- The "tool" needs to be process-orientated, not static. For example, I find the step-by-step process described in What Counts as Evidence: Phase 2 Report (for example, Appendix F, pp. 1 to 5) very helpful;
- detailed steps you could use to help you develop individualized activities from start to finish;
- a CLEAR, CONCISE, USER-FRIENDLY format into which any demonstration activity can be written;
- clear level descriptors;
- checklist of criteria which can help you ensure you've covered all the bases;
- a recommended timeline for adults with and without learning disabilities;
- it would include definitions -- often my definition is not the same as those used in the demonstrations books. My definition may come from the dictionary but it often lacks information that my colleagues with 'education' backgrounds have;
- it should contain the success markers that were most prevalent to my program so I could just highlight them and paste them in place;
- I would like the demos to be applicable to everyday activities of daily learners;
- what would be really useful is lots of samples of forms, memos, recipes, etc. to choose from for the demonstration activity;
- portfolio that each student compiles and takes from class to class, instructor to instructor;
- tape recorder, video camera, camera;
- specific outline of tasks and how they relate to the training plan goals;
- measurable outcomes;

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- I think that there are currently enough samples out there of many varied forms and levels of complexity;
- good question -- not sure; I'm not sure at this time.; not sure.

Question 7

Table 6 below shows the number of respondents who reported they were currently using the Model Demonstration projects available for their sector. Twenty-two percent of respondents replied “no” to this question and are evenly divided by sector, representing 4 Postal Code FSAs with 1/3rd from the north (FSA “P”). All but one respondent who answered “no” to this question had over 3 years experience and was comfortable or very familiar with demonstrations.

For the 70% or respondents who answered “yes” to this question, just over half of them were referring to CABS, and another 5 identified resources other than the model demonstration projects. A total of eight (just under 30%) survey respondents were using the Model Demonstration Projects which represents less than half of those who responded “yes” to this question.

| Table 6: Number of Respondents Using Model Demonstration Projects | | N=27 |
|---|--|----------|
| Responded “no”, not using them: | | 6 Total |
| Board of Education | | 2 |
| College | | 2 |
| Community-Based | | 2 |
| Responded “yes”, and listed the titles as: (note: many respondents listed more than 1 title) | | 19 Total |
| CABS: Common Assessment of Basic Skills - Levels 1-5, Recognition of Adult Learning: Sample Outcomes Based Assessment Tools | | 10 |
| Community Literacy of Ontario: On The Level | | 4 |
| Laubach: Linking Demonstrations with Laubach | | 4 |
| CESBA: Learning Outcomes Demonstrations Development Project | | 3 |
| Ottawa-Carleton: Outcomes Based Assessments, Sample Demonstration Tasks | | 3 |
| Working with Learning Outcomes for the Adult with Developmental Disabilities | | 2 |
| Sample Tasks-Outcome Based Learning-Southwestern Literacy Network | | 2 |
| On-Line demos from ils.mergent | | 1 |
| developing their own | | 1 |
| No response* | | 2 Total |
| College | | 1 |
| Community-Based | | 1 |

*Both people who did not respond to this question were new to demonstrations with no experience.

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Part 3 – Rating Statements

Question 8

N=27

Ratings for each statement according to how important the respondent thought it was for developing a good demonstration:

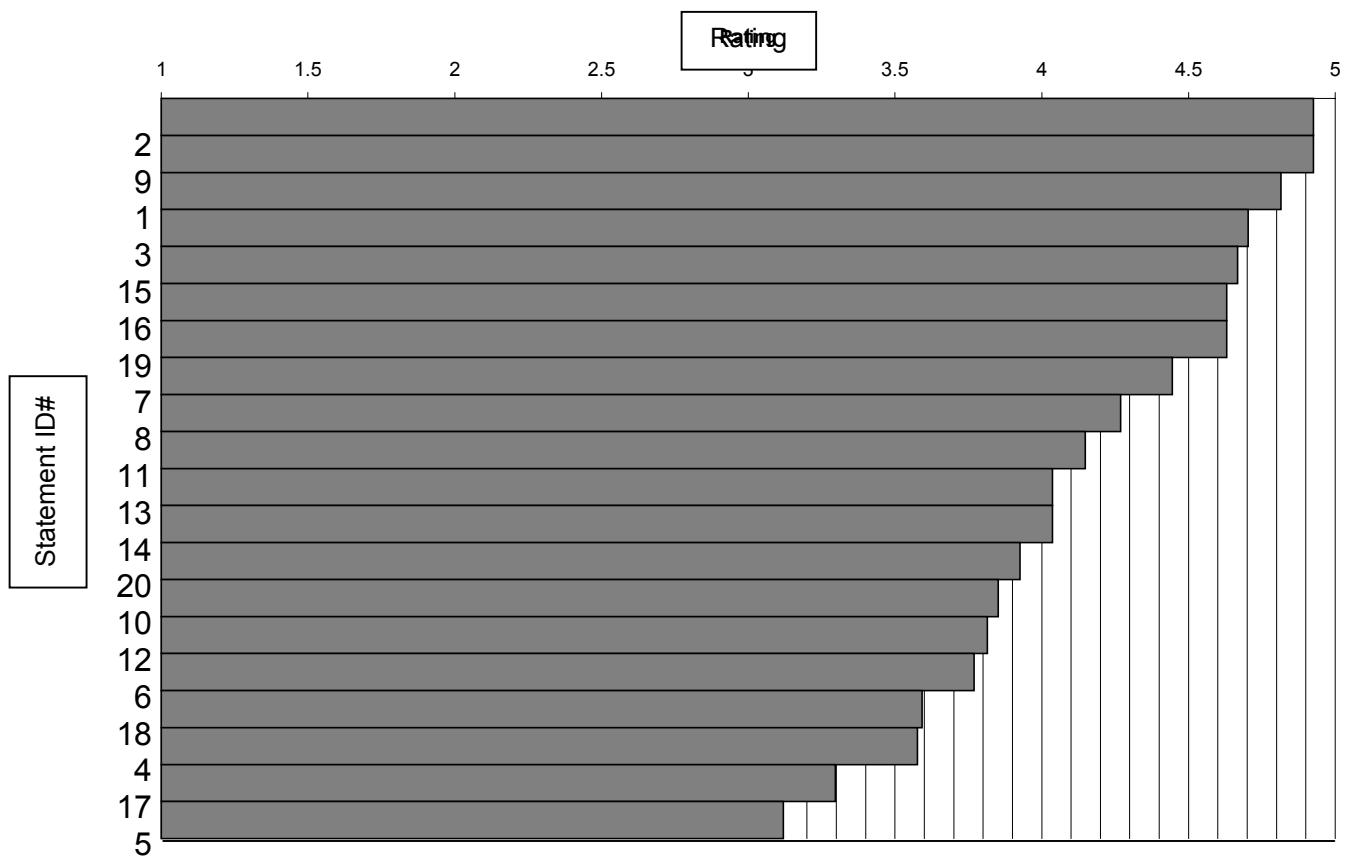
(1 = Not at all important for a good quality demonstration, 5 = Extremely important for a good quality demonstration)

