

Thesis Report

Teachers Companion
www.TeachersCompanion.co.uk

“An interactive site that enables educators to find schemes of work, lesson plans and resources for a specific unit and allow them to add more to improve the quality”



By James Farrington

Preface:

This report supports the web based project for this Thesis module. The content within this document has been generated in response to the requirements of the Master's Degree in Website Design and Content Management at Greenwich University.

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Description

An interactive site that enables educators to find schemes of work, lesson plans and resources for a specific unit and allow them to add more to improve the quality. (137/140 Characters).

Elevator Pitch

This is a site that through Collaborative sharing and focus on best practice teachers can share and access any exam board unit and resources and documentation needed for class. This site will be designed to allow the creation of, and access to, schemes of work instantly through the click of a button. Members to the site will be able to select from a range of sector areas, members will be able to access resources related to the scheme of work and upload resources to specific weeks topics.

The education sector is one that currently is experiencing dramatic changes throughout all levels, from pre-school to university. These changes continue to keep educators on their toe's in that they are required to have at their disposal resources and knowledge that in turn will be made available to the learners to allow them to understand themselves and for them to meet unit learning aims and objectives along with other assessment requirements. These materials are becoming harder to find, even when using the Internet and libraries. Which ultimately results in the teachers using planning time to create and manufacture resources to enable this learning.

However as mentioned earlier the changes in education is creating more and more paperwork, meetings, and more importantly taking time away from the educators to create these resources. Additional to these changes created by government policy changes are the "shelf Life" of qualifications, these are determined by OFQUAL (The Office of Qualifications and Examinations Regulation). The standard life of a set qualification is approximately 4 years as an average.

This problem leads the educators to create these materials in their own time, in the evenings and weekends at home. The problem here is people can get protective of these home made resources and are less likely to share them, even amongst colleagues and office friends.

Adding Value

It is intended by the creation of this site that educators are enabled to create enhanced SOW's and resources by simply building upon the ones made available on the site, and though doing this the time factor of creating and sourcing material will be reduced allowing for the educators to deliver Outstanding grade lessons based on the OFSTED (The Office for Standards in Education, Children's Services and Skills) common inspection framework (CIF) Guidelines.

It is intended that this site create a small revenue stream to enable coverage of costs associated to its running and upkeep. The site could look to a free trial subscription that allows access to restricted units and associated resources, and paid subscriptions that offers a user specific sectors, i.e ICT, Health and Social Care or a full access subscription that allows all access pass.

I would like to incorporate anyone that uses the system to be able to create a custom layout of the information stored in the database, this would enable the user to create a theme that is consistent to that of the organization that they may work for.

Unique Selling Point (USP)

From initial research made there appears to be no site that offers a service like the proposed project stated here. This Site will enable the creation, submission of Schemes of Work (SOW's) that are detailed and include resources for a specific unit, within a given qualification.

Legal Considerations

Further research is required around the Intellectual Property (IP) of any works submitted and also the copywriting of any materials that are part of the submissions made. Presently content may be covered under the Creative Commons Content licensing legislation.

Business

Promoting the Site

When attacking the promotional aspect of this project I will be reviewing a number of options to enable the best market reach that can be gained. Due to the early indicators that this is a unique if not very small in competitors I will look to use viral marketing and search engine optimization with the inclusion of long tail search criteria and in possible use of the Google AdSense campaign for the initial 3 months of launch. During the site creation and debugging stages I intend on the placement of an initial holding page that will use the relevant keywords and meta data to enable search engines to index the site and to allow any potential visitor an indication of the great stuff to come.

Identify up-front costs.

Currently the initial up-front costs are nill, the webserver and web space are privately owned by myself and are part of a virgin media bundle that I use personally. In light of the potential of this project I have reviewed the ability of increasing my broadband connection and this would bring the upload speeds to 6 megabit and download of a potential 60 megabit , user access dependent. The additional cost of this uplift in connection speeds would be approximately £6 on to the original bill of £45.00. The current web server that is being used is on a virtual server running the latest Ubuntu server software with a web package called EHCP which enables the web admin functionality these software's are currently free and supported.

A small fee for the cost of the domain will be required, in this project I plan on using a .co.uk domain extension. As I intend on phasing this site and my initial

audience will be primarily college and school units I feel it is in the best interest of the site to use the .co.uk prefix.

Estimation of projected traffic to the site.

This site having the potential of scale could invite an estimated traffic of 200 users in the first year with potential growth of the site and content this could rise significantly to a potential of 20,000 users. This site would not be only locked to the current UK educators but to a global teaching profession. Due to my initial research results not showing any real competitor to the concept proposal it is hard to create a real indication on traffic to the site. The sites that are closest to idea that I have show that they have a number of members. The TES site currently indicates that it has 2,356,438 members registered forum users who have access to 573,743 resources

The screenshot shows the TES website interface. At the top, the TES logo is on the left, and the tagline "the largest network of teachers in the world" is on the right. Below the logo is a navigation bar with links for "Jobs", "Teaching Resources", "Forums", "TES magazine", "About us", and "Help".

Below the navigation bar is a large promotional banner. On the left, it features a smartphone displaying a magazine cover titled "Linked across the Irish Sea" and another titled "HOMOPHOBIC BULLYING". In the center, a smartphone displays "tes perfect 18 LIVING HISTORY". On the right, a blue circular badge says "Subscriber exclusive". To the right of the banner, there is a section for "Over 700 free activities" featuring the "tesiboard" with a cartoon character. Below this, it says "Over 700 FREE interactive maths and literacy games and activities that will transform your teaching from TES iboard." and a red button that says "Start browsing now".

Below the banner is a section for "TESpro is now available in digital format" with the text "SIMPLY SUBSCRIBE TO TES AND GAIN ACCESS TO YOUR OWN DIGITAL CPD LIBRARY".

At the bottom, there are three statistics boxes:

- Jobs** (red header): SEARCH 5,732 TOTAL JOBS. Includes a link for "Featured Jobs".
- Resources** (blue header): SHARE 573,743 TOTAL RESOURCES AVAILABLE. Includes a link for "Top Contributors".
- Forums** (green header): JOIN 2,356,438 REGISTERED USERS WORLDWIDE. Includes a link for "Introduction to TES".

Estimation of projected revenue.

Initially this was intended to be based around a Freemium model to generate revenue, however upon initial reviews and further research it was chosen to use a free model that will generate revenue through marketing using the Google ads and product placements from the exam boards. Another potential to the site would be to include the option of coding clubs (a suggestion from Tom) and private ad placements for jobs in the sector.

Source of revenue (advertising/affiliate/sales etc).

As mentioned previously revenue streams would be through product placement from the awarding bodies, product placements or services through Google ads, the ability for users to post after class extra curricular or professional teaching services and Professional Job Adverts. Other streams of potential revenue generation would be the strategic placement of an Amazon advert or referral

links that would present the user with books that could display recommended text related to the SOW or topic being viewed on site.

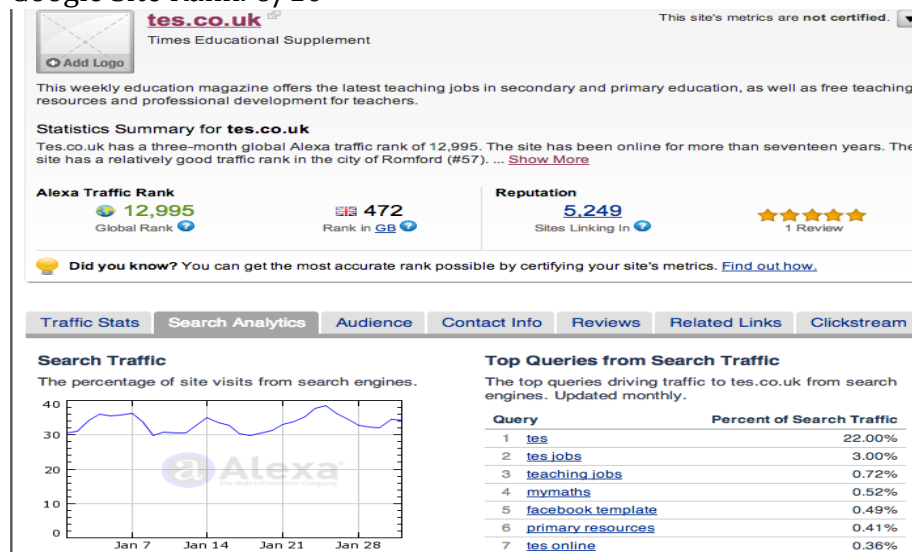
Analysis of current success of competitors

The availability of resources on the internet for teaching is few and far between. When it comes to the direct linking to course specific, unit related, objective oriented material, tutors could possibly struggle. Because of the market that I am pitching this concept is small it is hard to source data on competition, however sites that offer an element of services similar is

Site: TES – the times educational supplement,

Url: www.tes.co.uk

Google Site Rank: 6/10



Monitoring Success After Launch.

The site its self will offer free content however this is on registration other wise visitors to the site will only be presented with a 6 week preview of the content and resources. Through this registration I will be able to track the number of members that the site has. This information will be used in conjunction to the use and implementation of Google Analytics code on the pages, this code will enable me to monitor the referrals of the site and the possible landing pages of the visitors. The Google analytics program provides further data to me that will enable the site to adapt to the visitors needs and trends, import to the site and the success of the site will be low “bounce rates” meaning the visitors that navigate to the site and navigate of quickly, and also the returning clients. As mentioned earlier this site will have a free membership element and the number of members can aid in the number of visits however the use and monitoring of returning visits will enable for further investigation of favourite content or hot topics.

I will use these tools continually over pre-set milestones to enable a fair picture of the success of the site to be gathered.

I will be using social media as an additional marketing tool for the site to increase exposure through Twitter and Facebook. The site will use the social media api's and "likes" so that the image and status of the site can shown to possible new visitors.

Commodity

Proposed Content and Information Architecture and Navigation

The purposed structure of the site will have a primarily desktop oriented structure, due to the nature of the content on the site and its primary objective to provide teachers with full schemes of work that link to the lesson relevant resources. However I will not be neglecting the users of other mobile computers and will start from a “Mobile First” approach. This will then enable the site to grow in its possibility’s for development later.

The initial entrance to the site will provide the visitor the following navigation options.

Members – Due to the intended nature of the site the navigation inclusion of member area would enable easy access to the member only content that could be downloaded, edited and added to any particular unit.

Contact us – The inclusion of the contact us page in the navigation would allow for visitors but primarily potential sponsors and affiliation sites to contact me to allow for link exchanges, content inclusion or financial investments or donations

Policy’s – I feel that this page is as important to the site as the content itself, any content that is linked to or uploaded will need to adhere to any legal legislation and would include Creative Commons legislation along with cookie policy’s.

Sign-up – The site will be free to all however to access the content the users will need to sign up, otherwise content that is viewable will only allow 6 weeks of content.

Links – Using a link exchange between sites like Vimeo, Youtube, Prezi, TES and possible Job site or special offers page this page will be only viewable to members discounts to online sites that can allow creation of presentations, videos and other useful teaching resources.

Affiliations – It is intended that this project be presented to the exam boards who’s units could appear in the site, the affiliation and endorsements of the boards like EdExcel and OCR amongst others would benefit the sites status and page ranking in the search engines.

The creation of content for the site is going to be based around the content that is uploaded and linked to by members to the site. This work will be stored within on the server with MySQL database references to links and keywords.

