



SCYCOM user community DX.4

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Executive summary

SCYCOM is a web-based international community of SCY users. Within SCYCOM members of the community can use, adapt, and develop learning materials suited for SCY. The development of SCYCOM is an iterative process.

Development of SCYCOM started by building the online platform, in a number of steps. Simultaneously with the technical development we have put some effort in preparing the social aspects of a budding community. The plans described in deliverable X.3 resulted in a test version of SCYCOM, which was launched in March 2010.

After initial activity, participation in the community faltered. Therefore, we decided to do a preliminary evaluation. After analysis, we concluded that participation in this version of SCYCOM had faltered due to a small number of issues. The main issue was navigation within SCYCOM. Considering that this version of SCYCOM was a test version, we decided to do another round of extensive development.

Based on the initial requirements and on the experience gained using the test version SCYCOM was revised, resulting in the current first full version. This version is ready to function as a platform for teachers and developers that use SCY. The relaunch of SCYCOM is planned to go simultaneously with the new version of SCY-Lab in March 2011. After the launch we will use the approach mentioned in deliverable X.3 to get the community going: members of SCYCOM will work together on projects.

Our aim is that at the end of the project period SCYCOM is the platform on which teachers can familiarize themselves with SCY and its users and developers. Next to that, we aim for SCYCOM to be used by a group of members to cooperate on SCY related projects. We aim for SCYCOM to start making the shift towards a community of practice during the final project year. At the end of that year, SCYCOM should be ready for a larger group of users.

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1 Introduction

SCYCOM is a web-based international community of SCY users. Within SCYCOM members of the community can use, adapt, and develop learning materials suited for SCY. They can do this individually, but they can also cooperate nationally and internationally.

This deliverable is a report of the experiences with SCYCOM in 2010 and the plans for further development in the final project year of SCY and beyond.

2 SCYCOM principles and development

The development of SCYCOM is an iterative process based upon experiences with existing user communities. Initiating a successful content community is a very delicate process. Many would-be educational communities found on the World Wide Web are nothing more than databases of resources. There is no active cooperation and discussion. From the start of SCYCOM development, we have aimed to counter this risk by emphasizing the possible motivation of members. Based on this user motivation, two types of communities may be distinguished. We formulate our ambitions in relation to these community types.

2.1 Motivation

It is of the utmost importance to mobilise active members of the community. The most important success factor is motivation. People become members of a community for a reason. This reason must be acknowledged, rewarded and facilitated. If a community wants to activate members it must take their motivation to be a member into account, as well as the ways of rewarding members.

The motivations to become part of a community are very diverse. They can be intrinsic: I want to become a better professional, I want to do something for society, it makes me feel good; or they can be extrinsic: it enhances my reputation (e.g., because I am the most active community member; my contributions get the highest marks, etc.). An open community must take all motivations into account.

2.2 Community of purpose vs. community of practice

"A community of purpose is a community of people who are going through the same process or are trying to achieve a similar objective. Such communities serve a functional purpose, smoothing the path of the member for a limited period surrounding a given activity.

A community of practice is a group of people who share an interest, a craft, and/or a profession. The group can evolve naturally because of the members' common interest in a particular domain or area, or it can be created specifically with the goal of gaining knowledge related to their field. It is through the process of sharing information and experiences with the group that the members learn from each other, and have an opportunity to develop themselves personally and professionally." (source: Wikipedia)

In the development process of SCYCOM, we have to start as a community of purpose. The first members (see below) are connected to the project and will strive together to a common goal within SCYCOM, e.g., help develop one of the missions. Within the scope of the SCY project, we aim to make SCYCOM an active community of purpose, based around a number of common purposes.

As a community of purpose usually has a limited time of use, a shift to a community of practice is eventually needed. We aim for SCYCOM to start making this shift during the final project year. A full transition to a community of practice is not within the scope of the project, but would be the desired end goal of SCYCOM.

A way to facilitate this transition is to start the community with so called ambassadors. The ambassadors are teachers who play an active role in the SCY project by testing materials and giving feedback. The ambassadors, together with the support from the SCY partners, will provide SCYCOM with the necessary basis for a community of practice in which teachers are able to find like minded teachers and upload and download materials connected to SCY.