Table 7: Average Ratings for Each Quality Statement

| ID # | Statement | Average Rating |
|------|---|----------------|
| 9 | Demonstration has relevance to adults. | 4.9 |
| 2 | Learner instructions are clear. | 4.9 |
| 1 | The demonstration is clearly linked to the learner goal(s). | 4.8 |
| 3 | Practitioner instructions are clear. | 4.7 |
| 15 | Clear photocopies or reproductions of materials are provided (if used). | 4.7 |
| 16 | Evaluation criteria are provided. | 4.6 |
| 19 | The demonstration activity has been accurately assigned its LBS level. | 4.6 |
| 7 | Text is free from spelling, grammar and punctuation errors. | 4.4 |
| 8 | Materials are free from gender, age, racial, cultural or other bias. | 4.3 |
| 11 | Pages are not crowded or cluttered. | 4.1 |
| 13 | Demonstration has lots of visual supports, especially for level 1. | 4.0 |
| 14 | Lots of room for learner responses is available on worksheets (if used). | 4.0 |
| 20 | The demonstration has been field tested with learners. | 3.9 |
| 10 | Pages have a visually balanced layout. | 3.9 |
| 12 | Lots of white space has been left on the page. | 3.8 |
| 6 | A recommended amount of learner assistance allowed is provided. | 3.8 |
| 4 | Practitioner and learner instructions are in separate sections. | 3.6 |
| 18 | Suggestions for modification or customization of demonstration is provided. | 3.6 |
| 17 | Sample learner answer/solution is provided. | 3.3 |
| 5 | A recommended timeline is provided. | 3.1 |
| 21 | Other: Space designated for student / teacher reflection; The demonstration resembles as closely as possible a real life application; Demonstration should take into account a possible learning disability and provide an accommodation for the learner to complete it; Use of colour whenever possible, i.e. originals; The demo is an authentic or realistic task. | 5 |

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Figure 2: Average Rating for Each Quality Statement from Highest to Lowest



The top rated statements of quality (>4.5 average rating), besides “other,” include:

- Learner instructions are clear.
- Demonstration has relevance to adults.
- The demonstration is clearly linked to the learner goal(s).
- Practitioner instructions are clear.
- Clear photocopies or reproductions of materials are provided (if used).
- Evaluation criteria are provided.
- The demonstration activity has been accurately assigned its LBS level.

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Part 4 – Options for Inclusion of Demonstrations in the Clearinghouse

Question 9

N=27

Respondents were asked to select one scenario which they felt was the best option for deciding how to choose to include demonstrations into the Clearinghouse. The number of respondents who selected each option are presented in Table 8 below.

Table 8: Number of Respondents Who Selected Each Option for Inclusion of Demonstrations

| Total Number | Option Description |
|--------------|--|
| 2 | A) Include every submitted demonstration into the Clearinghouse without any sort of evaluation or vetting process. |
| 7 | B) Have a vetting committee in place to review each submission and evaluate it based on best practices for developing demonstrations and make decisions on what demonstrations are included in the Clearinghouse. |
| 4 | C) Have a "Checklist of Best Practice" attached to each demonstration submitted to the Clearinghouse which details the quality elements of a good demonstration. This evaluation will be completed by the "sharing" agency, ideally the person who developed the demonstration. Based on the results of the checklist that the demonstration receives we should include every submitted demonstration with its completed evaluation into the Clearinghouse, regardless of the results of the checklist and have a "User Beware" policy -- Review the evaluation and decide for yourself if you want to use the demonstration. |
| 10 | D) Have a "Checklist of Best Practice" attached to each demonstration submitted to the Clearinghouse which details the quality elements of a good demonstration. This evaluation will be completed by the "sharing" agency, ideally the person who developed the demonstration. Based on the results of the checklist that the demonstration receives we should establish a minimum standard threshold on the "Checklist of Best Practice" which a demonstration must reach before it will be included in the Clearinghouse. Those demonstrations which do not meet the minimally acceptable level will not be accepted into the Clearinghouse, and instead returned with comments so changes can be made to it before being re-submitted. Practitioners will be aware of the standards in place when selecting a demonstration to download. |
| 1 | E) Have a "Checklist of Best Practice" attached to each demonstration submitted to the Clearinghouse which details the quality elements of a good demonstration. This evaluation will be completed by the "sharing" agency, ideally the person who developed the demonstration. Based on the results of the checklist that the demonstration receives we should develop categories, or groupings based on the "Checklist of Best Practice" to rate each demonstration (i.e. high, medium, low). Each demonstration would be labelled, or categorized, using its evaluation into one of the groupings (i.e. demonstrations which use all the best practices |

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are grouped together, demonstrations which use some of the best practices are grouped together, etc.). Practitioners will be able to see the groupings when selecting demonstrations to download.

Table 9 provides an analysis of responses by sector. The most popular response was supported by three sectors, and was the only option chosen by respondents from the College sector.

Table 9: Options for Including Demonstrations into the Clearinghouse Divided by Sector

| Total | Option | Sector | Number |
|-------|------------------------------|--------------------|--------|
| 2 | A) include all | Community-Based | 2 |
| 7 | B) vetting committee | Community-Based | 6 |
| | | Laubach | 1 |
| 4 | C) checklist – include all | Board of Education | 1 |
| | | Community-Based | 3 |
| 10 | D) checklist – min. standard | Board of Education | 4 |
| | | College | 3 |
| | | Community-Based | 3 |
| 1 | E) checklist – categories | Community-Based | 1 |
| 4 | No choice made | | 4 |

Rationale: Respondents were asked to account for their decision and explain why they chose the option they did:

A)

N = 2

- If you want programs to submit demonstrations, there has to be no further work involved. If the "sharing agency" has to complete an evaluation on top of creating the demonstration, I doubt if many will be submitted. It would be important to circulate the minimum criteria for a good demonstration, and perhaps a template--but after that, programs could select what they would find useful. I doubt if any demonstration will be considered perfect for all programs, and modifications may always have to be made anyway. Having a committee to review demonstrations would be great--but who will do this? I don't think this is workable.

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B)

N = 7

- By having a panel review demonstrations you're more likely to encourage new, creative and unusual ideas which may not make it past rigid a checklist
- Due to limited time it would make more sense to have committee of peers and perhaps a MTCU rep select the best of the bunch. Practitioners could then be sure that they are picking from demo. activities that have been proven successful and also meet MTCU requirements.
- this would help me feel better about evaluating a learner's skills, i.e. ensure that the evaluation is less subjective, more objective since it's been pre-approved.
- Agencies and individuals are not likely to share activities that they think are not quality demonstrations. Therefore the checklist completed by the "sharing agency" is going to tell us what we already know: that the agency thinks this is an example of a quality demonstration. As long as the Clearinghouse has a highly capable and credible team to evaluate the demonstrations that are submitted, a selected set of demonstrations would be the most useful. My preference is for the committee to screen out only the most obviously inadequate demonstrations and to include the rest along with a brief review or checklist itemizing the strengths and weaknesses of each activity.
- Having a Committee responsible for 'evaluating' the demonstrations would, hopefully, result in demonstrations that are uniform in difficulty in each level. A Committee of literacy practitioners, excluding the author of the demonstration, would help ensure that our learners are similarly prepared across the province.
- This is supposed to save the programs time is it not? If we are going into the site and then having to evaluate the demos that we download again for levels and effectiveness why use the site at all? The website should be a place where the agencies can secure a demonstration for the learner without having to rewrite it or evaluate it for effect or not. There should be a checklist for the agencies to see prior to submitting the Best Practices as you call it and then the vetting committee to ensure that it does follow the required format, is useable and the levels are clearly determined.

C)

N = 4

- Developing meaningful demonstrations is still a fairly new practice for many of us in the literacy field and having "starter" demonstrations will allow for further development of these demonstrations by other practitioners in the field until we have mastered this process. If we make the criteria too strict we may stifle another person's creativity in developing demonstrations. The re-developed demonstration can then replace the under-developed demonstration.