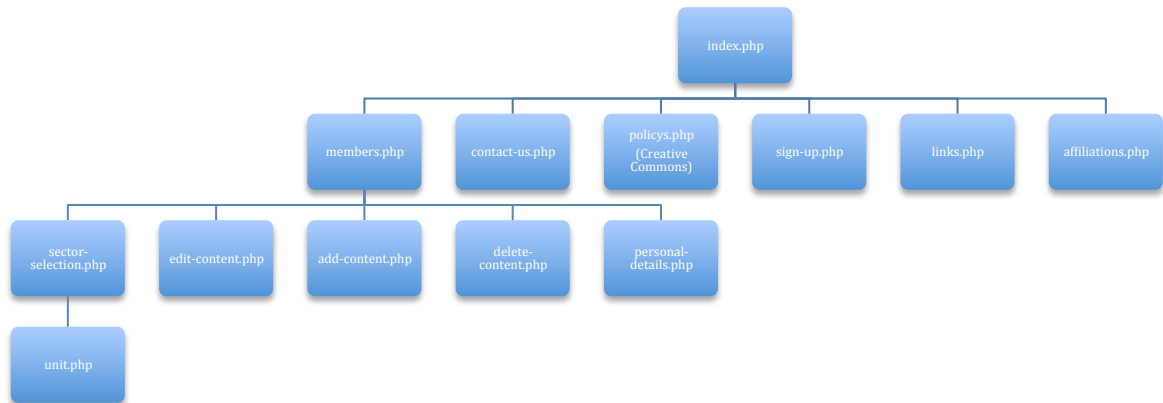
Firmness

The site development is intended to use a mixture of technologies to create the structure. My intention is to use PHP scripts to enable server side responsive mark-up presenting the browser window with HTML 5 and through the use of CSS3 add presentation to the mark-up. I would like to look at the ability of programming this site for mobile first, this should enable for no degradation of the content on the site if viewed on a mobile devices allowing for it to be fully responsive. I will be including JavaScript's to enable the reduction in server processing of elements of data using the client side to make relevant data checks. Other features such as feature scrollers and interactive content are being considered for inclusion on the site.

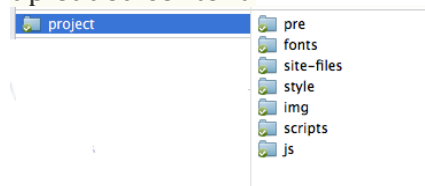
The site due to the intended nature of storing data files, content and member registrations there will requirement of a backend database, this will come in the form of a MySQL package.

Content that is uploaded in the site will need to be stored in a separate location to the site files, this should reduce the opportunity of site files being accessed through malicious script's or programs uploaded to the site.

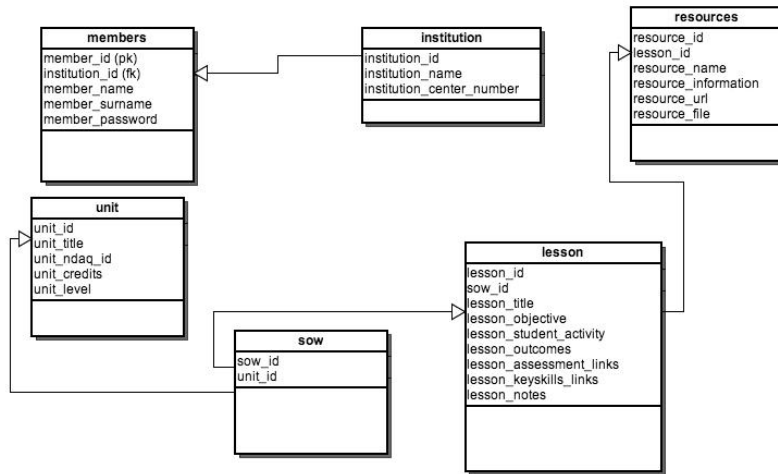
The site hierarchy is intended to follow the image bellow.



The site will use the following internal structure that stores the site files and the uploaded content.

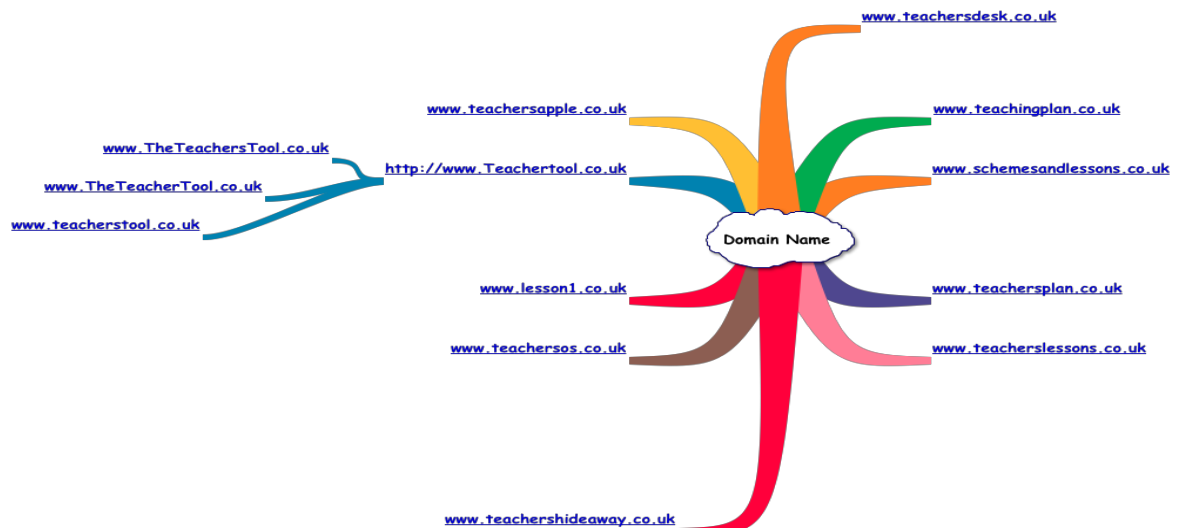


The database structure that I intend on implementing in this project will be as followed.



Domain Name

The domain name has been one of the most thought over areas in this project, the site it's self is a tool for teachers, however what name would be rememberable enough to make people think i know I'll go to www.thatspecialsite.co.uk. I went about creating a mind map of the potential names that could compliment the proposed project idea



Social Media

The use of social media in todays business structure is one of key importance, sites like "Vanish" are now running TV ad campaigns promoting their Facebook site as a medium to share experiences. This is a very clever marketing strategy as not only through the discussions of the TV add through general chit chat but when a member on Facebook "Like's" or comments on something the notifications will be shown on their walls and notifications sent to their friends

lists. Which in marketing term this approach is like dropping a pebble in water and letting its message ripple outwards.



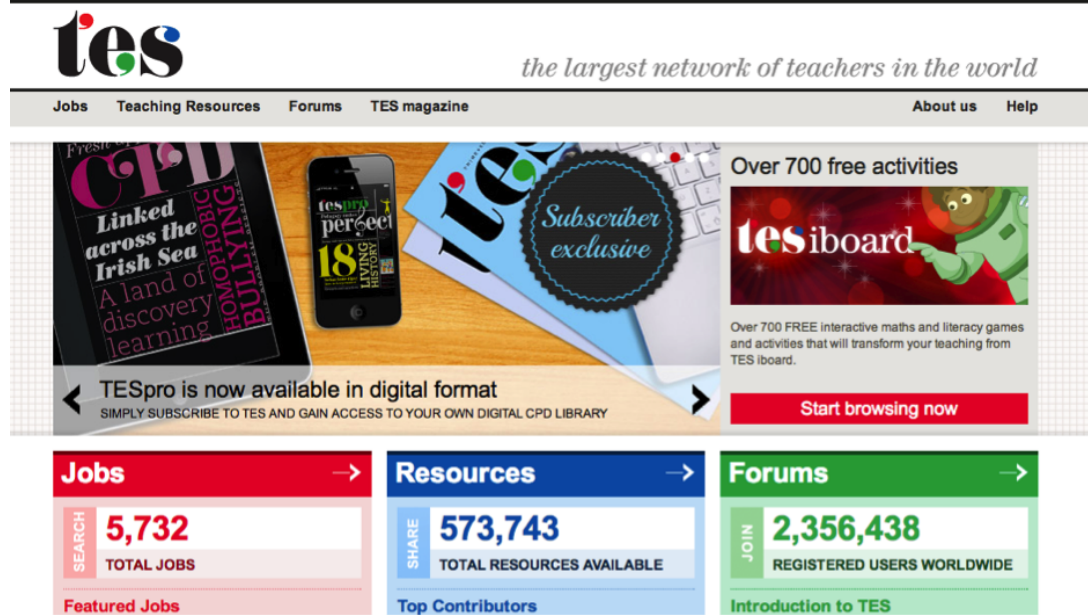
I intend on adopting this approach to the project site and using it as an additional source of potential collaboration on resources for the site as inevitably the social circles that most teachers move in have other teachers in them.

Delight

During the research in to possible competitors linked to my project idea I have found that there is no real competition in this market area, however during this investigation I found that there were several sites that offered resources and content that would be of use to anyone however this wasn't linked to any real exam board objectives or any sign posting to its possibility of being linked to assessments or objective and these sites had a number of poor design choices made in the creation of the pages.

The screenshot shows the Teach-ICT.com website. At the top is a green navigation bar with links: Site Home, Quiz Maker, Video Tutorials, ICT Dictionary, ICT in the News, SHOP, Blog, Contact Us. Below this is a dark purple banner with the text 'THE site for ICT education' and a search bar. The main content area is a grid of boxes. On the left is a vertical navigation menu with categories like 'Subscription Login', 'What's New', 'ICT', 'Key Stage 3', 'Key Stage 4', 'Key Stage 5', 'COMPUTING', 'Key Stage 3', 'Key Stage 4', 'Key Stage 5', 'Programming', 'MORE', 'Other lessons', 'Software Skills', 'Other resources', 'Teachers', 'Students'. The main grid contains boxes for 'Cambridge Nationals R001 Lecture Videos', 'Current ICT Posts', 'Subscribe INCLUDES 5,250 EDITABLE RESOURCES', 'WHAT'S NEW ON THE SITE', 'WJEC AS ICT Coursework Lecture Videos', 'GCSE COMPUTING', 'Functional Skills', 'ICT NEWS STORIES', 'A+', 'GCSE ICT QUIZZES', 'VIDEO', 'VIDEO', and 'ICT CASE'. On the right is a 'Latest Resources' section with several links and descriptions.

This is the Teach-Ict website, the visual presentation of this site is very poor in that it the eye jumps from box to box and from bright garish colour to the other. The site appears confusing and apart from the side navigation unorganized. Although the life of a teacher can appear at times a little like this site, (doing a million things at once) the site is trying too hard in presenting its options and in a way loses its focus on the real objective of sharing resources. The green choice for the navigation gives the site a instant snapping point and indication of the navigation.



Business:

The Tes site has been created by web developers employed by Charterhouse the primary goal of this site is to act as a resource repository for tutors to share materials, additional features of the site are job and forum elements

Commodity:

The structure of this site is well presented to the visiting user, the site hierarchy is logical and users can clearly understand from the moment of entry to the site where the key site points are.

Firmness:

The site uses html and aspx in its creation, the site uses server side databases to store links to resources and blog entries and content.

Delight:

The site design works well in drawing visitor attention to key elements and CTA's the use of shapes and vivid colouring provides an, at a glance reference to clickable features and further information.

Font Selection

The site's image is important as this will sell the content contained within and appeal to potential members. The typography that has been selected for the site uses the Google Font library's, the selected primary font will be "Gruppo".

