

Remix/Remediate/Re-teach
Teaching Project Management using BaseCamp
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Abstract

The final assignment in the computer programming class at Kent Career Technical Center (KCTC) requires students to work in a group to design and develop a small software development project. The project is intended to combine all of the concepts learned throughout the quarter into one final project. Group work can be a difficult classroom activity for teachers to manage. The students have less structure than they may be accustomed to which leads to off task behavior. I hope to alleviate this situation by teaching project management. Project management is the coordination of the knowledge, skills, tools and techniques needed to achieve a planned outcome. In this case, the planned outcome is a web site. Projects can be difficult to manage without the necessary software tools. There are many project management tools available that can be used with a group project like this but the one I will use is called BaseCamp. It is an online tool where team members can keep track of tasks, project requirements and digital resources. This paper is written to describe the results of introducing BaseCamp as a project management tool in the final assignment of my programming class at KCTC.

keywords: Teaching technology, project management, BaseCamp.

Introduction

When I was in elementary school, educational technology consisted of a mimeograph machine for making multiple copies of papers using an inky stencil. I can still smell the freshly printed papers. In high school, I remember being envious of my best friend's Texas Instrument calculator. It was big and bulky, had a small LED display, and it was expensive. About that time, my little brother was learning to spell on his Speak & Spell device. In my senior year of high school, I was working as an emergency registration clerk at a local hospital when our typewriters were replaced with computer screens and printers. In college, I wrote my first computer program on punch cards and eventually graduated with a degree in Computer Science. There were only four of us that year. I may not be a digital native but I have been involved in the evolution of technology for most of my life. Now, in the 21st Century, technology is being used to evolve education. Teachers can no longer rely on tried and true teaching methods developed in the industrialization era. Now, teachers must use teaching methods such as cooperative learning and project-based learning that emphasize critical thinking, problem solving, communication and collaboration. (P21, n.d.) These types of teaching methods are now easier to implement in the classroom through technology.

Problem of Practice

In the Information Technology program at KCTC, we divide the curriculum into four different IT areas; PC maintenance, networking, Microsoft Office and computer programming. There are four different instructors that teaches one of these areas. The students are grouped into sections and the sections rotate to a different instructor every 9 weeks. I teach computer programming. First year students in my computer programming class learn HTML5, CSS3 and C#. HTML5 and CSS3 are used to program web sites. Everything on the World Wide Web is programmed in HTML. C# is an Object Oriented Programming language developed by Microsoft for the .NET framework and can be used to add functionality to web pages. Towards

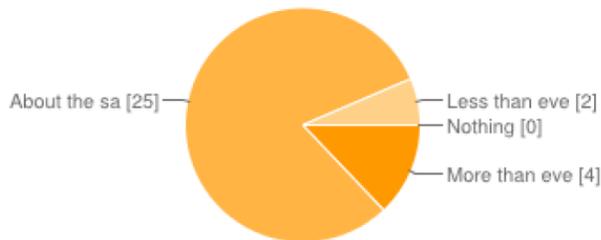
the end of each 9 weeks, I assign a final group project. My goal for the students is to take everything they have learned in the past several weeks with me and to design and develop a software project.

In the corporate world, large software projects are usually developed in a team environment. People are assigned to the team based on their skills and what skills are needed to complete the work. In order to simulate the real world, I assign students to a group based on different skills. I explain the different skills that are needed to complete this project and then I ask students to reflect on the skills they think they have. They can then select the role they would like in the project. Based on these selections, I form the project groups. I give the groups guidelines to help them manage the project. In the past, I have shown them how to share files using Google Drive so they can all work at the same time. The projects usually turn out great. The problem I have is keeping all students working on the project. Usually, one or two students rely on the other group members to complete the work and a couple of students from the group work diligently to get the project done. A common complaint from students who are off task is that they don't know what to do or there isn't any work for them to do.

I would like to improve my final project assignment and the overall class grade by teaching students to use project management. This will help students to identify effective and efficient steps needed to complete the project. Software development can be a complicated process. It requires the coordination of timelines, IT professionals and resources. Some applications are geared towards large scale software projects such as Microsoft Project. The software I plan to use is called BaseCamp. It is an online application which means that students can use it anywhere that they have internet access. It is free so that all students can have access to it. BaseCamp will store all the required documents as well as keep track of the group's schedule.