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D)

N = 10

- A checklist provides a quick way to know see if the demonstration meets criteria; shouldn't just throw everything up on a web site. Checklist also helps the submitting agency see if what they are submitting is O.K.; if it's not, they have the opportunity to re-work it before submitting it. Some sort of initial screening also lets users of the web site know that there is a process in place ... it's not just a dumping ground.
- This seems to provide the best balance between unrestricted acceptance and showcasing average, or poor demonstrations. Demonstrations should be evaluated by a regional committee before being submitted to Clearinghouse. caveat: evaluations should be done by literacy practitioners familiar with assessment, research methods, and curriculum development, not only individuals practicing in the field.
- I like the idea of a minimally acceptable level above which all demonstrations are accepted into the clearinghouse but I question why it would be filled out by the one submitting the demonstration. I think applicants should have the check list to use as a guide but the assessment of the demonstration should come from somewhere else. I like the idea of returning it to sender with suggestions for improvement.
- I like the idea that I will have choice in choosing a demonstration activity, but I do not want to waste unnecessary time in going through demonstrations that are not viable. I would prefer that there be a clear process for initially determining the practicality and viability of a demonstration before I can then make a decision for myself and the Learner.
- Option D allows for a constructive two-way process between practitioners in the field and members of the review committee; consequently, professional editorial feedback could be considered by practitioners and demonstration authors. Hopefully, this option would encourage revision and resubmission.
- This option sounds less cumbersome and should result in only quality demonstrations being available. Practitioners do not have the time to sift through endless samples. I like the idea of the person submitting the demonstration self-evaluating.
- Have some evaluation of the demos made by a central group which will either accept as is or return to the developer with positive comments re improvement.
- Having only those that meet a minimum requirement, results in a more commonly accepted standard. Not all demonstrations that are rated "high" will be appropriate for all students. Elements in one that meet a minimum can be

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altered by an instructor to be appropriately high. Seeing a "low" rating can help instructors evaluate their own demonstrations to the minimum standard or higher, and thus serve as personal development.

E)

N = 1

- I was torn between c) and e) because I prefer not to have so much control over the demonstrations. I need lots of room for creativity when developing demonstrations. The ratings confuse me.

Question 10

N=2

Respondent's were asked to offer alternatives to the options listed above in Question 9. Their responses include:

- Options b & e should be combined. Not all learner goals require a high degree of mastery (especially in community-based programs if learner goals do not include further education). Through such a grouping practitioners may have greater options of finding suitable demonstrations and thus bolster learner confidence.
- My preference is given in #9: a Clearinghouse selection committee to do a preliminary screening to eliminate demonstrations that cannot be recommended. Then the committee would attach a checklist to each accepted demonstration to show its strengths, weaknesses, situations where it would/ or where it would not be useful.

From the comments expressed in Questions 9 and 10, it is clear that survey respondents would like some form of independent review conducted on all submitted demonstrations before being posted to the public website to ensure a high degree of quality.

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Part 5 – Feedback/Comments/Other Ideas

Question 11

N=13

Respondents describe what kinds of things they would like to see included in this Clearinghouse project:

- grouping of demonstrations according to levels, and general areas of application;
- wide variety of activities;
- use of readily available tools / materials in the classroom, home or workplace;
- The development of the Check List will be interesting. Will it include guidelines for cultural sensitivity for example? Perhaps we need a "Guidelines" and a "Check List"!
- Ideas for documenting the "hard to pin down" skills;
- demos relevant to basic adult learners;
- Examples of demos from all the different domains, levels, etc.;
- Perhaps a link to the original creator for clarification if needed;
- A chance for practitioners to rate or give feedback on those demos they found most helpful, successful...;
- useful demonstrations with clear instructions; ideas on alternate demonstration activities;
- Demos that clearly indicate a learner's readiness to successfully join College LBS programs or attempt school board credit programs;
- Demos to meet specific employment skills;
- A variety of demonstrations for each level of the matrix (both literacy and numeracy);
- Communications demonstrations relating to specific training goals;
- To get a comprehensive bank of demos developed that is easy to use and made available to both instructors and students;

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- Actual examples along with blank documents;
- A bibliography of existing demo. manuals and a review of each (preferably in checklist format) showing strengths, weaknesses, suitability;
- A checklist for evaluating demonstrations;
- A format for presenting demos;
- Sets of demonstrations, and as much as possible, all presented in a standard format;
- a wide variety of real life application demonstrations geared to each level.

Question 12

N=5

Respondents offer additional comments, ideas or feedback related to the Clearinghouse project:

- I would like to be kept abreast of the results of this survey, and subsequent decisions / policies that arise from it;
- This was fun to do and not too time consuming - you should get great results! I'll be VERY interested in seeing them;
- In Section 3 - Rating Statements - I have rated many of the criteria on clarity and layout quite low, not because I don't think these things are important, but because the student may need to develop the skill of reading and understanding unclear material. It may be part of the work environment he or she is preparing for;
- Make sure this project is compatible with the recent OLC documents The Revised Common Writing Assessment, and The Level Descriptions Manual;
- We now have a number of demonstration projects completed by each sector, as well as those done by individual agencies. It will be very helpful if this project will link everything that has been done. (If that is possible.);
- Good luck with this project. It will be very useful;
- Again, I think the quality level has to be self-monitored by the programs. What is useless for one program may be very useful to another, and vice versa. Set some criteria for what is a "quality" demonstration and then let the programs strive to achieve that.

Appendix C

Glossary

- **Demonstration** – The performance of a demonstration activity that shows progress towards learner’s goals. (OLC 1999)
- **Demonstration Activity** – An activity that resembles, as closely as possible, a real-life application related to the learner’s goals, and that gives the learner an opportunity to **apply** a number of integrated skills related to those goals. (OLC 1999)
- **External Validity**, or **Reliability** – A measure of how constant a demonstration’s scoring results are over time and different assessment situations.
- **Internal Validity** – How well the demonstration measures what it purports to measure.
- **Learning Activity** – An activity that resembles, as closely as possible, a real-life application and provides the learner with an opportunity to **develop** a number of integrated skills related to their goals. (OLC 1999)
- **Matrix** – Tables included in the *Working with Learning Outcomes* document outlining the domains, level, component outcomes, skill sets, success and transition markers, which represent the intended outcomes of literacy programming in Ontario.
- **Practitioner** – Volunteer or paid staff working with a learner using learning activities and demonstration activities to develop literacy skills in the learner.
- **Transparency** – Whether the skill sets being assessed by the demonstration and its relation to the goal is clear and apparent to the learner. (Duncan-Smith 2000)

References

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- Hart, D. 1994 *Authentic Assessment: A Handbook for Educators* (Don Mills, ON: Addison-Wesley)
- Kennedy, L. 2000 *On the Level: Demonstrating Skills & Knowledge in Ontario's Community Literacy Agencies: Model Demonstrations, Tools, and Resources* (Barrie, ON: Community Literacy of Ontario)
- Ministry of Education and Training 1998 *Working with Learning Outcomes* (Validation Draft) (Toronto, ON: Ministry of Education and Training, Literacy and Basic Skills Section, Workplace Preparation Branch)
- Ontario Literacy Coalition 2000 *The Level Descriptions Manual* (Toronto, ON: Ontario Literacy Coalition)
- Ontario Literacy Coalition 1999 *Developing Demonstration Activities* (Toronto, ON: Ontario Literacy Coalition)

Developing the Demonstrations Bank & Board

Section 2

**Prepared by: Mike Kelly
April 2001**

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Final report for the project “Web-based Demonstrations Clearinghouse”

Simcoe County Literacy Network

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1. Overall Goal:

To provide one stop shopping for access to sectorally developed demonstrations and to build a Web-based tool that will allow practitioners to post demonstrations they have developed to the Web and to access demonstrations developed by other literacy practitioners **and** explore the implications for a provincial application

Objectives:

- to develop a user-friendly electronic system for programs to forward and access any regional developed demonstrations
- to provide an accessible forum to post provincial sector demonstrations
- to provide research and recommendations on how we can manage the quality of demonstrations that are posted on the web site
- to evaluate the potential for a provincial application of the web site in consultation with other Web-based demonstration projects (PHDALN, College Sector) and AlphaPlus

Product:

- a web site for demonstrations – this will reside on the AlphaPlus site at **[http:// demonstrations.alphaplus.ca](http://demonstrations.alphaplus.ca)**
- a research report on how to manage the quality of demonstrations
- a final report with recommendations for provincial adaptation and potential partnerships

2. Demonstrations Bank

Introduction

Following the mandate of this project, a **Web-based Clearinghouse has been designed and developed** – it is now being referred to as the **Demonstrations Bank** - for all provincial sectoral demonstrations. **This site consists of 459 files and occupies 8.7 megabytes of space.** The site has been built using Hyper Text Markup Language (HTML) and Adobe's PDF format for the demonstrations themselves.