Teachers Companion

Teachers Companion

Teachers Companion

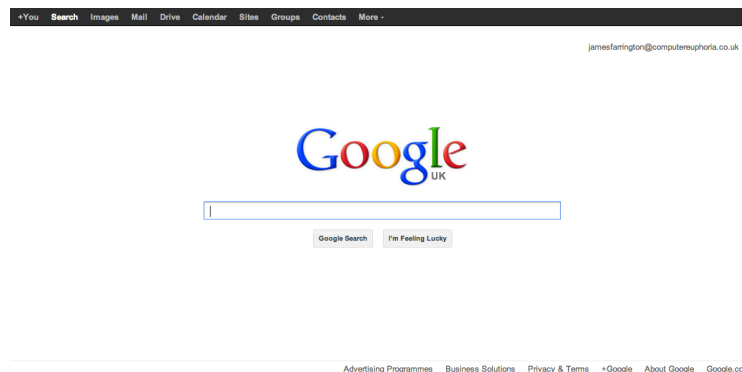
The second option in the font stack will be the system font of Verdana

Teachers Companion

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Visual Hierarchy



It is intended that the site offer a free flowing structure of navigation throughout the site. This approach is intended to mirror the Google visual structure, pulling upon its success in presenting the user required results in a non complicated manor.

By embracing this design method the site will embrace the Occam's Razor theory.

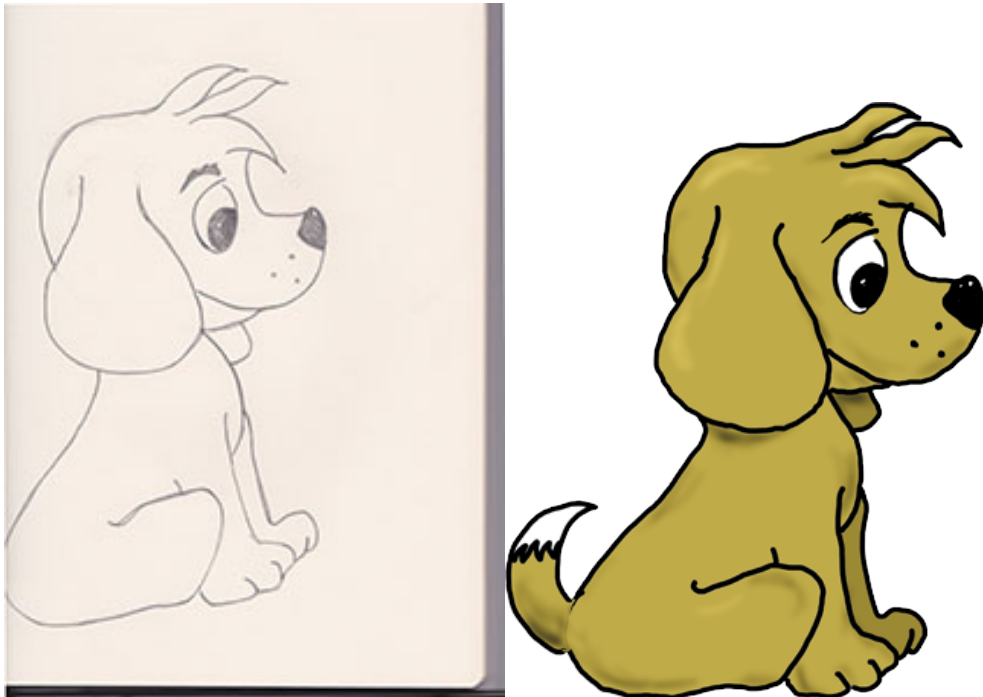
Within areas where further user interaction is required the design principle will remain and follow through.

Tone & Voice

The target audience that this project is being pitched towards requires that the information is displayed clearly as in most cases tutors and teachers find themselves in positions where time constraints restrict them. So at a glance ability is key and this is where the above text is used as the spacing allows for easy reading. The use of this text also enables the correct tone and voice to be used. The information that is generated is course related and in areas will involved detailed terminology, however as this is academic contents this will not be changeable. The non academic content contained on the site will use a minimalistic tone and voice that enables users and visitors a quick understanding to the concept and purpose of the site

Logo

From the initial outset of this project it was a personal option not to include a logo for this site and to purely use the textual representation of the site name as the identity itself through the selection of the previously mentioned typography. However the more thought that went in to the naming of the site it became clear that a logo could play a very big part of the image of the site. After some research looking at the Google Doodle's "the use of some changeable element within the logo could lead to enhanced entertainment levels to the site and opportunities for following the logo. It is clear that selection of a logo with these considerations required some caution as this could detract away from the intended message of the site and its primary aim of sharing unit and course schemes of work, and so "Glenn" was born.

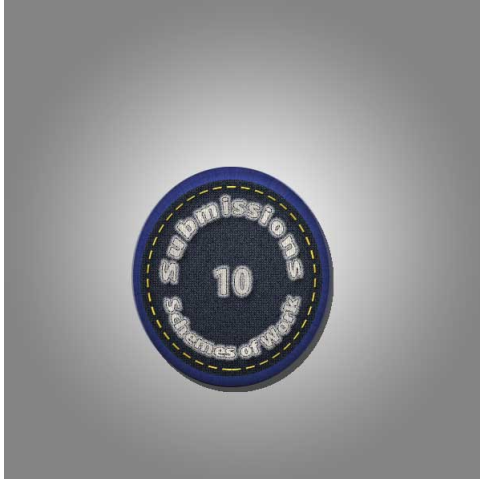


During the creation of Glenn, certain branding issues again became clear, with Microsoft original logo the curvature of the window itself gave for a negative impression with a downwards slope, this was addressed later changing the shape. However this issue was true to this logo design as a stern face, or moping dog may have negativity in it that could reflect on the site. Therefore it was designed that Glenn have a happy expression with an up pointed tail.

Gameification

In the site the trust issue becomes apparent. How do you quantify a users contributions? Through the use of badges users may achieve a sense of pride and accomplishment. The badges that could be incorporated in the site would be,

- Schemes of Work
- Blogs Posts
- Reviews



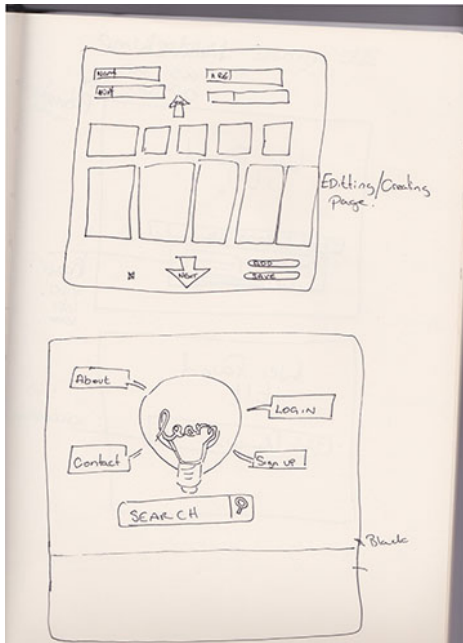
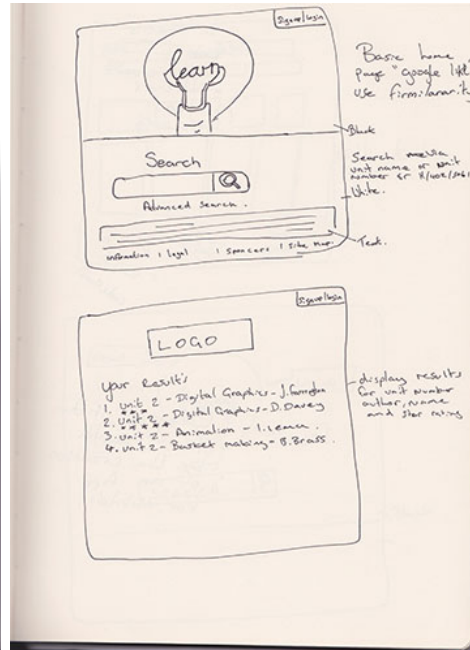
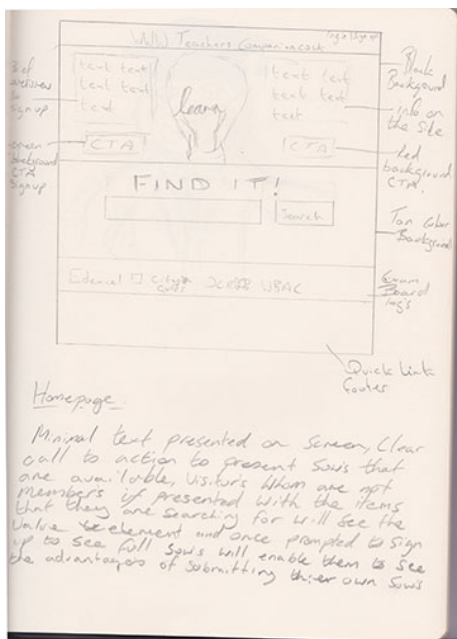
Colour Schemes Selection

The site will contain and display in places a reasonable amount of information relative to user search criteria, this information needs to be complimented by using soft tone colouring not to overwhelm the user when the results are further expanded. The colours that have been identified are,

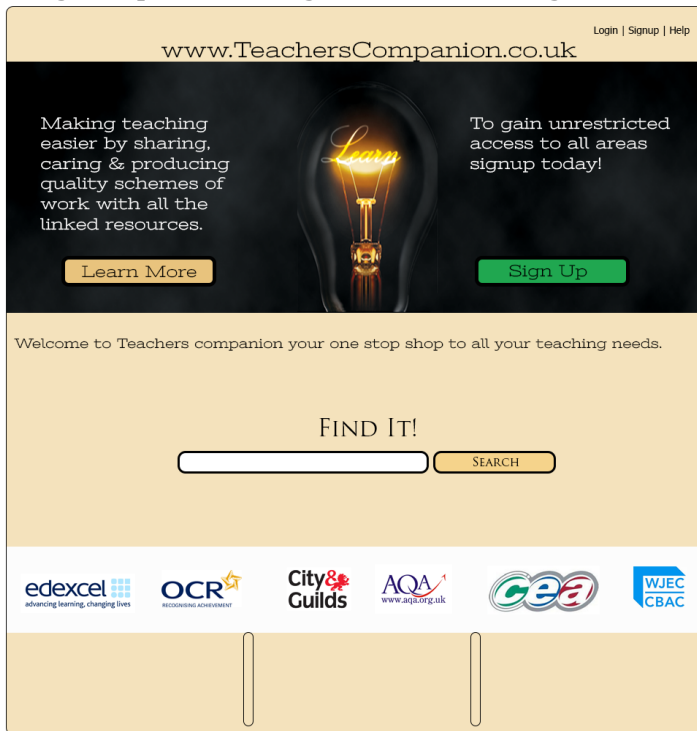
- f4e2bc - Background
- e8c37d - Button
- 20a750 - CTA Button

Visualizations

During the insights lectures I continually linked my thoughts back to my project and how the site could look, using the exhaustive method of creating many different designs for one page I found that I can up with the following short listed designs. I want as mentioned before to try and keep the designs free of clutter and thus drawing the users attentions to the key site areas.



Using the pencil designs the following visualizations have been created,



I will use icons purchased from Lazycrazy.net icon's to provide quick references to the calls to action.