Collecting Data

The data I have collected in the past includes a student survey about individual project participation as well as my own observations of student's time on task. The survey I used in the past was created using Google Forms. Upon completing the project, students were asked to



More than everyone else	4	12.9%
About the same as everyone else	25	80.6%
Less than everyone else	2	6.5%
Nothing	0	0%

complete the survey. The pie chart on the left is a summary of the responses from students who took the survey after the end of the 2nd nine weeks which falls at the end of October. As shown by the chart on the left, 80.6% of the students feel that they contributed about the same amount of work as everyone else and 12.9% felt they did more work than

everyone else. This means that 6.5% of the students are willing to admit that they did not do as much work as everyone else. This is consistent with what I have observed where a few students were doing a large amount of the work while most students were contributing an average amount and a few students were doing very little. My goal is to have a more equitable distribution of work among the students by using BaseCamp.

Demographics

The Kent Career Technical Center (KCTC) provides college credit, certifications, internships, apprenticeships and technical training for high school juniors and seniors from public and private high schools in all of Kent and parts of Barry County. The KCTC campus consists of five different facilities around the greater Grand Rapids area in the state of Michigan. Almost 2000 students are present on the campus every day. There are no charges for students or their participating schools for attending because funding relies on property taxes and grants. Most students choose to attend KCTC because it is a different experience than their home

school. The learning environment at KCTC emphasizes real-world and project based learning arming students with knowledge and experience that they can apply directly to college or a career. Students who elect to take classes at KCTC are transported to and from their home school for 2¼ hours each school day.

The Information Technology (IT) program at KCTC provides hands-on experience with the tools and technology that drive our world. Students who choose the IT program usually have a high interest in computers and technology and are interested in exploring careers in PC support, networking, and computer programming. The facilities of the IT program are located at the main campus in Grand Rapids and contains state of the art computers, networking equipment and software. As the computer programming instructor in the IT program at KCTC, I ensure that students learn the basic concepts of high-level computer languages.

During the nine weeks that this paper is based on, I had 44 students in two classes of which 40 were males and 4 were females. I had one African American, five Hispanic Americans and three Asian Americans. There were no English Language Learning students, five students on the Autism Spectrum and three students with an Individualized Education Plan. The largest impact on my classroom is the fact that every student has elected to be there. These students are interested in technology and are anxious to learn more about it. It makes my job so much fun and rewarding.

International Society for Technology in Education (ISTE) Teacher Standards

There are several ISTE Standards that align with this project.

1. Creativity and Innovation by applying existing knowledge to generate new ideas and creating original works.
2. Communication and Collaboration by identifying a way for students to communicate with their group and work together in a team project.
4. Critical thinking, problem solving and decision making by allowing students to plan and manage activities that contribute to a group project.

Teacher Research Stance

When a teacher mentions group work to a class of students, the teacher can usually hear quite a bit of grumbling and complaining from students because they have not had a favorable past experience with group work. This is because there are many obstacles for students to overcome before they can successfully work together in a group. Some students have difficulties working with fellow classmates who they do not know or feel comfortable with and would rather work with friends. Some students may not have experience working in a group and don't know how to work cooperatively. A common complaint from students working in a group is that one or more members of the group do not participate in the completion of the project or one person does the entire project without consulting the group. Another problem with group work is that it is very difficult for a teacher to assess a group project. Should all the members of the group receive the same grade? Or should members receive grades based on individual contributions?

Despite all of these obstacles, group work is still a valuable learning experience for students. Teamwork and communication are skills that employers often require of their employees but are not taught in a traditional classroom setting. Despite the fact that the students in my classroom all enjoy technology, they don't all have the same technical skills. Some are better at hardware and some are better at software. Some students are more artistic than others. In a project like this, groups of students can take advantage of the different skills they have to produce a better final product. They can learn from each other and produce a better result by working together. And in my class, a final group project allows students to take what they have learned throughout the class and put all the pieces together into a final assignment. So, what can I do to make this final group project a better experience for students? How can I form groups that will work together? What is the best way to teach students how to work in a group? And most of all, how can I get students to contribute equally to complete the

work? Is there a solution to these questions that involves technology? These are questions I hope to answer by remixing my final project.