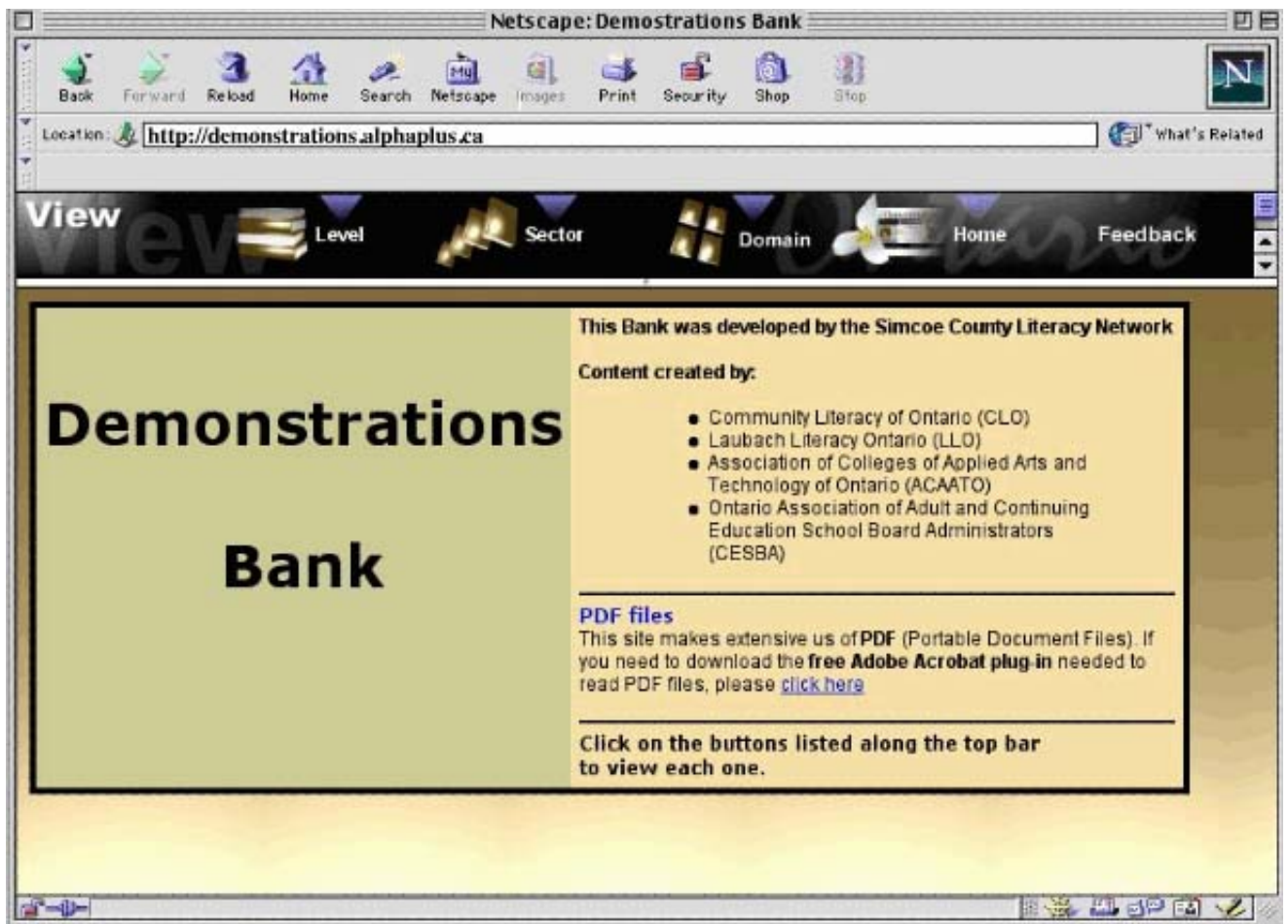
Content

The content for the **Demonstrations Bank** consists of reports and demonstrations from each of the four Anglophone sectors – this material was provided by:

1. Community Literacy of Ontario (CLO) **ON THE LEVEL**
2. Laubach Literacy Ontario (LLO) **LINKING DEMONSTRATIONS WITH LAUBACH**
3. Association of Colleges of Applied Arts and Technology of Ontario (ACAATO) Material from three projects:
1.) WHAT COUNTS AS EVIDENCE;
2.) MORE QUESTIONS AND
3.) ST LAWRENCE COLLEGE PROJECT
are included here with covers
4. Ontario Association of Adult and Continuing Education School Board Administrators (CESBA) **LEARNING OUTCOMES DEMONSTRATIONS DEVELOPMENT PROJECT**

Variety of views

The user can go to the Demonstrations Ontario Web site and view this material by **level**, by **sector** or by **domain**. Organizing the content in this variety of ways enables the user to navigate quickly and efficiently to relevant documents. The demonstrations themselves have been created as PDF files. This is a very universal format. The PDF plug-in comes bundled with both major browsers so that the user will have seamless access to these documents.



[Adding Workplace Demonstrations to the Bank](#) We designed this tool in order to publish the demonstrations that were created by the four sectors but we have been approached toward the end of our project by Sir Sanford Fleming College who has created almost 100 workplace demonstrations. The question at the moment is how to add these to our site. They could become part of this Demonstrations Bank or they could be added to the Demonstrations Board. The Ministry members on the provincial steering committee have decided to take this matter up for consideration. Simcoe County Literacy Network (SCLN) would like to see a policy developed and criteria articulated that would guide the decision making process on what new field developed materials should be added to this Web page.

[Future of the Bank](#)

There is some question about the future of the **Demonstrations Bank** in that these model demonstrations that were created almost two years ago by the sectoral groups, may not now be regarded as

ideal models. There are ongoing questions as to whether the levels are always appropriate, for example. As well, when these sectoral demonstrations were developed, there was no attempt to evaluate their quality – the key at that time was giving the sectors freedom to create and explore. These issues were discussed thoroughly at the provincial working group table but no final decisions have been made about the role of this tool for the future. The Ministry members of the provincial working group have undertaken to discuss this internally.

3. Demonstrations Board

Introduction

The **Demonstrations Board** is a Web-based tool for locally developed demonstrations to be posted and accessed. To ensure that we developed a tool that was easy to use and that met the needs of literacy practitioners, a Simcoe County/Muskoka reference group consisting of representatives from each of the delivery sectors was formed. This group gathered at the Simcoe County Literacy Network offices in Barrie seven times during the course of the project. The two main tasks of the reference group were to develop a common template for developing demonstrations and to test drive the new tool – the **Demonstrations Board** –

Please: 1.) Fill in the form below, 2.) Click "Browse" and choose a file from your computer to upload, and finally 3.) Click the "Submit" button to send it to the server.

Note: 1.) Do not use apostrophes 2.) Upload an MSWord file with the suffix '.doc' 3.) Make sure there are no spaces in the name of the file you are going to upload.

Activity:
(e.g. Writing a personal letter)

Domain:
Reading

Level:
Level 1

Created by:
(Name of person or name of program)

Date: (e.g. 01/31/00)

File to upload: Browse...