Subject/Unit/Module	Unit 3 Research techniques for the creative media	NDAQ Number	908320
Programme Name and Course Code	BTEC Level 3 National Creative Media Production	Author	James Farrington
Academic Year	September 2012 to June 2013	SOW ID	232

Topic area	Indicative Content	Assessment	Note all checks on	Resources include technicians/LSA support present/guest	Functional Skills (Eng-)	Every Child Matters
4	Planning report and presentations	Preparing material for presentations Reading SB Assignment tips NS - Working on report		SB Assignment tips p. 58 Access to computers	ICT F/S	3 & 4 Enjoying and achieving making a +pos contri-
5	Assessment activity 3.1, 3.2, 3.3 Summarising knowledge and skills developed during the unit Compiling and checking all portfolio evidence SB WorkSpace case study: Alison Brant	Undertaking presentations and sitting in as audience member for other learners' presentations NS - Working on report F3, M3, D3 PLTS CT		Assessment activity 3.3 Access to computers, whiteboard and projector	ICT F/S	3 & 4 Enjoying and achieving making a +pos contribution

[Add New Topic/Week](#)



Teachers Companion has been built for your convince and requirements. Built by James Farrington a lecturer in Further Education the site was based around his passion for sharing resources and planning.

Farringtons vision was to allow all teachers the ability to access and improve resources required to deliver any unit area in all sectors.

It was intended by Farrington that through this facility teachers would be able to have improved resources by sharing and refining those that area already out there.

It is hoped that the teaching community will unite in this sharing of practice and allow themselves to improve the amount of time that is spent in the creation of schemes of work for a unit area.



Implementation to-date.

11.09.2013

The continued development of the Teachers Companion site has encompassed a number of constructions black holes where features have been implemented, tested and failed. The importance for the site functionality has been and continues to be the pinnacle element of the system. The original target of project was the implementation of a small curriculum area within the system, during the creation of the phase it became obvious that that it was causing areas of concern around its development and future scope. During the creation of the sites database the links between the tables required further thought around the data being linked to and input and the resulting information that is populated within the PHP pages of the site. Further more to these issues and considerations the knock on effect of including scope to the site itself raise more problems regarding the issue of too much data. The site now contains over 26000 qualifications as listed on the OFQUAL site, this when referring to the index page of the site could in theory if a user entered a blank search criteria could include all 26000 qualifications and accompanying data. This would impact on the site load times and could result in a loss of user attention and result in the visitor leaving the site and thus increasing the sites bounce rate percentage.

The implementation of pagination scripts on pages where content generated from client server query's such as "search results" has been introduced to the site this has enabled faster results and loading times to the site.

The page linking based on unit schemes of work has caused and to this point continues to cause issues in allowing the users to create a scheme of work and then progress on to adding lesson information to this specific unit. The site has implemented \$REQUEST from posted URL data, this has now enabled the links/unit information to formulate part of the SQL query that specifies the lessons attached to the unit.

Action Plan for the Analysis

In this project I have implemented the inclusion of the Google analytics code, this will enable the understanding of user flow and the provide information to the overall usage of the site, thus allowing the continual improvement and overall functionality of the site. The implementation of this tracking code is through the placement of a unique Google account registration tracking code snippet that is placed on all pages in the site.

The analytics program will monitor the flow of traffic to the site, landing pages of users to the site, browser technology's used, new vs returning visitor's.

Registrations.

It is intended that the users to the site become registered users, in the initial stages registrations will be for free, this will then enable the user signup count to be monitored additional to the time of the last login.

The site has an additional emailable newsletter system that will not only send information to the existing users but to non-registered users. Again through the review of these numbers at staged points in the year an indication to user engagement with the site can be monitored.

Known possible quite periods of use.

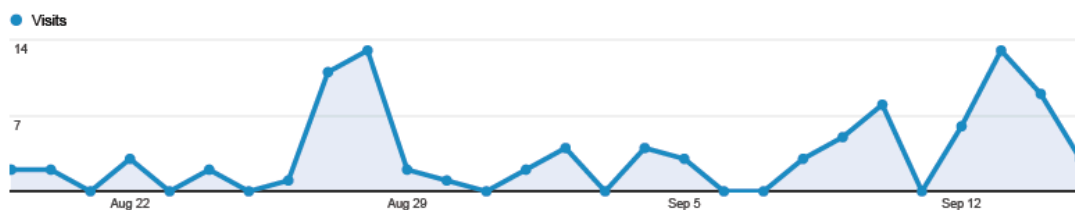
It is predicted that the site may experience lower user usage of the site due to the nature of the education. In most educational establishments most schemes of work are generated for use around the beginning of the academic year (September) with further schemes generated around the middle of the year approximately February.

Soft Launch

The target release date that was set in the planning stage of development was the August 19th 2013 this has provided the following data for the period to September 15th 2013.

Sources

The information contained within this graphic explains the results of the visitors to the site and how the users got to the site. Indications from this site show that a high proportion of the visitors to the site were direct links where users have used the site URL. Other good initial referrals have come through organic searches done via Google.



Source / Medium	Visits	Pages / Visit	Avg. Visit Duration	% New Visits	Bounce Rate
	97 % of Total: 100.00% (97)	11.56 Site Avg: 11.56 (0.00%)	00:15:36 Site Avg: 00:15:36 (0.00%)	32.99% Site Avg: 32.99% (0.00%)	21.65% Site Avg: 21.65% (0.00%)
1. (direct) / (none)	66	12.47	00:20:18	31.82%	22.73%
2. google / organic	21	12.38	00:07:53	14.29%	14.29%
3. websitearchitecture.co.uk / referral	7	4.00	00:00:46	85.71%	42.86%
4. bing / organic	1	2.00	00:00:08	100.00%	0.00%
5. m.facebook.com / referral	1	5.00	00:02:31	100.00%	0.00%
6. t.co / referral	1	3.00	00:00:24	0.00%	0.00%











New Vs Returning

The information here is again encouraging, the site has presented its self to a high volume of returning visitors, which will help promote new features and tutors returning to search for other Schemes of Work. However the figure for new visitors provides positive and encouragement in the sites growth to other users.

<input type="checkbox"/>	Visitor Type	Visits [?] ↓	Pages / Visit [?]	Avg. Visit Duration [?]	Bounce Rate [?]
		97 % of Total: 100.00% (97)	11.56 Site Avg: 11.56 (0.00%)	00:15:36 Site Avg: 00:15:36 (0.00%)	21.65% Site Avg: 21.65% (0.00%)
<input type="checkbox"/>	1. Returning Visitor	65	14.86	00:22:26	16.92%
<input type="checkbox"/>	2. New Visitor	32	4.84	00:01:44	31.25%

Landing Page

The data in this table shows that further thought may be needed in the SEO for the main area of the site, it is clear that the Wordpress SEO plugin is working well and seems to be bringing in users to the site but this needs to be moved on to the main site pages as entrance points.

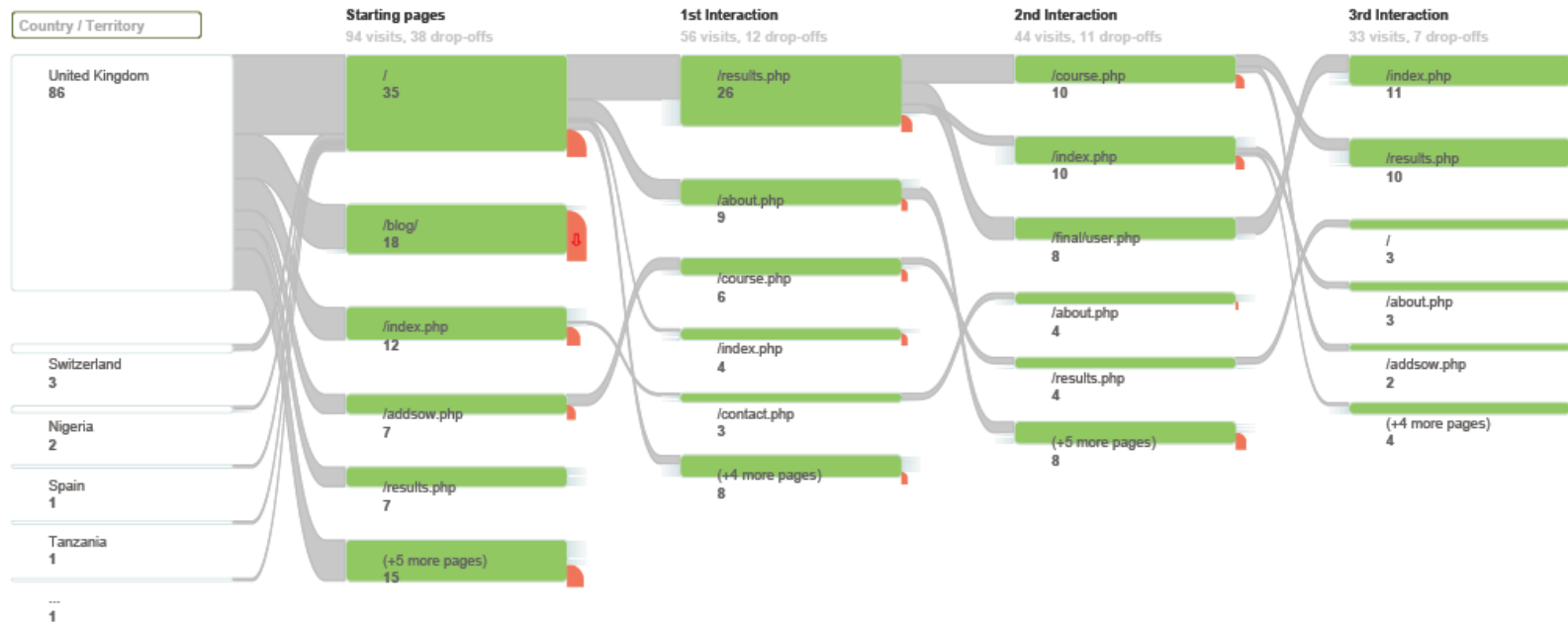
<input type="checkbox"/>	Landing Page	Visits [?] ↓	Pages / Visit [?]	Avg. Visit Duration [?]	% New Visits [?]	Bounce Rate [?]
		66 % of Total: 68.04% (97)	12.47 Site Avg: 11.56 (7.90%)	00:20:18 Site Avg: 00:15:36 (30.07%)	31.82% Site Avg: 32.99% (-3.55%)	22.73% Site Avg: 21.65% (4.98%)
<input type="checkbox"/>	1. / 	20	10.25	00:16:57	45.00%	15.00%
<input type="checkbox"/>	2. /blog/ 	13	5.85	00:08:22	38.46%	15.38%
<input type="checkbox"/>	3. /index.php 	7	9.43	00:15:41	14.29%	28.57%
<input type="checkbox"/>	4. /addsow.php?courseid=6006996X 	6	10.83	00:20:35	0.00%	50.00%
<input type="checkbox"/>	5. /index-1-.php 	4	12.00	00:11:26	50.00%	50.00%
<input type="checkbox"/>	6. /results.php?search= 	4	16.25	00:30:57	0.00%	0.00%
<input type="checkbox"/>	7. /blog/?page_id=63 	3	3.00	00:00:11	66.67%	66.67%
<input type="checkbox"/>	8. /blog/?page_id=9 	3	11.67	00:24:38	33.33%	0.00%
<input type="checkbox"/>	9. /about.php 	1	27.00	00:30:27	0.00%	0.00%
<input type="checkbox"/>	10. /addsow.php?courseid=60043155 	1	24.00	00:33:31	0.00%	0.00%

Flow

Visitors Flow

Aug 19, 2013 - Sep 15, 2013

All Visits
100.00%



Here you can see the movement of the users from the landing pages. This data has further supported the intended user flow from the main landing pages and with the implementation of the user login features the users are funneled in to the registration pages when not




Technology

The data obtained in this table is what was initially expected as the site data generated in the PHP pages is predominantly large users using mobile devices may be lower, however this is considered in the presentation and the responsive CSS rules that have been implemented.