Literature Review

There are very few scholarly articles written about using technology to teach computer programming. A majority of the articles I found emphasized the integration of technology into the core curriculum such as Math and English Language Arts. After all, teaching technology already uses technology. Even so, it is important that student learn 21st Century skills including critical thinking, problem solving, communication and collaboration. Collaboration, or group work, is the standard practice for most project based software development (Wulf, 2005), and therefore a very important skill to teach in a programming class. Collaborative tasks require communicating with other team members and basic project management activities such as task management, scheduling and file sharing. Studies on the benefits of learning with collaborative activities have shown that students demonstrate an increased ability to define problems, to reason with clear arguments and plan projects (Barron & Darling-Hammond, 2008). Students learn more deeply and demonstrate a higher achievement on challenging tasks (Barron & Darling-Hammond, 2008). In terms of Bloom's taxonomy, students can analyze, evaluate and create rather than remember and understand.

Despite the benefits of collaboration, it can be difficult for teachers to manage group-based instruction. The biggest problem I have is keeping all students busy and engaged. Some students would rather not work cooperatively and insist on doing all the work. Other students prefer to sit back and allow someone else to do the work. These students who allow other people to do the work have been given names such as the "Loafing Larry", or "Loafing Lucy" (Wulf, 2005) or the "social loafer" (Deal, 2009). According to Deal (2009) "social loafing is often attributed to the perception that an individual's contributions might not be evaluated" (pg. 5). Group tasks with individual accountability produce stronger learning outcomes (Barron &

Darling-Hammond, 2008). In other words, students do not feel the need to contribute because any more effort would not result in a better individual grade.

Even when an individual's contribution to a team project results in an individual project grade, there may be other obstacles for instructors. Monitoring group performance as well as individual performance can be an overwhelming task (Wulf, 2005). The only way to effectively and fairly assess this is to document all activities of both group and individual contributions to the project. This is where technology can be very useful. According to Deal (2009), using technology for this can greatly benefit both the grading process as well as student performance. Research has shown that using technology can facilitate more equal participation and encourages groups to stay focused on tasks (Deal, 2009).

Using technology to manage a collaborative activity has many other benefits. Groups communicating through electronic devices such as a computer are better at generating a range of ideas, while face-to-face groups perform better at tasks that require problem-solving or reaching a consensus on group preferences (Deal, 2009). As shown by Deal (2009), using an electronic communication system increases the quality of decisions, facilitates more equal participation, and encourages groups to stay focused on tasks. Using technology also benefits students by preparing them for a job in a highly diverse, interdependent and technologically rich workplace. It adds flexibility of time and space which is crucial in an era of decreasing funds. Evidence also shows that students develop higher order thinking skills, student satisfaction with the learning experience and improved productivity (Rest & Laferriere, 2007).

Teacher Research

The research information available about using technology for group work in the classroom is important. But more importantly is the research that I conduct myself, as a teacher. The day-to-day experiences are unique to my classroom. My research questions are shaped by my students' achievement or lack of achievement of my learning goals in my classroom. They are not questions asked to determine the differences between common

instructional practices and educational theory. Teachers are experts of their own classrooms and learn by actively seeking answers (Campbell, 2013). Quality teachers constantly question their own practices in the classroom in order to grow teaching and learning and have a deeper understanding of how students learn (Cochran-Smith & Lytle, 2009). I feel that teaching is an art. Teaching cannot be learned with a bag of tricks and classroom management techniques learned through outside research. Real learning takes place when the teacher is knowledgeable through inquiry and practices those things that they have found to work in their classroom.

Methods and Modes of Practitioner Inquiry

I had a difficult time understanding if I was remixing or remediating my final project lesson. So, I returned to the definitions. Remixing is “altering an original assignment by adding, removing, and/or changing pieces of the assignment” (Wikipedia, n.d.). Remediate in the strictest sense is to correct or improve (YourDictionary, n.d.). But to remediate with technology means to improve a lesson by including new visual or digital composition techniques. I think in my case, I am remixing my final project. There are four instructors including myself in the IT program at KCTC and we switch classes every nine weeks. This means that I re-teach the same material four times a year. I assigned this same final project in the first quarter and the second quarter. In the third quarter, I altered this project to include a project management component by adding instruction on project management techniques and instruction on how to use a cloud based software application called BaseCamp. BaseCamp supports the coordination of group projects by providing a way to organize the work to be done and showing progress towards the final goal so that the group can efficiently finish a project together. This is done by divvying up the work to be done into separate tasks, to assign these tasks to a specific group member and give the task a due date.