Upload to Server

View existing Documents

Common template

It was a challenge to come up with a common format/template to post the demonstrations. When we began publishing the demonstrations that were developed by the sectoral groups we realized that there had been no attempt to write demonstrations using a common set of categories. Some demonstrations had reference to HRDC skills, for example. Others had no specific instructions for students and widely different evaluation rubrics were used. The pilot project reference committee, which included representatives from the Community-based, the School Board and the Community College sectors, worked to come up with a template or a set of categories that everyone felt comfortable with.

Here are the categories that Simcoe County/Muskoka literacy practitioners followed in creating their demonstrations for the pilot project.

- > **Demonstration Activity**
- > **Domain**
- > **Outcomes**
- > **Possible Relevant Goals** (short term and long term)
- > **Tutor instructions:** including
 Help allowed;
 Materials needed;
 Evaluation Instructions: which will include things like - Time required to complete demonstration: maximum - All answers must be correct for a successful completion of this demonstration and
 Alternate Activities when necessary
- > **Student Instructions**
- > **Assessment - Evaluation Checklist**
- > **Type of Assessment:** Initial, Ongoing, Exit

> ***Date of Completion of Demonstration:***

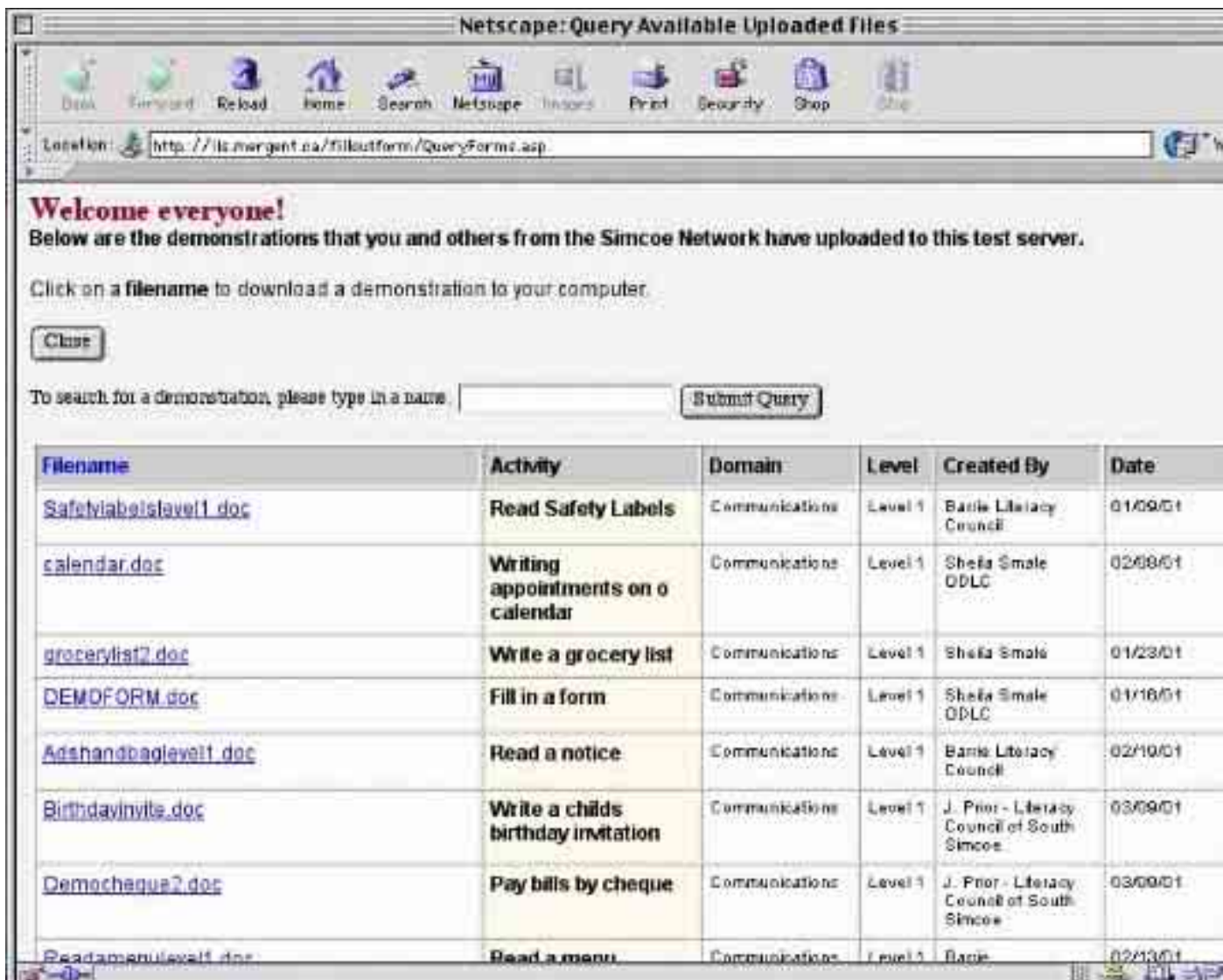
Developing the tool

During a pilot project phase, over 60 locally developed demonstrations were posted to this Web site. Two programmers were instrumental in creating these databases on the web. We now have a completely functioning tool where literacy agencies can:

1. post demonstrations that they have created. They can do this quickly and easily using Netscape or Internet Explorer – Posting is accomplished by going to the web site and following these simple steps

- Create your demonstration and save it as a MSWord File
- Log into our web site at <http://alphaplus.ca/demonstrations>
- Type in an activity description (for example, 'Writing a personal letter') Use a drop down menu to choose a domain (reading, writing, numeracy, self-management/self-direction)
- Choose the LBS level of your demonstration
- Type in your name or the name of your program and the date
- Click "Browse" and choose a file from your computer to upload
- Click the "Submit" button to send it to the server.

2. access demonstrations by logging in to our Web site and either browsing the database or



search the web database for particular demonstrations and

where a system administrator with a user i.d. and password can **delete** files directly and conveniently using only his/her Internet browser.

Piloting the tool

Over a 10 week period, 7 literacy agencies in the Simcoe County Literacy Council area piloted the new tool. The agencies were:

Barrie Literacy Council

Orillia District Literacy Council (ODLC)

Literacy Council of South Simcoe
Literacy Society of South Muskoka
Midland Area Reading Council
Simcoe County District School Board
Georgian College

Having a group of adult educators test drive the tool was invaluable. We learned a great deal from pilot member feedback. In the course of creating and uploading 62 demonstrations (54 communications and 8 numeracy) pilot members discovered a variety of weaknesses in the system. Weaknesses that we were able to correct as we went along.

A Few examples:

1. At first users would view uploaded files by scrolling only – after feedback we added a search feature. The search feature that we developed sorted files by only domain. After testing the tool, members requested that searched files also be sorted by level.
2. The tool was developed with three domains listed – Communications, Numeracy and Self-Management/Self-Direction. Pilot members decided that Communications was too broad and needed to be broken down into ‘Reading’ and ‘Writing’.

Embedding real life materials into demonstrations

Most adult educators agree that having some real life materials add to the quality of a demonstration. A number of pilot agencies purchased scanners and the pilot group met to learn how to scan documents for inclusion in their demonstrations. Using a scanner proved to be quite problematic. The key is to scan images and keep the file size small enough that they will upload to the Web easily. This most often meant that the literacy practitioner would have to have an image manipulation software program like Photoshop where they could then compress the file. The pilot group concluded that it was too technical for them to realistically do on a regular basis. One educator tried to scan an image and keep it to a reasonable size. After a half day of frustration she took it to a commercial operation and within 10 minutes and at a cost of \$5.00 she was able to get a file 1/10 the size that she was able to create. The consensus among pilot members was that it is too much to ask them to learn how to scan

and optimize materials. They felt that if they had to do this, practitioners would tend not to go to all the trouble of creating these for use across the province. However, they all agree that having real-life materials greatly enhances demonstrations. The solution some said would be to create generic demonstrations with tutor instructions that said something like “get a flyer advertising grocery items and have the student tell you the cost of 5 items from the flyer”. Others thought that a bank of digital images on the Web might help. The educator could log in to this bank and utilize a real-life form or image to create a demonstration.