<input type="checkbox"/>	Device Category	Visits [?] ↓	Pages / Visit [?]	Avg. Visit Duration [?]	% New Visits [?]	Bounce Rate [?]
		97 % of Total: 100.00% (97)	11.56 Site Avg: 11.56 (0.00%)	00:15:36 Site Avg: 00:15:36 (0.00%)	32.99% Site Avg: 32.99% (0.00%)	21.65% Site Avg: 21.65% (0.00%)
<input type="checkbox"/>	1. desktop	66	13.09	00:20:22	33.33%	18.18%
<input type="checkbox"/>	2. mobile	25	9.08	00:06:05	16.00%	24.00%
<input type="checkbox"/>	3. tablet	6	5.00	00:02:56	100.00%	50.00%

Device

Here the data taken from the technology section has been further broken down to device. Information taken from this table continues to compound the future development of device dependent apps. Which may offer additional features that the web presence may not offer.

<input type="checkbox"/>	Mobile Device Info	Visits [?] ↓	Pages / Visit [?]	Avg. Visit Duration [?]	% New Visits [?]	Bounce Rate [?]
		31 % of Total: 31.96% (97)	8.29 Site Avg: 11.56 (-28.26%)	00:05:29 Site Avg: 00:15:36 (-64.89%)	32.26% Site Avg: 32.99% (-2.22%)	29.03% Site Avg: 21.65% (34.10%)
<input type="checkbox"/>	1. Apple iPhone 	24	9.25	00:06:14	12.50%	25.00%
<input type="checkbox"/>	2. Apple iPad 	6	5.00	00:02:56	100.00%	50.00%
<input type="checkbox"/>	3. HTC M7 One 	1	5.00	00:02:31	100.00%	0.00%

Browser

The data obtained in this table demonstrates the sites adaptability on most browsers however the bounce rate data may mean that the user experience of the site on safari (in app) and Internet Explorer users is substandard and could require additional improvement.

<input type="checkbox"/>	Browser	Visits [?] ↓	Pages / Visit [?]	Avg. Visit Duration [?]	% New Visits [?]	Bounce Rate [?]
		97 % of Total: 100.00% (97)	11.56 Site Avg: 11.56 (0.00%)	00:15:36 Site Avg: 00:15:36 (0.00%)	32.99% Site Avg: 32.99% (0.00%)	21.65% Site Avg: 21.65% (0.00%)
<input type="checkbox"/>	1. Chrome	49	15.94	00:26:57	18.37%	14.29%
<input type="checkbox"/>	2. Safari	36	8.47	00:04:52	36.11%	25.00%
<input type="checkbox"/>	3. Internet Explorer	7	3.14	00:01:58	71.43%	42.86%
<input type="checkbox"/>	4. Firefox	3	2.33	00:00:27	100.00%	33.33%
<input type="checkbox"/>	5. Android Browser	1	5.00	00:02:31	100.00%	0.00%
<input type="checkbox"/>	6. Safari (in-app)	1	1.00	00:00:00	100.00%	100.00%

Soft Launch considerations

Issues relating to lessons links to SOW's caused some complications with passing information from one PHP page to another. This then placed the site in a position of non functionality around the sites key area, however due to an implementation decision of only enabling users to progress to review full SOW's additional to adding SOW's and lessons the soft launch only enabled possible registrations.

Additional Metric information

It is intended that the continual recording of user analytic data will be extended to include Facebook and Twitter. Using these platforms information relating to site developments and updates can be relayed to all followers additional to reviewing the popularity of the site through these individuals. Twitter and Facebook will allow potential links to larger organizations that will support the promotion of the site to their users and followers. This will support the viral marketing of the site.

Facebook

Through using the Facebook insights module, information regarding the users that have "liked" the Teachers Companion pages can be collated. During further marketing drives that will be scheduled once the site has met the required standards to be released beyond the BETA stages data can be collated regarding the users that have commented and shared posts and other engagement activities.

Future Benchmark

It is intended that this system could be rolled out internationally, this will be a future development for the site, and further research would be required to grasp the structuring and enforced information deliverables.

Metrics to be measured and actions to be taken based on results.

Benchmarks that will be considered in measuring the success of the site will continue to use the areas selected in the soft launch analysis of the site. These being,

- Sources
- New Vs Returning
- Landing Pages
- Flow
- Technology
- Device
- Browser

The data captured for these reports will enable further understanding to the page usages and enable further development to enhance, promote and if required removal of pages and features of the site to enhance the user experience.

Continued development

Link exchange

Currently the Teachers Companion site is linking with Student Bridge as it is a site that would provide tutors to teachers companion with further information and resources to use within classes.

The development of this exchange is continuous and once the site is established the intention is to extend this to the major exam boards as a system for consideration by its centers and then allowing for endorsement.

Site Feedback

During the soft launch period the site has been continually updated and refined, from feedback provided by testers and public users through a report a problem pop out tab on each page, this has provided the basis for further non planned and identified features and page developments.

Promotion Plan for Marketing

Facebook

Facebook promotional drives will be created to coincide with those on the Twitter social media platforms. The planned dates to these initiative will be drawn up once the site is finalized and in a fully bug free state as poor site functionality will impact user experience.

Twitter

Using the twitter analytics program the site promotion can be further extended. The implementation of this feature will be in a phased approach to the marketing plan intended.

Guardian

During the research stages of this project it has been recognised that a number of the large newspapers have supplements and online sections for teachers like class resources and some articles about the sector, it was decided that this could be a potential area where some acknowledgement of the Teachers' Companion site could draw more visitors to the site. An email was sent to the "Guardian Teacher Network Team" to not only inform them of the system but to see if they could ask their readers for their thoughts on such a system and that I could use

this feedback to improve the project further. This email can be found in Appendix B.

Unfortunately to date there has been no formal response from the “Team” on this request.

Continued development

Revenue streams – I have discussed and reviewed the potential revenue streams for this project and have originally suggested that I will implement Goggle AdSense in to site as a primary source. Through the development of the site I have changed my views to the visual style and appearance and have found myself in the same juncture that the founder of Facebook Matt ZOCKERBURG found himself in when to decide to include adverts to the site, I would like to keep the Occam’s Razor principle of less is more and this also enables the user clarity to the flow of the site thus increasing the user experience and potential to enable return visits, however I still require a way of trying to create a source of income to the site. I have therefore decided that I wish to implement in to to blog are of the site a job search feature using the indeed job fonder widget in word press, of wish the user blog will reside.

The present status for the site at 01/08/2013 still finds the project with substantial areas of the system missing. I have decided that I will further break down the implementation of this development in to phases.

Phase 1 – Implementation of the login and sign up system using timed cookies and sessions to enable returning users the ability to bypass the login screens – PRE LAUNCH

Phase 2 – creation of qualification search screen with AJAX live search for quick prompting – PRE LAUNCH

Phase 3 – qualification information screen, this will enable users to view all units/sows added for that qualification strand. – PRE LAUNCH

Phase 4 – Add SOW to qualification, capturing user information as creator, - PRE LAUNCH

Phase 5 – AJAX implementation of SOW week/topic ordering and reordering. - PRE LAUNCH

Phase 6 – Report an issue form. – PRE LAUNCH

Phase 7 – Administrative become a developer feature. – POST LAUNCH

Phase 8 – Gameification badging for user contributions. – POST LAUNCH

Development of the site will be continual as the live launch will also have an option to report an issue button that is linked to a submission form. It is intended that users that are continued and loyal members be offered site admin statuses.

Site Implementation at final Presentation

The development of the site came to a brief interlude on the 2nd of October 2013 whilst the presentation of the site to tutors and new learners to the Masters program. The site still in a beta stage had approximately 95% operations working providing a reasonable level of functionality to demonstrate the key major functions of the site and outline the main functional elements of the site.

The element functionally operational at the time of presentation were,

- Registration and sign-in
- Search for scheme of work
- List sows associated to qualifications
- Creation of new scheme of work
- Create new lesson/topic
- Lesson/topic ordering
- Report a problem
- Blog section
- indeed job listings
- Newsletter system
- Twitter feed
- Google Apps for Business.

Known site function issue elements.

- Registrations system.
- Lesson/topic ordering

Development non operational

- Facebook login integration

Known Site Issues

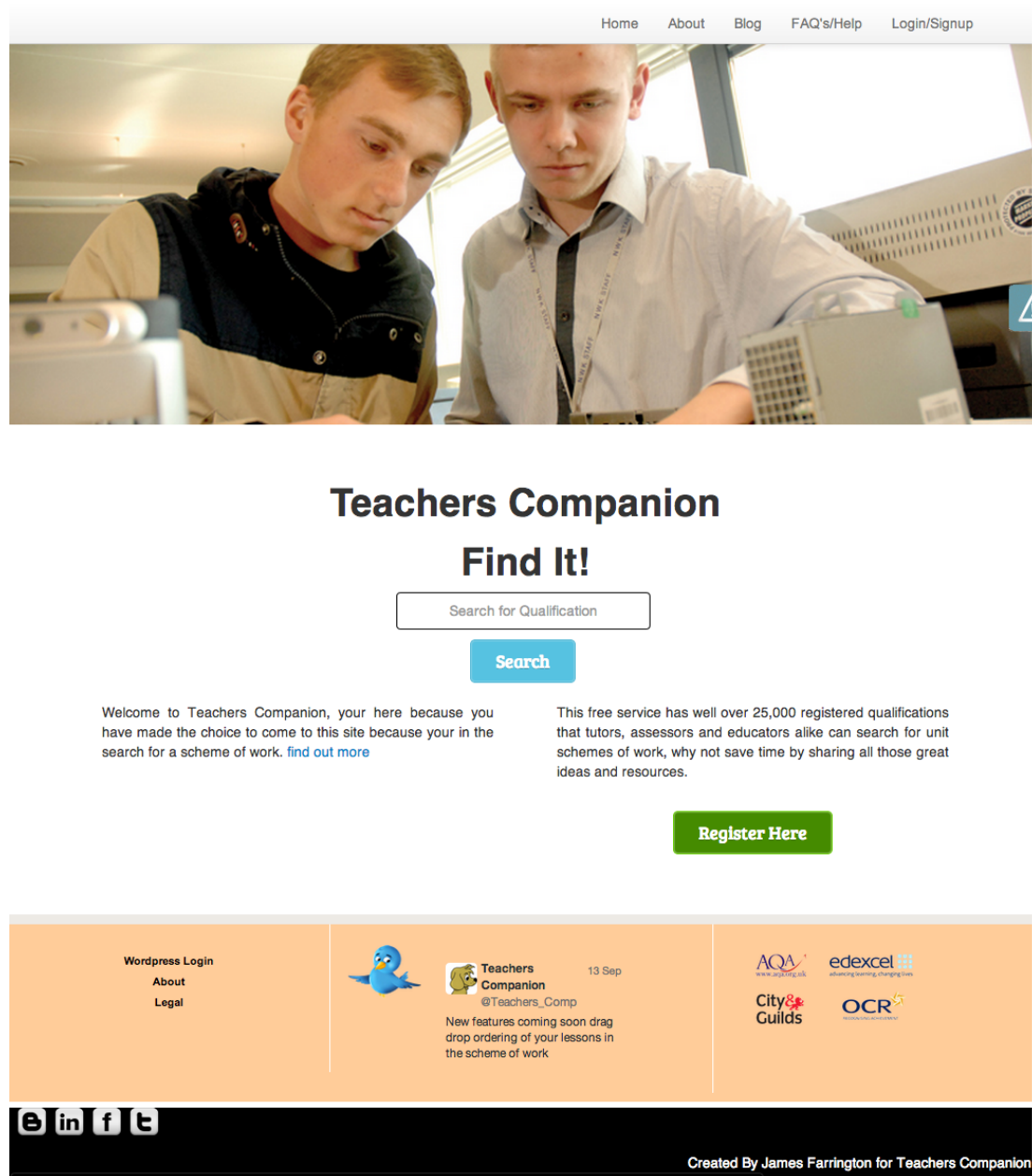
During the testing of the site, feedback from test users indicated that when registering on the site with Google mail users may experience issues in receiving their confirmation emails. Further research found that there is an issue relating to reverse lookups done by the Google mail server, the server would run a check on the location of the server by doing a reverse lookup on the ip address and if the address looks suspicious the email is either blocked or sent to junk, this has huge repercussions on returning users.

