

UNIVERSITY OF OSLO

Faculty of Mathematics and Natural Sciences

Exam in INF3280 - Development of IT competence in organisations

Day of exam: 2 June 2015 at 09:00

Exam hours: 4 hours

This examination paper consists of 5 pages.

Permitted materials: All written and printed

Make sure that your copy of this examination paper is complete before answering.

The percentages in this exam paper add up to 60. Assignment 4 counts 40%.

Task 1. Shortcut – Alias 45%

Read the two help files concerning Shortcuts in Android and Aliases in Mac OS on the next pages.

a. 10%. If some of the criteria

- motivation/purpose
- sequence,
- recognisability,
- brevity,
- completeness and
- feedback

apply; evaluate **both** files according to the relevant criteria.

From now on, the term “shortcut” will be used for both Android Shortcut and Mac OS Alias in this exam task.

b. 5%. Lola says:

I sent this shortcut by e-mail to Edwin, but he couldn't open the file.

Write two possible misunderstandings which might have made Lola saying this.

- c. 5%. Make a structural model of shortcuts that can be used regardless of the file/operating system. Include an example in the model.
- d. 5%. Make a tool-tip (bubble help, balloon help) which appears when the mouse hovers over the command for creating shortcuts. The tool-tip should work regardless of file/operating systems, except possibly substituting “shortcut” with “alias.”
- e. 5%. A “cross reference” is a reference within a document to a specific element. Consider the three concepts of shortcuts, hyperlinks and cross references. In which sequence would you teach these three concepts, and why is this teaching sequence appropriate?
- f. 10%. Make a slide which compares the three concepts. Include examples.
- g. 5%. Make a multiple choice question which tests understanding of the difference between the three concepts. Each alternative should include statements about at least two of the concepts with an AND between. There should be three alternatives. The question could be “Pick the correct alternative.”

For example, if testing understanding of file vs program vs folder, an alternative could be “Programs are specific types of files which can be executed, and folders are specific programs for file management.” (Wrong)

Creating Shortcuts to a File or Folder - Android

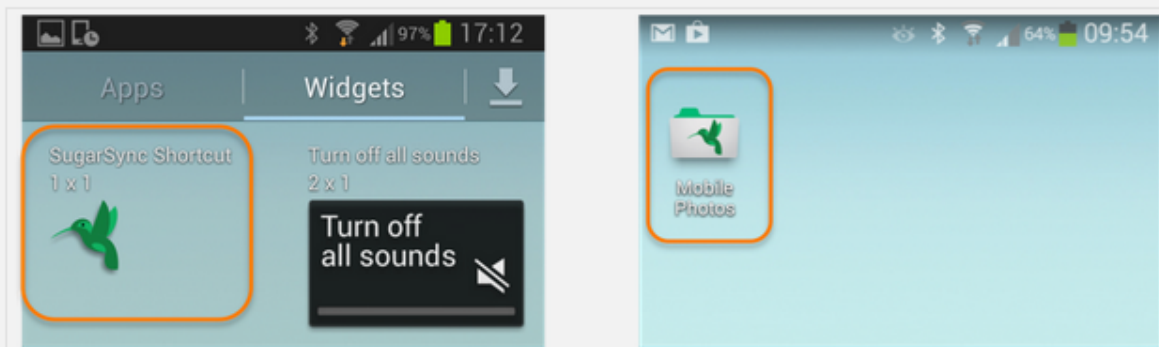


Customer Support
May 16, 2014 20:16

Create shortcuts to any of your SugarSync folders on your Android home screen to keep your most important folders one tap away.

To create a shortcut to a folder or file for easy access:

1. Navigate to the folder or file you want.
2. Tap the triangle at the end of the row.
3. On the Action bar that displays, tap **Shortcut**.



To delete an existing shortcut, please do the following:

1. From the main menu, tap **Shortcuts**.
2. Tap **Select**.
3. Tap to select the check circle next to each shortcut you want to delete.
4. From the bottom action bar, tap **Remove shortcut**.

To make it easier to find a file, folder, app, or disk, you can create an alias for it and place the alias in an easy-to-find location. When you open an alias, the original item opens.

Create an alias

- Select the item, and then choose File > Make Alias or press Command (⌘)-L.
You can create as many aliases as you need for an item, and move them to other folders or the desktop.
- To create an alias and move it in one step, press the Command (⌘) and Option keys while you drag the item's icon to another folder or to the desktop. Release the mouse button before releasing the Command and Option keys.

Find the original item for an alias

You can find the original for an alias you added to a Finder window or the desktop.

Select the alias, and choose File > Show Original or press Command (⌘)-R.

Task 2. Transfer from course – 15%

One trainer is teaching an introduction to a business database system during a one day course. There are 30 participants in the class who will use the system in their job, and they come from one department in a larger organisation. All participants have a computer.

The day is divided into 6 sessions with one IT operation being taught in each session.

In each session, the trainer first demonstrates the operation with a projector while the learners do it on their computer. Thereafter, the trainer asks one of the participants to demonstrate the same operation with the projector and the rest of the class to follow this participant on their computers. Then the trainer calls upon one more participant to demonstrate the operation with the projector while the class follows again. Three of the participants keep asking about more advanced features at the end of most sessions.

- a. 10%. Which aspects of this course would facilitate transfer of learning to the participants' work and which ones would inhibit the transfer?
- b. 5%. How can the transfer of this course be evaluated?

Make your own assumptions about the course if the information above is insufficient for answering the questions.