Usually, software that is easy to use has very obvious functionality with limited options. This is true of BaseCamp which makes it an easy application to learn and use. It is a very basic

software management tool with a limited amount of options. Of course, learning any new software is not difficult for me. Before becoming a teacher, I was actually a computer programmer. I've been working in technology for over 30 years. Using technology is very natural for me especially in the classroom. My students are also very comfortable with it. Before taking my current job, I was a computer technician for a public school. It was my job to help teachers and the school system with their technology needs. I also helped teachers when they wanted to learn about new software or add new technology to their classrooms or lessons. I became comfortable with learning new technologies quickly and helping teachers integrate it.

Findings

Procedure

In the third nine weeks, first year students were assigned many activities to help them learn how to program. A typical lesson involved the demonstration of a new programming concept and then the assignment of a small program to write that used and reinforced the new concept. Each programming concept built on the last. As a way to bring all the programming concepts together into one large project, towards the end of the nine weeks I assigned a final group project. All the student instructions for the final project were available on the classroom management system called Moodle. A copy of the instructions can be found in Appendix A.

To begin the project, students were asked to post a video game idea on a Moodle forum. Actually, the goal of this project was not to program the video game itself but to program a website for a company that would develop the video game. I chose several of the ideas for the group projects. Then students were asked to make a resume of their educational accomplishments and skills. On the resume, they also indicated whether they preferred a position as a Project Manager, Lead Programmer, Graphic Artist or a Writer/Tester which are positions typically needed in real world software development projects. Using the resumes, I assigned students to a video game idea based on the position they requested. Each group consisted of four students, one of each position.

The group's first task was to complete the Articles of Incorporation and the Corporate Bylaws (Appendix B). I created the Articles of Incorporation and the Bylaws by modifying actual documents used in the State of Michigan. The Articles of Incorporation described the organizational structure and the Bylaws were a set of rules that governed the running of the corporation. Next, the group started an account in BaseCamp. BaseCamp offers a free 2 month trial which is plenty of time to complete the project. Everyone in the group became a member of the team in BaseCamp. They were required to include me as a team member.

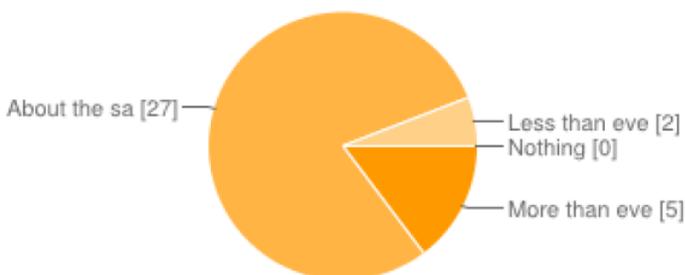
In BaseCamp, the team was able to share documents and the first documents they uploaded were the Articles of Incorporation and the Bylaws. Next, the team needed to break the project into smaller tasks. To help with this, I gave them some examples of smaller tasks such as creating a mock-up of the website. The tasks needed to be included in BaseCamp in a To-do list. The tasks needed to be assigned to a team member and given a due date. Then the team is ready to begin programming their web site. Along the way, they needed to check in with BaseCamp to ensure they were on schedule. They were required to upload designated files that demonstrated their progress towards the end goal. When one of the tasks was completed, the assigned team member checked it off the To-do list. All collaborators were subscribed to the project which meant that whenever there was a change to the project, they received an email alert. This was one more way that students were reminded of what they needed to work on.

Another great aspect of BaseCamp was the Discussion area. As a member of the team, I could initiate a discussion and ask the group to give me a status update or ask them a question about what they were working on. It was a great place to keep in touch with the entire group. It also gave me a way to go back and remind myself what was discussed. Before using BaseCamp, I had a difficult time remembering how well the group managed the project so I felt that the grade on the group's project management was sketchy at best. Using BaseCamp, I felt I could give them a grade that was based on the documentation kept there.

BaseCamp was a very easy application to use. Everything was easy to find and understand. On the first day of introducing it to the class, there were a few problems. Several students could not open the site. It was possible that we were having a few cache issues. Some of the students resolved this by using Internet Explorer instead of Google Chrome. After a couple of days of using the site though, the issues seemed to be resolved.