The site is currently run on a privately owned server of mine running on Linux. However in light of these issues and the size of the site and projected user usage there is a need for moving the site to another server, this will be done after the

submission of this thesis project. Currently I have purchased an additional server running on iis technology but this will not allow for an image dump of the site and its databases as the site has been developed using the apache Linux framework.

Page Layouts

Index



The screenshot shows the homepage of the Teachers Companion website. At the top, there is a navigation menu with links for Home, About, Blog, FAQ's/Help, and Login/Signup. Below the menu is a large image of two men looking at a laptop. The main heading is "Teachers Companion Find It!". Below this is a search bar with the placeholder text "Search for Qualification" and a blue "Search" button. Two columns of text provide a welcome message and a description of the service. A green "Register Here" button is positioned below the text. The footer contains a grid of links for "WordPress Login", "About", and "Legal"; a social media section for "Teachers Companion" on Twitter with a date of "13 Sep" and a tweet about new features; and logos for "AQA", "edexcel", "City & Guilds", and "OCR". A row of social media icons (Email, LinkedIn, Facebook, Twitter) is at the bottom left, and the text "Created By James Farrington for Teachers Companion" is at the bottom right.

Home About Blog FAQ's/Help Login/Signup

Teachers Companion

Find It!


Search





Welcome to Teachers Companion, your here because you have made the choice to come to this site because your in the search for a scheme of work. [find out more](#)





This free service has well over 25,000 registered qualifications that tutors, assessors and educators alike can search for unit schemes of work, why not save time by sharing all those great ideas and resources.

Register Here

WordPress Login
About
Legal

 **Teachers Companion** @Teachers_Comp 13 Sep
New features coming soon drag drop ordering of your lessons in the scheme of work

Created By James Farrington for Teachers Companion

Visual Design

The approach to the layout of this page was the intention of the drawing the user in to the central area and on to the search button, the colour selection chosen for the search CTA was designed to keep in the style of the main buttons found on the site. The green CTA for registrations was intended to enable a quick look identifiable point of interest to users not registered.

Teachers Companion



Welcome to Teachers Companion a free service for teachers and tutors alike. The thought of finding resources and creating schemes of work is one that is dogged with repetition and inconsistency across the nation. With well over 25,000 educational establishments offering over 26,000 qualifications with hundreds of unit combinations tutors need to be able to access the information and resources that is accurate. Through collaborative sharing through this site it is intended that you can have at a click a scheme of work that is workable. You can create, review and edit schemes of work (SOW's) saving you time and resources allowing you to refine those resources already available to enable you to achieve that grade 1 lesson.

[Wordpress Login](#)
[About](#)
[Legal](#)



 **Teachers Companion**
@Teachers_Comp

13 Sep

New features coming soon drag drop ordering of your lessons in the scheme of work

 **AQA**
www.aqa.org.uk

 **edexcel**
advancing learning changing lives

 **City Guilds**

 **OCR**
www.ocr.org.uk



Visual Design

The visual designs on this page is intended to provide the basis of the site intentions and as a platform to introduce the site mascot Glenn. The theme of simplicity resonates through in to this page providing a clean visual hierarchy.

Blog

Home About Blog FAQ's/Help Login/Signup

Teachers Companion Blog

Where teachers can share

JOB'S COFFEE CORNER LINKS TO RESOURCES GOOD TEACHING PRACTICES **ABOUT THIS BLOG**

About this blog



This blog is for use by all not just those in education, please share your thoughts, advice and experiences along with recommendations because through sharing of information can always help halve the load.





It's always hard to start any scheme of work, but having a starting point always helps, and, if there are hundreds of people teaching the same unit, qualification and subject why not work together!!!





RECENT POSTS

71

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New features coming soon drag drop ordering of your lessons in the scheme of work

Created By James Farrington for Teachers Companion

Visual Design

During the layout and integration of the blog element/facility on the site it was decided that the page whilst including the key header and footer elements would adopt a slight difference in its content sections visuals. The placement of the content would be within a white block on a grey outer background. This design strategy was realized during the integration of the menu and footer elements, the blog area is only reviewing discussing and sharing of experiences and not the main feature of the site, so it was decided to keep the styles different.

Blog - Coffee Corner

Teachers Companion Blog

Where teachers can share

[JOBS](#) [COFFEE CORNER](#) [LINKS TO RESOURCES](#) [GOOD TEACHING PRACTICES](#) [ABOUT THIS BLOG](#)

Please remember this is an open blog and NO learners from any institution should be named or referred too. Any posts of this nature will be reported to the appropriate bodies and institutions and may result in your account being investigated and possibly deleted.

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August 2, 2013

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Blog – Site FAQ's

Teachers Companion Blog

Where teachers can share

[JOBS](#) [COFFEE CORNER](#) [LINKS TO RESOURCES](#) [GOOD TEACHING PRACTICES](#) [ABOUT THIS BLOG](#)

FAQ's/Help

Welcome to the FAQ and Help page here you will be able to find answers to most asked questions and enquiries.

[Wordpress Login](#)
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Teachers Companion
@Teachers_Comp

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Blog – Site FAQ’s Good Teaching Practice

Home About Blog FAQ's/Help Login/Signup

Teachers Companion Blog

Where teachers can share

JOB'S COFFEE CORNER LINKS TO RESOURCES **GOOD TEACHING PRACTICES** ABOUT THIS BLOG

Good Teaching Practices

RECENT POSTS

71

Leave a Reply

Your email address will not be published. Required fields are marked *

Name *

Email *

Website

Comment

You may use these HTML tags and attributes:
 <abbr title=""> <acronym title=""> <blockquote cite=""> <cite> <code> <del datetime=""> <i> <q cite=""> <strike>

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13 Sep
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[e](#) [in](#) [f](#) [t](#)

Created By James Farrington for Teachers Companion

Blog – Jobs

Home About Blog FAQ's/Help Login/Signup

Teachers Companion Blog

Where teachers can share

JOB COFFEE CORNER LINKS TO RESOURCES GOOD TEACHING PRACTICES ABOUT THIS BLOG

Jobs

This area is for searching for work and job, we have not restricted this to education only please feel free to search for any sector area.

jobs by [indeed](#)



What **Where**





Job title, keywords or company name City, state or zip (optional)


[Post A Job](#)

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Visual Design

This design layout of this page in the site was very much restrictive through the integration of the indeed job API, the adapted Wordpress theme has enabled a near perfect match to the site designs.

Blog – Links to Resources

Teachers Companion Blog

Where teachers can share

JOB'S COFFEE CORNER **LINKS TO RESOURCES** GOOD TEACHING PRACTICES ABOUT THIS BLOG

Links To Resources

RECENT POSTS

71

One thought on "Links To Resources"

James Farrington
September 29, 2013 at 9:23 pm

So when looking in to a students future we all find our selves looking to find destinations and careers that a student could take and what qualifications to take. Teachers Companion supports the <http://www.studentbridge.co.uk> as site that offers the world of opportunity

Reply ↓

Leave a Reply

Your email address will not be published. Required fields are marked *

Name *

Email *

Website

Comment

You may use these HTML tags and attributes:

` <abbr title=""> <acronym title=""> <blockquote cite=""> </blockquote> <code> <del datetime=""> <i> <q cite=""> <strike>`

WordPress Login
About
Legal



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Login

Home About Blog FAQ's/Help Login/Signup


Login

Fill out the form below to login.


[Login](#)





[Register](#)

[Forgotten Password?](#)



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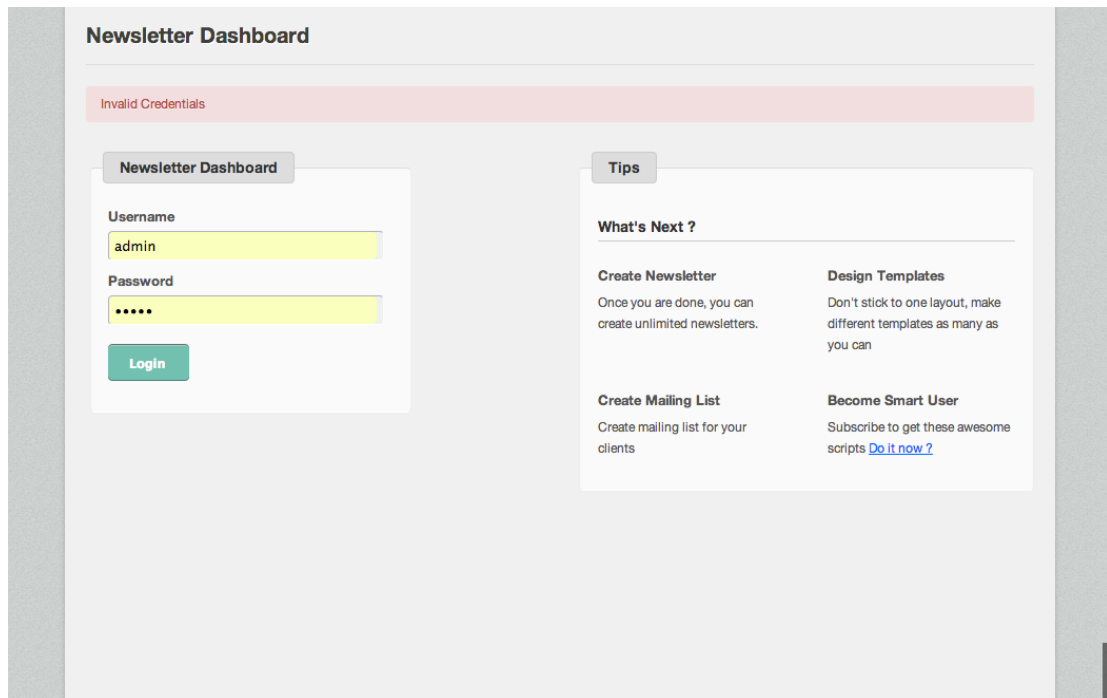
[e](#) [in](#) [f](#) [t](#)

Created By James Farrington for Teachers Companion

Visual Design

The design layout of this page was intended to remain simplified and logical for visitors.

Newsletter



Visual Design

The visual style of this element of the site is yet to be implemented, this is a manipulated system that has been included within the teachers companion system. The pages will again use the header footer combinations as is consistent on the site pages.

