UNIVERSITY OF OSLO

Faculty of Mathematics and Natural Sciences

Exam in INF3280 - Development of IT competence in organisations

Day of exam: 4 June 2013 at 09:00

Exam hours: 4 hours

This examination paper consists of 4 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 5 counts 40%.

Task 1. Instruction – 5%

Read the instructions on the next page (copied from Android 3.0 User's Guide).

Principles for design of instructions are sequence, recognisability, brevity, completeness and feedback to reinforce learning. Review the instructions according to sequence, recognisability and feedback.

Securing your tablet

Initially, when you turn on or wake the tablet, the lock screen requires you to drag a lock icon to unlock the screen. But you can secure the lock screen by requiring that you draw a pattern or enter a numeric PIN or password, so only you can access your data, buy apps from Market, and so on. You may also be required to secure you lock screen by a policy set by an email account or other account you add to your tablet.

See "Location & security settings" on page 127 for other ways to protect your tablet and privacy, and for details about other lock screen settings.

You can also encrypt the data on your tablet, so you must enter a numeric PIN or a password to decrypt it each time you power it on.

Secure your lock screen

1 Touch the time in the System bar, touch the time in the Status Details panel, and touch **Settings** at the bottom of the Quick Settings.

   You can also open Settings by touching its icon in the Apps screen or on a Home screen (if you placed a shortcut to it there).

2 Touch **Location & security**.

3 Touch **Configure lock screen**.

4 Touch **Pattern**, **PIN**, or **Password**.

   If you touch **Pattern**, you're guided to create a pattern you must draw to unlock the screen. The first time you do this, a short tutorial about creating an unlock pattern appears. Then you're prompted to draw and redraw your own pattern.

   If you touch PIN or Password, you're prompted to set a numeric PIN or a password you must enter to unlock your screen.

   The next time you turn on your tablet or wake up the screen, you must draw your unlock pattern or to enter your PIN or password to unlock it.

Encrypt your tablet

You can encrypt all the data on your tablet: Google Accounts, application data, music and other media, downloaded information, and so on. If you do, you must enter a numeric PIN or password each time you power on your tablet.

Task 2. Information and IT concepts – 40%

a. Ivo copied a jpg file into a text processor document. The content of the jpg file was a picture of a table. Ivo thereafter asks you how he can split the table on two pages, something which normally happens when the table starts near the bottom of a page.

   Characterize Ivo's mental model of the data he was working on.

b. Consider the three concepts

   - tables in spreadsheets

   - tables in text processor documents

   - tables in pictures

   Write plain text and draw graphical illustrations, such that the combination of these presents the three concepts, including similarities and distinctions between the three of them. An example could be included.

c. After having worked with tables created in documents for a while, Ivo learns the spreadsheet. When wanting to split one cell into a left and a right part, he starts looking for the **Split Cell** command, but he cannot find it. He asks you.

   Characterize Ivo's mental model of tables now.

   What would you tell him?

d. Assume that you are planning training of tables in text processors. You know that most of the learners previously have aligned text vertically by means of the **Tab** key. Make **one** slide which explains tables in text processor documents for these learners.

Task 3. Transfer from course – 15%

Rahel is teaching an introduction course to the company's new information system during one day. There are 20 participants in the class, and these are going to become the super-users of the system in their department. All participants are skilled computer users and know the domain of the new information system.

The day starts by Rahel presenting the purpose of the system for each of the departments involved, and some discussion follows. She also presents the main data in the system and invites questions, but nobody asks. Her presentation including discussion lasts for one hour.

For hands-on exercises during the course, Rahel has prepared a long list of exercises. She also hands out the following list of advices:

If you are stuck,

1. Use the help button in the application.

2. Open Google and type some words about your problem. Search and see whether others have had the same problem and see possible solutions.

3. Send an e-mail to the super-user group list IS@oursite.com

The rest of the day the learners are working in pairs on computers with the exercises.

a. Which aspects of this course would facilitate transfer of learning to the participants' work with the system, and which ones would inhibit the transfer?

b. Which aspects of this course would facilitate the participants' role as super-users in their departments, and why?

c. Could Rahel have done other things to improve the super-user's abilities to help their colleagues?