Conclusions

This **Demonstrations Board** tool was designed to allow literacy agencies to upload and access files but its future is being impacted by the whole issue of quality. Following from the results of the survey, discussions ensued and a consensus emerged that demonstrations will not be posted until a committee has reviewed them. AlphaPlus has requested funding to hire reviewers in their recent grant application for a new pilot phase. The Demonstration Tool is still functional. Users will still post demonstrations but rather than being able to go and see these posted right away, there will be a time lag as reviewers vet them. The functionality of the tool is still fine.

4. Evaluation

To ensure that our tools were relevant and user friendly, we sought feedback from members of the provincial working group; members of the Simcoe County pilot group; and sectoral umbrella groups and have made many fundamental revisions to our two Web tools on this basis. This has been very helpful. For example we began by creating two web site templates – one with Web frames for ease of navigation and another without frames and then got feedback on the design and functionality,

Based on feedback from the pilot group we have made other very important modifications to the system.

a. If you try to upload a file with the same name as a file that is presently there you will get a message alerting you to this and asking you to upload a file with a different name - this works well and is an important addition.

b. The files are now sorted by domain and level rather than just by domain. Again this is a very good enhancement

c. The “Communications domain” is now broken down into reading and writing - we have left the pilot database as it is because files were uploaded prior to our making this distinction but when this is implemented provincially this enhancement will be there.

d. When you click on 'delete' you now remove the file and the record of the file so a system administrator does not have to bother with 'ftp' server clean up. During the pilot phase, the system administrator had to 'ftp' to the server and manually remove files that were deleted by users. This was confusing and time consuming. Users who posted files could remove the reference to a file but could not remove the file itself. This is a major improvement that will dramatically reduce the cost of ongoing system administration.

e. As this project evolved, the provincial working group became an extremely important forum for assessing the implications of this provincial application and potential partnerships (6 provincial project update meetings). This group consisted of:

- two representatives from Peel Halton Dufferin who were involved in developing the Demonstration Builder that accompanies the Demonstration Bank and the Demonstration Board.
- three representatives from Simcoe County Literacy Network (the researcher, the Web developer and the project manager)
- two representatives from the Literacy Branch
- one representative from AlphaPlus, and representation by the Alpharoute manager and the technical team manager when needed.

5. Technical transfer to AlphaPlus

We have met with the technical staff at AlphaPlus about the transfer of this tool from its present pilot server to permanent residence on the AlphaPlus Web site. Some of the functionality of the tool will not be activated during this upcoming new pilot phase – demonstrations will be posted on the Web using our tool but they will not be available to the field until a committee has vetted their quality. At the present time

a Web visitor can post a demonstration and then go immediately to the download area and see this demonstration and access demonstrations posted by others. In the new pilot phase, which is scheduled to begin in May of 2001, for an interim period at least, practitioners will be able to post demonstrations but they will go into a private holding area that will be accessible initially only to the reviewers who will post them for public consumption after their review process has been completed.

We prepared a **technical manual** to give to the technical staff at AlphaPlus so they can install this tool on their server with a minimum of effort.

Technical Manual overview

Overview [2 pages]

- promised functionality
- using ASP to solve the problem

*** Server configuration [3 pages]**

- file system protections (screen dump)
- ASP version (2.0 or 3.0?)
- NT version (4.0, patch level)

*** Using ODBC to link to databases [2 pages]**

- DSN link (screen dump)
- ODBC or IIS patches required

File layout and purpose [4 - 6 pages]

- directory structure
- flow of control
- the database layout and fields

Specific tricks and issues [3 pages]

- about file transfer
- about deleting records

Technical Management of the Demonstrations Board

Section 3

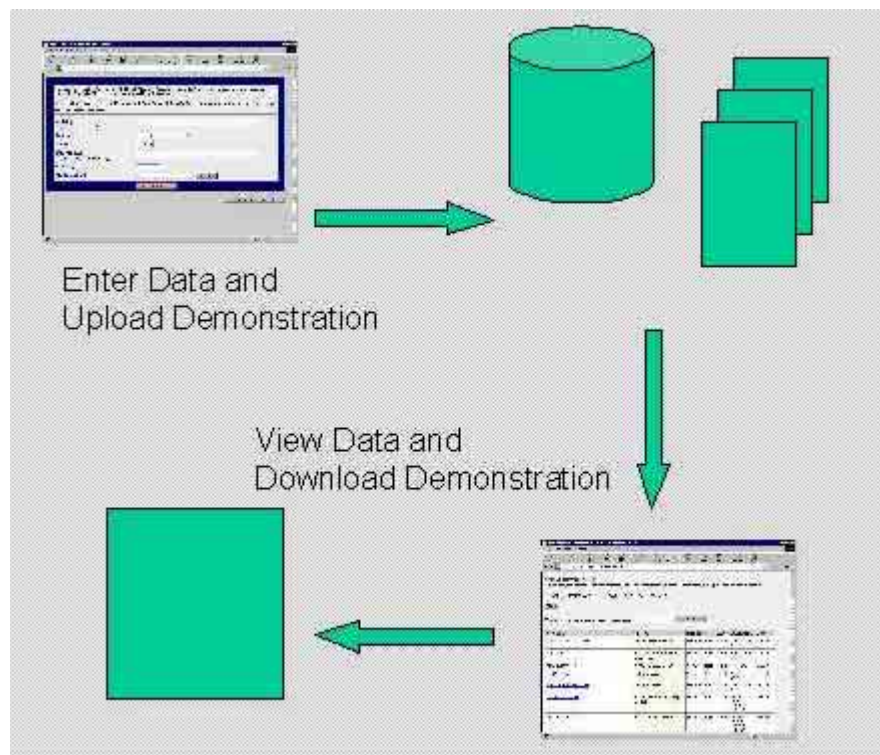
**Prepared by: Steve Falcigno
April 2001**

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| Server Configuration | 2 |
| Using ODBC to Link to Databases | 4 |
| File Layout and Purpose | 6 |
| Specific Issues | 8 |
| Appendix | 9 |

Overview

This document outlines the product delivered by 777767 Ontario Ltd. to Mike Kelly. It consists of ASP files, HTML files and a Microsoft Access database. Some assistance was given with system configuration, but the people at ils.mergent, the web server host, performed the setup at the server end. The result is a system that allows for transfer of learner demonstrations (files), storage of data relevant to those files, retrieval of data and files, and deletion of data and files.



The specifics of the server are covered under “Server Configuration”. The ODBC (Open DataBase Connectivity) configuration is covered under “Using ODBC to link to Databases”. “File Layout and Purpose” describes the purpose and placement of the files within the system. General items about browser restrictions, using the delete option and other specifics are covered under “Specific Tricks and Issues”. Finally, “Appendixes” is included to cover anything that didn’t fit above.

Server Configuration

The staging server was ils.mergent. Based on emails with its manager, Bruce Haydon, it was determined that the server used to stage this project was :

- NT Version 4.0 Service Pack 6
- Internet Information Services 4
- ASP Version 4.02.0720.

The ASP and HTML files were designed to work ASP 2.0 and IIS 3.0; there shouldn't be a problem with any server that supports later versions.