User Profile

[Home](#) [About](#) [Blog](#) [FAQ's/Help](#) [Profile](#) [Logout](#)

User Profile



James You have created 88 schemes of work



[Newsletter](#)

[Mail](#)

[Wordpress Admin Login](#)

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**Teachers
Companion**
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13 Sep

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the scheme of work

AQA
www.aqa.org.uk

edexcel
advancing learning, changing lives

**City
Guilds**

OCR
www.ocr.org.uk



Created By James Farrington for Teachers Companion

Visual Design

The user profile page is intended to integrate the gamification icons for members. The placement of the badges on the site has been intentional to continue the drive for a feel good scene of reward.

Registration

Home About Blog FAQ's/Help Login/Signup

Registration

Username:

Email Address:

Create Password:

Confirm Password:


Gender:





Country:





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[Create Account](#)

WordPress Login
About
Legal

 **Teachers Companion** 13 Sep
@Teachers_Comp
New features coming soon drag drop ordering of your lessons in the scheme of work

Created By James Farrington for Teachers Companion

Visual Design

The registration page continues on the layout and presentation of the user login element. The page has been optimized for mobile user registrations.

Login Success

Home About Blog FAQ's/Help Profile Logout

Successful Login

Details


Please select an option below.





james





Gender: Male
Country: United Kingdom
Join Date: Jul 19, 2013
Last Session: Oct 07, 2013

[Search](#)

Wordpress Login
About
Legal

 **Teachers Companion** 13 Sep
@Teachers_Comp
New features coming soon drag drop ordering of your lessons in the scheme of work

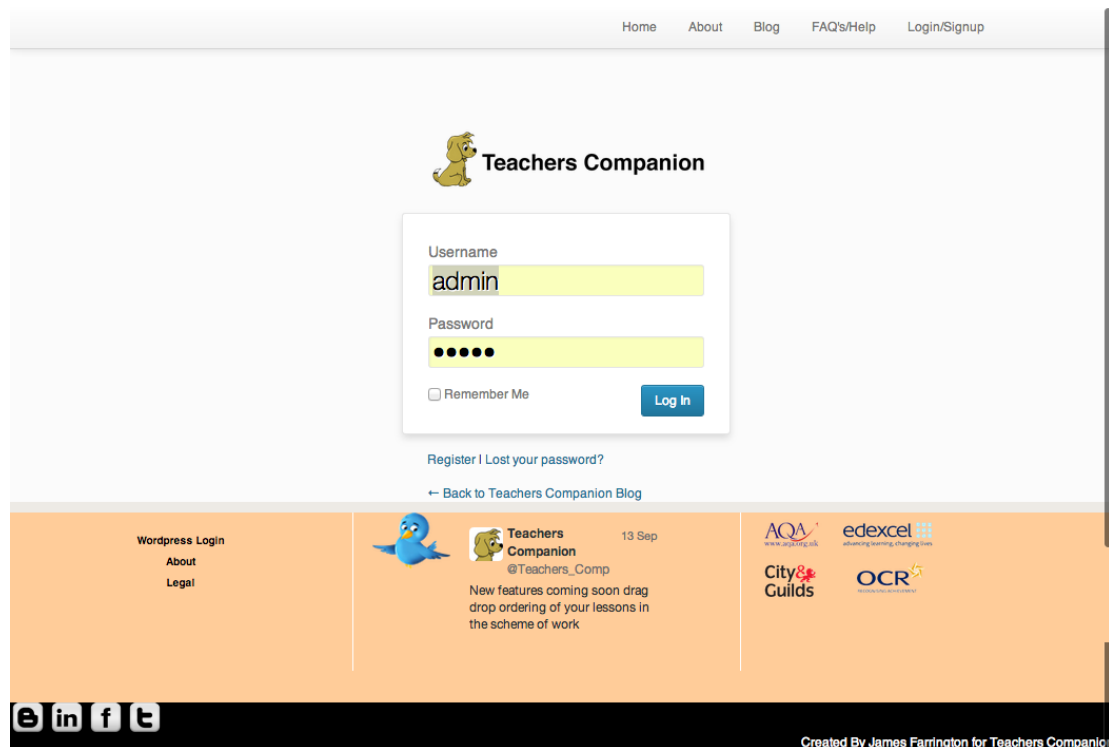
Created By James Farrington for Teachers Companion

Visual Design

The login success screen further continues the layout of the login and registrations pages enabling the user to have the ability the understanding of what position of the process that they are in.

The font size selection enables the user to see that they are logged in with a particular user account.

Wordpress Login



Visual Design

The Wordpress login screen has been adapted to keep a consistent design structure to the login elements with the replacement of the standard Wordpress logo and customization of the login form.

Teachers Companion Qualification Specifics and Unit SOW's

Programme	QAN
1st4sport Entry Level Award in Preparation for Event Volunteering (Entry 3) (QCF)	500/5885/X
Level	Sector Area
0	08 - Leisure, Travel and Tourism
Type Description	
QCF	
Date Effective	Expiry Date
01/04/2009	0000-00-00

1 Results

- Add SOW
- Update Personal Details
- Members Area
- Become an Administrator
- Search

SOW ID	Unit Name	Date Created	Created by User
6	Tester 102	16/08/13 : 16:04:00	james
7	Tester 102	16/08/13 : 16:04:26	james

Wordpress Login
About
Legal



Teachers Companion
@Teachers_Comp

13 Sep

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City Guilds



Visual Style

The layout within this page uses the zebra table styling to enable the clear separation of key data. The page due to it pulling in information from a database has been separated using large cell title heights and heading values in css.

Program Result

Home About Blog FAQ's/Help Profile Logout

Teachers Companion Found It?

Programme

Cii Level 4 Certificate in Insurance (QCF)	
City & Guilds Level 3 Extended Diploma in Travel and Tourism (QCF)	
1st4sport Entry Level Award in Preparation for Event Volunteering (Entry 3) (QCF)	
1st4sport Functional Skills Qualification in English at Level 1	
1st4sport Functional Skills Qualification in Mathematics at Level 1	
1st4sport Level 1 Award In Coaching Angling (QCF)	
1st4sport Level 1 Award In Coaching Archery (QCF)	
1st4sport Level 1 Award In Coaching Basketball (QCF)	
1st4sport Level 1 Award In Coaching Hockey (QCF)	
1st4sport Level 1 Award In Coaching Indoor Rowing (QCF)	
1st4sport Level 1 Award In Coaching Lacrosse (QCF)	
1st4sport Level 1 Award In Coaching Strength and Conditioning for Sport (QCF)	
1st4sport Level 1 Award In Coaching Table Tennis (QCF)	
1st4sport Level 1 Award In Coaching Triathlon (QCF)	
1st4sport Level 1 Award In Coaching Volleyball (QCF)	

26841 Results

previous 1 2 3 4 5 ... 1790 next

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@Teachers_Comp
New features coming soon drag drop ordering of your lessons in the scheme of work

AQA edexcel
City & Guilds OCR

Created By James Farrington for Teachers Companion

Visual Style

The design strategy around this page was to create a simple list that was intuitive to the user to click on the arrow to gain entry to the program to see the schemes of work that area within it. The use of the zebra styles was used to create organization and separation between elements on the page.

Unit Scheme of work

Teachers Companion

Topic Order	Topic Content	Assesment	Resources	Functional Skills	1 Being Healthy	2 Staying Safe	3 Enjoying and Achieving	4 Positive Contribution	5 Economic well being
1	some more testing some more testing some more testing some more testing some more testing	some more testing some more testing some more testing some more testing some more testing	some more testing some more testing some more testing some more testing some more testing	some more testing some more testing some more testing some more testing some more testing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	as does this	as does this	as does this	as does this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	qwertyuiop	qwertyuio	qwertyuio	wertyui	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	and so is this	and so is this	and so is this	and so is this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	qwerty	qwerty	qwerty	none	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Change Topic Order

Add a New Lesson

Print This Scheme of Work

Wordpress Login
About
Legal



Teachers Companion 13 Sep
@Teachers_Comp
New features coming soon drag drop ordering of your lessons in the scheme of work



Visual Style

The layout of this page is uses the intended shortening of the every child matters criteria elements by using css3 to rotate the element's in to horizontal directions enabling the check boxes to be kept tight together and not waste space.

Scheme of work drag and drop

[Home](#) [About](#) [Blog](#) [FAQ's/Help](#) [Profile](#) [Logout](#)


Change Lesson Order

In order to change week/topic orders you simply need to click and hold, then drag the selection to the position to which you wish it to appear.

1	some more testing some more testing some more testing some more testing some more testing some more testing some more testing some more testing some more testing some more testing	some more testing some more testing some more testing some more testing some more testing some more testing some more testing some more testing some more testing some more testing some more testing	some more testing some more testing some more testing some more testing some more testing some more testing some more testing some more testing some more testing some more testing some more testing	✓	✓	✓	✓	✓
2	as does this	as does this	as does this	□	□	□	□	□
3	qwertyulop	qwertyulo	qwertyulo	□	□	□	□	□
4	and so is this	and so is this	and so is this	□	□	□	□	□
5	qwerty	qwerty	qwerty	□	□	□	□	□





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Teachers Companion
@Teachers_Comp
New features coming soon drag drop ordering of your lessons in the scheme of work

13 Sep

Created By James Farrington for Teachers Companion

Visual Style

The design around this page is still in development, the layout was forced by the implementation of the php for this page. The rows of the SOW's are output using table rows and when certain styling was attached to it the second part of the php ordering system would break. The future development for this page will included zebra colouring to provide clear divisions between weeks and topics and with drop shadows within each of the frames.

Teachers Companion


The page you requested
is no longer here

[error 404]



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 **Teachers Companion** 13 Sep
@Teachers_Comp

New features coming soon drag
drop ordering of your lessons in
the scheme of work



Visual Style

The design approach for this page was intended to be fun, the creation of a carton with Glenn as a missing child took inspiration from American milk cartons.

Search Engine Optimization

In order to improve the site visitor rates search engine optimization has been considered and using the key word search tool within Google the following key words and terms have been used on and in the site.

Through using the Google adwords/keywords it is clear that the terms “schemes of work”, “SOWS” and “Share SOWS” are average search figures of around 2,500 monthly searches, which as mentioned previously in this report should take in to consideration the seasonal type of these searches in education. The projected competition stated by the Google tool suggests that competition on the use of this keyword and term is low, providing further exposure to the site, thus there inclusions in the keywords and content of the site.

Wordpress

Due to the site including wordpress as a section the site has the further added ability to include some of the app/widgets found within Wordpress to assist in the improvement of the SEO for the site. Widgets that have been added have been,

WooCommerce - All in One SEO Pack, This plugin enables keywords and tag to be part of the SEO measures to provide additional support in improving page rank.

Simple Google Sitemap, This plugin will generate a sitemaps.org compatible sitemap of the WordPress blog which is supported by Ask.com, Google, MSN Search and YAHOO.

Original Post Ranking Widget, enables viewing of the post ranking in the form of a widget. It displays thumbnails and category's, and also customizes the tag.

Future Planned Developments

The development of this site has provided substantial insights to the varied and diverse qualification offers throughout all the sectors within education. Through the development of the series of elements on the site there have been a number of educators whom have extended their interests in the site and its creation. An area that has continued to confirm the development goal of this project is the amount of support that has been given from these educators. A further element of clarification of the aims and objectives of the entire project has been near non-existent suggestions of improvements to the key concept.

However personal goals and visions have continued to develop though the sites creation. The aim to make this site the single most used/referred to resources for schemes of work remains the focus, how this is achieved will require at least the following developments, improvements and adaptations.