The students had mixed reviews of BaseCamp. Most students used it as a way to upload and share resources such as the image files they agreed to use on the website. Some students used it as a way to communicate with each other when they had questions about the design of the site. But, very few students, if any, used the to-do lists for managing their tasks. In fact, one group decided that it was better to make a task list on a piece of paper and hang it up in their cubicle instead of having to log into BaseCamp every time (Appendix C).

After the end of the final project in the 3rd nine weeks, I asked the students to take the



More than everyone else	5	14.7%
About the same as everyone else	27	79.4%
Less than everyone else	2	5.9%
Nothing	0	0%

same survey. As you can see on the chart, the results are essentially the same as the results from the 2nd nine weeks. A few students felt they were doing most of the work and a few students admitted to doing very little. Most students felt they were working enough to get the project completed. What I observed is that quite a few students were still relying on one or

two people to code most of the website.

Discussion

By analyzing the data collected, it was apparent that using BaseCamp did not change the way that students worked in a group. A typical completed to-do list from one of the groups

can be found in Appendix D. Looking at the list, it appears that many of the major tasks for this group were added and then checked off on the same day, just to comply with the assignment requirements. No individual students were assigned the tasks and no due dates were given. I observed that there were still students who relied on fellow team members to complete the project and did very little and students who preferred to work on the entire project alone. It appeared to me that many students were not fully engaged in the project and were observed to be sitting around doing something other than working on the project. It appears that students did not take advantage of the project management afforded them through the software.

The advantage that I found to using BaseCamp was during the assessment of the final project. During the project, I was able to post a discussion topic with the groups and require students to post a status of what they have completed and what they were currently working on. Later, during the assessment, I was able to go back to BaseCamp and remind myself what happened. I could read all of the discussions that the group had even if I wasn't involved. I could see who was assigned tasks and who completed them. In the previous nine weeks sections, I had to rely on my memory for what happened over the two weeks that students worked on the project. Not only was it difficult, I wasn't confident that I remembered everything correctly. The rubric I used for the assessment can be found in Appendix E.

Another advantage of BaseCamp was that the students found the file upload area of BaseCamp to be valuable. It was a convenient way to share files with the group. Most of the groups put their image files here. Several of the groups also created text files in BaseCamp. It was a great place to write information needed for the website and then it was easy to copy and paste it into the site.

Conclusion

Even though I didn't see a change in the way students worked in a group, I still think that BaseCamp is a valuable tool, and I will be using it again. Project management is an important skill for IT students to have and using software to manage projects is a valuable experience.

But, I will have to continue to find a better way to encourage students to work together as a group. I believe that my students did not feel that their contributions to the project affected the grade they earned. Next time, I will find a better way to tie a student's contribution to the project to the grade they earn.

For me, I found that the discussion area of BaseCamp was very useful for communicating with the group, and it provided a way to help me remember what happened during the project to give individual students a justifiable grade. The student's found the file upload area and the text file area to be valuable in order to cooperatively share the digital files needed to create the website. I was disappointed that most students did not utilize the To-do functions of BaseCamp, and in the future, I will require it on my rubric. They were not able to break the project into smaller tasks. They did not assign tasks to individual group members and they did not assign due dates for each task. I don't think they saw the benefit of using it. I think that if I would do a better job of emphasizing the importance of breaking the project into smaller tasks, they would see the benefit in it. I think that I must spend more time discussing project management, why to use it and how to use it. This might also help students to equally contribute to the work because the work would be equally assigned to all group members.

When I assign this project again in the fourth nine weeks, I am going to do a better job of emphasizing the need to use project management and use the tools that BaseCamp provides. I am going to require that all students be involved in the entire project, and I will tie an individual grade to the amount of work they contribute. I think that if the students know that their grade will depend on these aspects, they will do a better job with it. Overall, I am pleased with the incorporation of BaseCamp in my course and will use it again.

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Appendix A

Final Project – ASP.Net Programming

Step 1 – Have you ever had a good idea for a video game? Well, here is your chance. Go to the Final Project Video Game Idea Forum found in the Final Project section of my Moodle Site and post your idea. Everyone is required to provide one idea. Be creative. Look at what the other students have posted. Do you have something that could make the idea better? Reply to other posts to submit your idea.