An unfortunate side affect of allowing users the ability to write data to the database is that the administrator must open protections on the server to allow this. Access to the directory and file the database should be read, write and delete. Access to the directory ../filloutform/uploadedfiles will need to be read, write and delete. Remembering that the root directory is actually set by the administrator of the NT server, the basic directory structure is below:

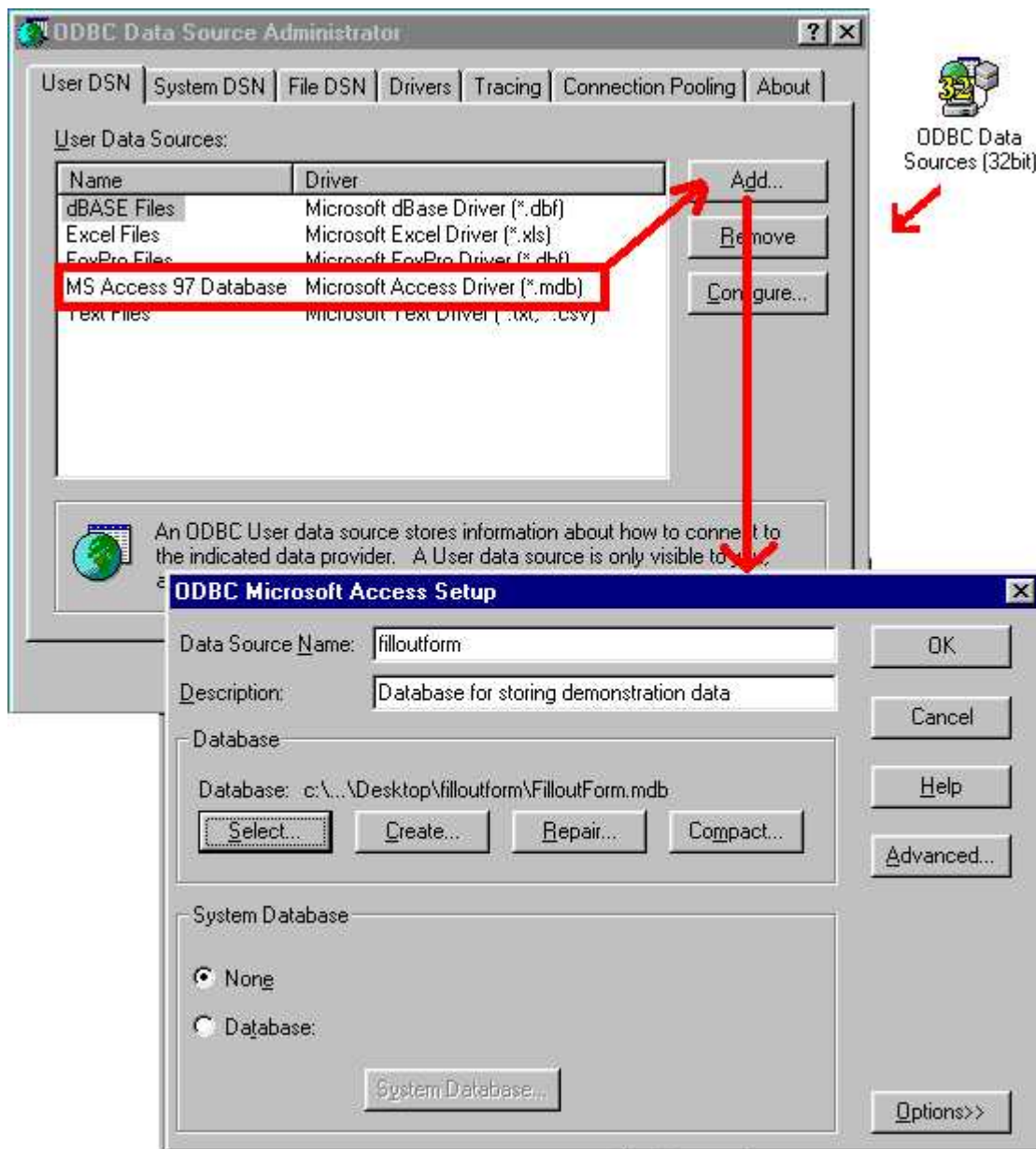
| Name | Size | Type |
|--------------------------|-------|------------------------|
| uploadedfiles | | File Folder |
| deleteform.asp | 2KB | Active Server Docu... |
| deleterecord.asp | 1KB | Active Server Docu... |
| getpass.asp | 1KB | Active Server Docu... |
| lib_errors.asp | 2KB | Active Server Docu... |
| manage_fillout.asp | 4KB | Active Server Docu... |
| outputFile.asp | 6KB | Active Server Docu... |
| QueryForms.asp | 4KB | Active Server Docu... |
| QueryFormsold.asp | 3KB | Active Server Docu... |
| upload.asp | 3KB | Active Server Docu... |
| successfullysavedani.gif | 2KB | GIF Image |
| form.jpg | 12KB | JPEG Image |
| FilloutForm.mdb | 188KB | Microsoft Access Da... |
| Survey.mdb | 520KB | Microsoft Access Da... |
| index.html | 7KB | Microsoft HTML Doc... |
| indexlayer.html | 5KB | Microsoft HTML Doc... |
| indexold.html | 7KB | Microsoft HTML Doc... |
| openpagetest.html | 1KB | Microsoft HTML Doc... |
| uploadfailed.html | 1KB | Microsoft HTML Doc... |

It may be possible to secure access to the server more, but the administrator needs to be ware that http access enters via a special account as defined by him when IIS is installed. At a minimum, this account must have access as described above.

The database file (filloutforms.mdb) does not appear above. The administrator decides its actual location, and access to it is provided using a DSN. This is discussed in the next section.

Using ODBC to Link to Databases

Mergent also set up a DSN (Data Source Name) to allow ODBC access to the database server. This allows an ASP program to access, using the DSN as a reference name, the database on the server. The actual location of the database is hidden from the programmer as he or she will always refer to by the DSN. (The database still requires protections setting of read, write, and change as described above.) Setting up a DSN is done via the control panel on the server as shown in the following graphic:



For the demonstrations project the ODBC DSN was "filloutform". The link between web page and database is accomplished using Active Server Pages (ASP). The web server interprets these pages and produces the appropriate HTML output. ASP allows the use of scripting languages, which can pass and receive parameters from forms.

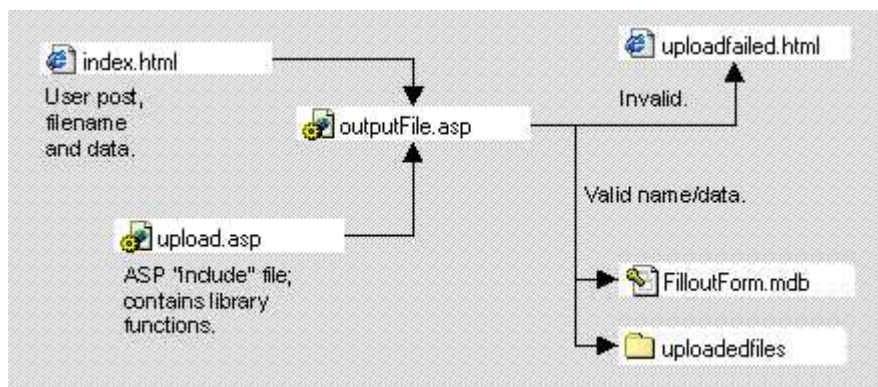
ASP can read database by using standard SQL (Select Query Language) statement using the ODBC protocol. The system administrator creates a DSN reference to a database table (filloutform.mdb in this case). There is a requirement that the database have the appropriate ODBC driver loaded on the server; Windows NT comes with Access included.

The SQL commands used that ASP and ODBC provide are SELECT (to retrieve data from the database for displaying in a form), INSERT (for taking data from a form and appending it to the database), and DELETE (for deleting the data from the database).