The use of the site on a mobile platform is an area that the site lacks direction and stumbles, the amount of potential information that is displayed to the user or member can be a potential bounce rate factor that impacts of user experience. The site due to its heavy use of databases and tables could benefit from a platform specific app. The availability of mobile application development tools the site could provide a further link to an additional app that works in conjunction with the site.

The site in its self will remain the key target landing site as information relating to the scheme of work in most cases is a holistic approach, reviewing each lesson and topic in a top down living adaptive structure.

The development of the app for IOS devices is very much in it infancy, discussions are in place with colleagues within my educational background. The intended finalization of designs and structure for linking the app to the site will be set to a year from submission of this project for assessment.

Design improvements that will be considered have been taken from the number of critiques of the site over this project. The final presentation has enabled the gathering of new fresh ideas and eyes over the site in its beta appearance. The site design has been neglected over the pervious months of development due to the large amount of server side features that required creation, testing and integration to the current site pages. The initial feedback taken from the final critique has identified that there is a further requirement for improving the visuals of the site. It was agreed that the site should kept the minimalistic approach but with the inclusion of further information to the sites purpose and with the reduction in size of the opening banner of the site.

An additional issue that was raised and indicated was the area of spelling and grammar within the site its self, this will not promote the site in an educational setting if obvious grammatical and spelling errors are there for all to see. The solution and update of this will require a proofing/ reader, this is due in part to my dyslexia the requirement for an external facility.

During the development of the site a month of development time was spent researching trailing and testing the Facebook login API that gathered and collected Facebook user data and stored this on the site database and posted a Facebook wall message to the user, stating that they had signed up to Teachers' Companion and had joined the movement. This development time resulted in a number of failed attempts pulling in the user information and storing it on the site, additional to the wall posts. The decision was taken to not peruse this feature at this development stage as the standard signup, registration and login pages had already been created and further development time would be required to create the interactive main features of the site. Now that the development stages have and are reaching a point where the intended site key functionality has being realized the integration of the Facebook login API will be

reconsidered. The development date projected for this feature would be December 2013, for public release January 2014.

Conclusion of the Project

The development of this thesis project has provided a number of tests, challenges and changes in my understanding of the development of a large project. The thought process of the project idea that has been realized began during the presentation of completing students from academic year 2010-2011, the presentations provided me with the seeds of thought to the final project that I'd be working on. The project would not be required for development in my first year as the course was being taken as a part time attendance and allowed the creative juices to flow for a year before the work began.

Initial thoughts on the project ideas were to take a site that I had previously created and enhance it. The site was to enable college learners to access a user area where they can upload their own webpages, this user area would also include a database. Learners would upon uploading a functional index page with file extensions of .html, .php or .htm would have a thumbnail of the page displayed on the main site area so that they could showcase their work. This idea took priority during the first year of study on the MA program however I felt that this would not be as straight forward as originally intended as this would require access to the EHCP system that is run on the web server used. I came to a decision that I would not use this as my thesis project, however I would develop this project alongside the masters program for my learners. The site *mystudentsite* was developed. Based on this decision I found that I kept returning to a constant issue experienced by all lecturers, teachers and educators alike, lack of collaborative schemes of work. This project idea gathered further pace during the summer of 2012 as around this time I was creating and researching for shows relating to a new program that I was running in the college I work at. On return to another academic year I discussed with my colleagues about this university project and program and feedback was positive.

The return to the university program presented another opportunity for to review another completing years projects and how these were tackled, however in this case the understanding of the initial processes and stages became more clearer and the relationship between the classes and modules taken to the final thesis project.

Some inspiration was taken from the project created by Jim Dickens in how his site had snapping points in his responsive, mobile first approach and this was decided early in the project that this would be an area that would be featuring in the site that I would be developing in this project. Other projects in the presentations offered ideas to playful elements that gave users an enjoyable user experience.

The beginning lectures linked to the thesis project further provided insights to the user experiences and these were provided by visiting guest speakers from within industry. These lectures not only provided additional scope to business

ways and approaches to design but to the how design approaches have changed over the previous years. Through these valuable insights I was able to appreciate the initial planning stages and how important that these are in the creation of a successful project.

The following lectures provided a good platform to the clarification of the project and in doing the elevator pitches enabled the clarification of the actual projects. These crits not only acted as useful milestone points of important documentation relating to this project but also as opportunities to gather new and potentially project changing opinions from the cohort. Each project presented provided additional brevity and scope for this thesis project enabling additional elements to the system to be developed.

The projects from Jonathan Reed provided continued interest as his site was closely linked to education and could in itself provide a useful partnership that could give opportunities for link exchanges and traffic too and from each others site.

Information that was taken from each of the crits shaped the project in to the system that is currently is and molds the path to what it could be.

The elements that were taken from these crits that appeared in the system were, the integration of jobs in the site, through the indeed plugin this provides a source of revenue on a referral basis. Suggestion taken from Tom

The playing down of the Glenn character in the site, not to have him as a logo but as a mascot. Suggestion from Cole.

Changing the site typography to one of a more simplistic style, and non web font, a move towards Helvetica. Suggestion from Prisca.

These suggestions and ideas have been gratefully accepted, trialed and implemented and I would like to use this report as a platform to thank you all, not only have these suggestions improved the site but have provided a continued passion to make this project continue beyond the masters program. My ultimate goal is to continue developing this system and with my passion for this site make it a viable product that can be used as a self-supporting business.

To review not only this thesis project but the modules within the masters program I would say that it has been a journey that has given such broad and detailed insight to the world wide web, the content within it and the mechanisms, tools that are available to make any project have the opportunity to succeed. My understandings have changed time and time again during this course and I am a better web developer for it. Through understanding and researching elements like agile design approach's to a projects, grid systems and frameworks the processes in which I approach any project have changed.

To close this thesis project I would like to thank David, Prisca, Cole and Tom for their support and teaching over the past two years, and equally as important my fellow classmates for their advice, guidance and support over this program.

Appendix A.

Search engine research on potential competitors online searches for online SOW and Resources.

Long tail searches “online scheme of work and resource repository”

Results: 23,900,000

Top 10 Results.

1. [OCR Repository](#)

www.ocr.org.uk/ocr-for/teachers/ocr-repository/

The OCR *Repository* allows centres to upload candidate *work* and assessors to ... 2012, our Professional Development Programme for teachers switched *online*.

2. [Lloyd's Wordings Repository - Tools & Resources - Lloyd's](#)

www.lloyds.com/the.../tools...resources/.../lloyds-wordings-repository

To help you achieve contract certainty, the Lloyd's Wordings *Repository* enables you to view vetted policy wordings and clauses regularly used within the ...

3. [The Holocaust Centre » Resource Packs](#)

holocaustcentre.net/?page_id=344

History Speaks *Online Resource* provides the first *online* web access to ... It is also a platform or *repository* for teachers to share ideas about approaches, *resources* and ... *resource* contains 19 short films, a teacher's guide with *scheme of work*, ...

4. [FAQs - DigiRepWiki](#)

www.ukoln.ac.uk/repositories/digirep/index/FAQs

This is a list of frequently asked questions on digital *repositories* and related issues. A variety of mappings and crosswalk documents are available *online*. ... of identifier *scheme* for different things: metadata records, *resource* or 'work', ...

5. [Cheap Repository Tracts - Wikipedia, the free encyclopedia](#)

en.wikipedia.org/wiki/Cheap_Repository_Tracts

The Cheap *Repository Tracts* was a series of around 120 political and religious ... 1 Background; 2 Publication; 3 Authorship; 4 The end of the *scheme* and Marshall's continuation; 5 Notes; 6 *Resources* ... More, drew up her *scheme* for publishing such *works* in the West Country during ... Encyclopædia Britannica *Online*.

6. [CAS Online | News Articles](#)

community.computingschool.org.uk/news_items

CAS *Online* has recently been updated with new features: a list of *Resources* may be anything, including lesson plans, *schemes of work*, a list of URLs, ... One of the big problems in *resource repositories* is to find what you are looking for.

7. [default](#)

www.oclc.org/research/activities/oairesolver.html

Extensible *Repository Resource* Locators (ERRoLs) for OAI Identifiers ... This *works* fine for *repositories* that use the *oai-identifier scheme* to identify items in its ...

8. [**SPARC Institutional Repository Checklist & Resource Guide**](#)

www.arl.org/sparc/bm~doc/IR_Guide_&_Checklist_v1.pdf

File Format: PDF/Adobe Acrobat - [Quick View](#)
Page 4 of 51. *Resources & Further Reading: Institutional Repository Content Issues, Gray Literature,*
to *work* well for many participants in the system, both authors and administrators.4 SPARC has
created a SPARC-IR discussion list, an *online* forum where participants can ask questions,

classification scheme; ...

9. [**Version Control with Subversion**](#)

svnbook.red-bean.com/en/1.6/svn-book.html

Examining local changes; Comparing *working* copy to *repository*; Comparing *repository* revisions

The locking feature fulfills the need to version and protect such *resources*. The *online* home of this
book's development and most of the

Also, users of the *file:// scheme* on Windows platforms will
need to use an ...

10. [**Publications Repository - Publications and resources - Mental ...**](#)

www.nes.scot.nhs.uk/...resources/publications-repository.aspx

An interactive *online* educational *resource* aimed at those *working* in the emergency department to
recognise and provide appropriate care to meet the needs of ...

APPENDIX B

Ofqual Letter

Dear sir/madam

I am writing to you regarding information contained within your database. I am currently undertaking a Masters Degree programme at the university of Greenwich, as part of this course i am required to undertake a substantial project of which i am linking to education. I am in the process of creating an interactive website that will enable teachers tutors and all educators to create Schemes of work for all programs and qualifications that area available across the UK.

I have accessed your downloadable database to obtain the list of programs that have been registered, however i am require the information to the units that are contained within each qualification. i appreciate that this is a substantial amount of information and am enquiring to how i may if possible obtain this information.

I thank you for your time in reading this message and look forward to your response.

Kind regards

James Farrington

Student at University of Greenwich.

Below the response to my enquiry.

Dear James,

Thank you for your email.

Unfortunately there is not a way of downloading information on individual units. If you are looking for information on specific qualifications, it may be beneficial to contact the relevant awarding organisations as they provided the information on units to us.

Sorry I am unable to assist you with your query.

Kind regards,

Amelia
Helpdesk Coordinator, Ofqual

Hopkins

• Direct: 0300 303 3346 • Office: 0300 303 3344
• 1410 Spring Place, Herald Avenue, Coventry Business Park • Coventry • West Midlands • CV5 6UB

Guardian Letter

Dear Geoff

I am writing to you regarding a project that i am currently working on. The site Teachers Companion is my current University masters program project, the site is in response to a common problem that i face as a lecturer in the IT sector. As teachers, we all, as i am in no doubt you are aware of are continually trying to create the best resources to enable the best delivery of knowledge and understanding to those who we educate. This involves lots of planning and resourcing of files and activities to facilitate this goal. We are all required to provide a schedule/scheme of works for the duration of the unit within a program. We constantly review trusted sites and sources to populate weekly learning objectives that could be being taught nationally. So my project pitch was to enable through collaborative sharing and links to allow tutors/assessors/teachers/lectures to use a single source that would then enable the academics to develop and further improve resources to create a master guide that would enable the delivery of grade 1 lessons and resources.

The site presently is in a beta version and as mentioned before this is a current university project however i would very much appreciate if i could capture yours and your subscribers thoughts on this project and any suggestions and potential collaboration to help my goal of supporting all and every educator.

Site Address: <http://www.TeachersCompanion.co.uk>

Thank you for your attention,

James Farrington

Student University of Greenwich studying on the Ma Web Design and Content Management