Step 2 – Think about how you would like to be involved in a programming project. What are your skills? What do you excel at? Are you good at programming? Are you organized? Do you like to be a group leader? Are you good at writing? Or, are you artistic? Everyone has skills that they can bring to a programming project. What are yours? Write a short resume that identifies the skills you have. You may use any writing software you would like. Make sure your resume looks nice, clean and professional. Include an objective that indicates what type of job you would like on a programming project. Include your education and prior experience. Include a skills section that showcases your skills. Print the resume and turn it into your teacher.

Step 3 – Your teacher will choose a couple of the video game ideas as projects. Then, the teacher will assign 4 students to each project.

Step 4 – Move all group members into a cubicle. Agree on a name for the corporation. Fill out the Articles of Incorporation and Bylaws which can be found on Moodle. Turn in the paperwork to the Executive Director for approval.

Step 5 - Create one account on BaseCamp.com and add all the members of the team. Here is a quick tutorial on BaseCamp.com: <https://basecamp.com/help/guides/projects>. Also include your teacher, lauriefernandez@kentisd.org. Add some information about your corporation as a discussion. Upload the Articles of Incorporation and Bylaws as documents of the project. Read through this entire assignment now. Your teacher will give you a final due date for the project. You need to determine when each step should be completed in order to meet the due date. Add a To-do list for each step. Assign a date and a person responsible for the task.

Step 6 – Your Corporation is formed to develop a video game. It's very important to create interest in the game before it hits the stores. So, you are going to create a web site for this. As a group, take some time to discuss how you want to design the site. Your site should contain:

1. Welcome or home page.
2. Information about the corporation. Where are they located? When was the corporation formed? Who are the board of directors? Include contact information and anything else of interest.

3. Introduce the game. Show a sample of the game. When will it be available? Sell it!
4. A form to purchase an advanced copy of the game.
5. Past games made by this corporation. How well are the games selling?
6. One other page of your choice.

Step 7 – Create a Mockup of the site. Use Paint, Photoshop or the image editing software of your choice. Upload the mockup to BaseCamp.com so everyone has access to it.

Step 8 – Create an account on GitHub. Use this link to learn about using GitHub with Visual Studio. <http://michaelcrump.net/setting-up-github-to-work-with-visual-studio-2013-step-by-step> . Create a empty local repository for all your files. Make sure everyone has access to the repository.

Appendix B

KENT CAREER TECHNICAL CENTER
BUREAU OF INFORMATION TECHNOLOGIES
VIDEO GAME PROGRAMMING CORPORATION APPLICATION
ARTICLES OF INCORPORATION

ARTICLE I

The name of the corporation is:

ARTICLE II

The purpose for which the corporation is organized is to develop the following idea:

ARTICLE III

Individual grades for the corporation are organized upon a _____ participation basis.
(Equal or Non-equal)
If organized on a Non-equal basis, the percentage of final grade for individual participation is:

ARTICLE IV

The name of the person responsible for organizing the corporation is:

ARTICLE V

The Corporation is organized as follows: (Be sure to include all employee names and their assigned job titles and duties)

We, the incorporators sign our name this _____ day of _____, 2015

CORPORATE BYLAWS

ARTICLE I – NAME AND PURPOSE

Section 1 – Name: The name of the organization shall be . It shall be a Programming organization incorporated under the laws of KCTC Bureau of Information Technologies.

Section 2 – Purpose: This Corporation is organized exclusively for developing the Final Project in the KCTC Programming Class.

ARTICLE II – MEMBERSHIP

Section 1 – Eligibility for membership: All students of the current Programming Class that support the purpose statement in Article I, Section 2 are eligible for membership. Membership is granted upon approval of the Executive Director.

Section 2 – Daily Participation: The amount of participation required by all members is 100%, unless changed by Executive Director at a requested corporate meeting. Continued membership is contingent upon being up-to-date with participation.

Section 3 – Rights of members: Each member is eligible to one vote to resolve creative or organizational conflicts.

Section 4 – Resignation and termination: Any member may resign by filing a written resignation with the executive director. Resignation shall not relieve a member of unfilled participation or other charges previously accrued. A member can have their membership terminated by the Executive Director.

ARTICLE IV – CORPORATE ORGANIZATION

Section 1 – Job Title and Duties: There shall be four corporate officers, consisting of project manager, lead programmer, copy editor and creative director. It is not possible for one member to hold more than one office. The duties are as follows:

The Project Manager shall be responsible for keeping track of project due dates and ensuring that the corporation will meet the dates. The project manager shall meet with corporate members to obtain the status on progress. The project manager shall provide this information to the executive director when requested.