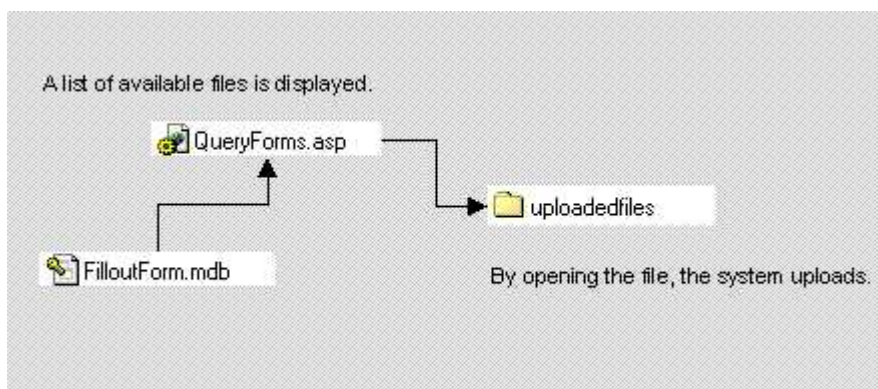
File Layout and Purpose

This section describes how the HTML and ASP files interact. There are three distinct processes; uploading a demonstration, downloading a demonstration, and deleting a demonstration. Details about backgrounds, images, fonts etc are not discussed.

When uploading a demonstration, the user is required to fill out a form including data for the database describing the activity and providing the filename to be uploaded. This information is passed to an ASP file (outputFile.asp) which processes it. If the data is correct it writes the data to the database and transfers the file. Otherwise, it sends the user to an error screen.

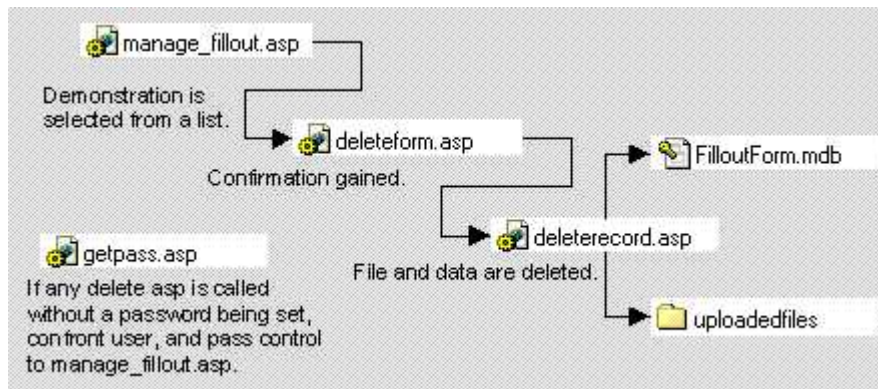


The process of retrieving an activity is simpler. An ASP file (QueryForms.asp) is used to retrieve a list of demonstrations from the database. One of the fields retrieved is the filename, which is modified to be a link into the upload directory. Selecting this link downloads the file. The data is selected using a "qualification statement" that filters data based on a simple search string.



The final functionality is the ability to delete files and data records. This is not to be used by general users; an administrator should manage it. All of the files related to deleting data and files will challenge the user with a request for username and password. These are initially "guest" and "login", and should be changed to something less obvious. Once security is confirmed, a list of

demonstrations is presented. Once one is selected for deletion, a confirmation screen is presented (deleteform.asp). If all is ok, deleterecord.asp deletes the data and demonstration file.



These tools are provided using inexpensive and simple approaches. They are functional, but suffer from weaknesses in the system. The next section examines these issues.

Specific Issues

Some of the techniques used to complete Mike's task lean toward the unconventional. The best example of this is the file transfer system. By combining ASP's ability to write out data streams with its ability to post large amounts data, programs were written which allow the user to "post" a file. The poster selects a file at their end and its contents along with its filename are posted to an ASP file. The receiving file writes the content out to the uploadedfiles directory. This technique has two main flaws; first the file must be binary (.DOC, .JPG, .WAV).

This is because no text conversion is done, the bytes are written exactly as received. Secondly, there is a time limit (120 seconds by default) built into the IIS system for ASP runtime. This is to stop ASP files from locking up the system; I don't recommend disabling this. It does give a practical limit to the file size depending on user access speed.

Another issue with the filenames themselves is that the filenames should not have spaces in them. This is because the spaces confuse the ASP code; more time would be required to program around this problem and it was decided that it was not necessary.

In the data fields of the input form apostrophes are not allowed. In this case SQL uses apostrophes to for a special purpose; if one exists in the data field it will confuse the SQL code. This can also be fixed by investing more programming time, but it was decided that avoiding the apostrophes use would be acceptable.

Implementing a user name and password restricts deleting demonstration files and data records. Checking for specific session variables in ASP and if they are not set correctly, re-routing the user to a logon screen does this. This is a simple and well-known approach; it will keep out casual system abusers but it will not stop experienced ones. Also, for reasons unknown to the author Netscape 6 does not support session variables. This is not recommended for casual user.

Appendix

To understand the techniques used in this project the programmer should study ASP, SQL and HTML. As well a rudimentary understanding of web server configuration and ODBC is desirable.

All ASP commands are contained inside `<% %>`. Within an ASP, SQL statements are built as strings containing valid SQL code and executed against connections established on a DSN. ASP can interact directly with HTML, allowing the creation of useful web pages.

As an example, consider a code segment from `manage_fillout.asp`:

```
Set con = Server.CreateObject("ADODB.Connection")
con.Open "DSN=FilloutForm"
SQL = "SELECT * FROM demolisting where activity like "+query_act + " ORDER BY domain"

Response.write "Query String is: " + query_act

Set rs = con.Execute(SQL)
While Not rs.EOF
%>
<tr>
<form method="post" action="deleteform.asp">
<td bgcolor="#FFFFFF" width="11%" valign="top">

<input type="submit" name="Submit" value="DEL">

</td>
<td bgcolor="#FFFFFF" width="11%" valign="top"><A HREF = "/filloutform/uploadedfiles/<%
=rs("filename")%>" ><font size="3" face="Arial, Helvetica, sans-serif"><input type="text" name="filename"
value='<% =rs("filename")%>'></font></A></td>
<td bgcolor="#FFFFFF" width="36%" valign="top"><b><font size="3" face="Arial, Helvetica, sans-
serif"><input type="text" name="activity" value='<%=rs("activity")%>'></font></b></td>
<td width="13%" valign="top" bgcolor="#FFFFFF"><font face="Arial, Helvetica, sans-serif" size="2"><input
type="text" name="domain" value='<%=rs("domain")%>'></font></td>
<td bgcolor="#FFFFFF" width="8%" valign="top"><font size="2" face="Arial, Helvetica sans-serif"><input
type="text" name="lbslevel" value='<%=rs("lbslevel")%>'></font></td>
<td width="18%" valign="top" bgcolor="#FFFFFF"><font size="2" face="Arial, Helvetica, sans-serif"><input
type="text" name="creator" value='<%=rs("creator")%>'></font></td>
<td width="14%" valign="top" bgcolor="#FFFFFF"><font size="2" face="Arial, Helvetica, sans-serif"><input
type="text" name="submitted" value='<%=rs("submitted")%>'></font></td>
</form>
</tr>
<%
rs.MoveNext
Wend
rs.Close
```

The first two lines open a connection to the database. The SQL query string is defined next. This query is executed with a row pointer used to go through the database rows. This reference “rs” is queried and its contents dumped into a table. This process is continued until the

end of the database is reached. The result is a table of forms, one of which will post its result when the user selects the “DEL” button.

It is possible (desirable even) to dress up the ASP files using a professional package such as DreamWeaver, though care must be taken not to upset the ASP code.