The Lead Programmer shall be responsible for the completion of the software and creating and maintaining the software repositories.

The Copy Editor shall be responsible for any writing required for the project. The copy editor will complete the final testing of all software. The copy editor will ensure that all writing has correct grammar and spelling.

The Creative Director shall be responsible for the original mock-up and design. The creative director is responsible for acquiring all artwork needed for the project.

Section 2 – Executive Director: The executive director shall be Mrs. Fernandez who can make any corporate decisions deemed necessary to complete the final project.

CERTIFICATION

These bylaws were approved at a meeting of the corporation by a majority vote.

Corporate Director

Date

Executive Director

Date

Appendix C

DAVID

Accomplishments - About The Game, About The Team

Currently - Coding About the Team

Needs -

Colton

Accomplishments - Addition Form, Biography, Previous Games, ~~Contact Us~~

Currently - Contact Info

Need to do -

Need To Do

About the code - David

About the game Code - Colton

Addition Form Code - David

Biography code - David

Previous Games Code - Colton

Game deans Code - Sean & Carlos

Home Page Code - Sean & Carlos

Contact Us - Colton

CARLOS

Accomplishments - Graphics

Currently -

Need to do -

Appendix D

3/29/2015

Atmosphere Studios Web Site: Completed to-dos

Atmosphere Studios Web Site

Completed to-dos

March 24 Tuesday	To Do List <ul style="list-style-type: none">✓ Polish and finalize website✓ Test website/complete✓ Contact✓ Purchase page✓ About page✓ Previous title page✓ The complete team page✓ Complete home page
March 12	Work for the week <ul style="list-style-type: none">✓ Collaborate with Cameron/help with mock up✓ Game description✓ Mock Up
March 11	Work for the week <ul style="list-style-type: none">✓ Collaborate/help Cameron✓ Mock Up✓ Mock Up

Appendix E

Final Project Rubric
Web Programming

Project Management

Tasks were given due dates and assigned to a team member. All tasks completed and due dates met.



There were no assigned tasks.

Website Design

Detailed mock-up created. Good use of a Master Page. Navigation easy to use.



No design. No Master Page. No navigation.

Graphics

Creative use of colors and images. Images are cropped, resolution correct, and backgrounds transparent as needed.



Arbitrary images placed in arbitrary places.

Writing

All text is correctly written including grammar and spelling.



Text is minimal and contains grammar or spelling errors.

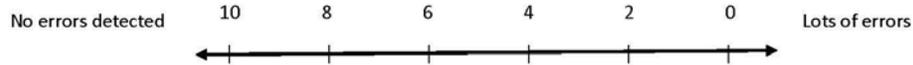
Programming

Correct use of HTML5, CSS3 and C#. Webform is functional.

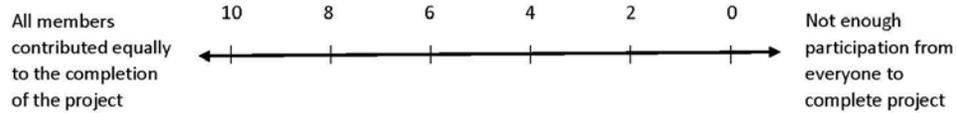


Minimal programming.

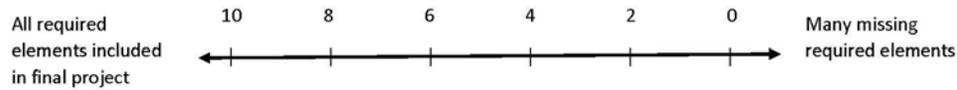
Testing



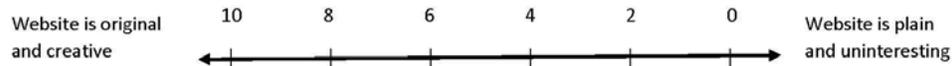
Team Participation



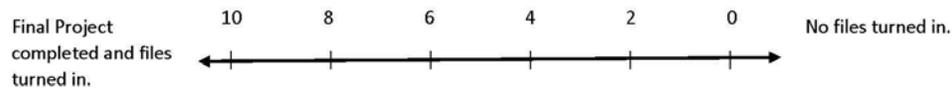
Requirements



Creativity



Completion



Time Use