2.3 First plan

In deliverable X.3 the first plans for SCYCOM were laid down. In summary two related functions of SCYCOM were described:

1. The first function of SCYCOM is to provide a platform on which teachers can use, adapt, develop and communicate about learning materials suited for SCY. This way, SCYCOM will provide a database of learning materials that are not (strictly) embedded in a mission. The database is a collection of assignments and tools, which teachers and SCY team members can download, adapt, use and upload anyway they wish.
2. The second function of SCYCOM is to provide a platform through which teachers can use whole missions or parts of it. Here teachers have access to missions and can test them and comment on them. But they can also test and comment on authoring and take part in evaluation.

Next to the functions, members and activity in the first year were also described. According to deliverable X.3, we would first focus on a small group of active teachers already involved in the SCY project and SCY team members. In the first year the community was planned to remain small, grow slowly and stay active because we kept the active members connected to the project.

In the first year members of SCYCOM were meant to work together on projects in teams of teachers and SCY team members. These teams would be asked to comment on, test, translate or adapt (parts of) materials (and tools) developed within SCY missions. In the first year we planned to initiate 4 projects:

1. For WP II: testing of tools
2. For WP VIII: supporting mission 2
3. For WP VIII: supporting mission 3
4. For WP VIII: supporting mission 4

Finally we described the actions we were going to take, regarding the technical aspects and the composition and activities of the starting community.

The plans described in deliverable X.3 resulted in a test version of SCYCOM, which was launched in March 2010. Experiences with this test version resulted in a number of large modifications in the community. In the next chapters we will elaborate on the development of the test version, experiences with this first platform and the subsequent steps that will lead to the final version of SCYCOM at the end of the project period.

2.4 Project group

The development of SCYCOM was a joint effort of a project group consisting of representatives of most SCY partners (UT, UIO, UJF, UDE, PRAK and ST). These representatives met several times online and with their input SCYCOM was developed. In a later stadium UCY en UTE were involved to initiate projects for mission 2 and 3.

3 Development

Development of SCYCOM started by building the online platform, in a number of steps. The following functionalities were our starting point. Members of the community should be able to:

- upload and download content
- comment on content
- communicate by chat and e-mail
- search the content with an appropriate search tool
- have accounts (logging in / profile)
- practice with tools, services and other functionalities of SCY

3.1 Liferay

Based on an analysis we decided to develop SCYCOM in Liferay. Liferay is an enterprise portal provided by the company Liferay, Inc. as an Open Source community edition. A wiki solution was discussed as well, but a wiki doesn't provide the functionalities mentioned above. UDE had positive experiences with Liferay and almost all planned functionalities were estimated possible – it was decided that editing materials and working in SCY-Lab would take place outside the SCYCOM environment.

3.2 First requirements

The next step was formulating the first functional requirements. A test version of SCYCOM was built based upon these:

3.2.1 users, items, environments

SCYCOM is a platform that facilitates a community of developers and users around SCY, where members can

- communicate about
- upload
- download

SCY educational materials and other items.

Non-members can see the activities, but not join in.

It will not be possible to collaborate on items within SCYCOM; editing will happen either locally, or in online environments outside SCYCOM, e.g., wikis.

3.2.1.1 *classes of user*

Five classes of user are moving in and interacting with SCYCOM, roughly in descending order of permissions:

1. SCYCOM moderator / editor
2. SCY team member
3. co-developing teacher
4. subscribed teacher¹
5. everyone

3.2.1.2 *items (examples)*

Items are for example:

- assignments
- tools
- services
- reference ELOs
- text
- videos
- (parts of) missions in SCYlab
- websites

that a user can download or go to through SCYCOM.

3.2.1.3 *environments*

Concerning the interaction, SCYCOM will be split into three environments, separate (sets of) web pages through which users can move, if permitted:

1. public environment
2. project environment
3. personal environment.

3.2.2 *environments*

3.2.2.1 *public environment requirements*

The public environment is the environment that everyone sees, with some added functionality for those who are logged in (users 4 and up). It contains general pages and content-related pages.

3.2.2.1.1 *general pages contain:*

- news messages
- top fives lists
 - best scoring items
 - most downloaded items
 - newest items

¹ Or anyone else whose subscription is approved by the moderator, e.g. professional developers

- best scoring members (added item scores)
- most active members
- more?
- general information
 - about SCY
 - about this SCYCOM site
 - videos of classroom use
 - subscription form
- functionality: browse & search personal environments, only for users 4 and up

3.2.2.1.2 *content pages contain:*

- search, browse & preview items
- item info with comments and relevant metadata
- functionality: download item, only for users 4 and up

3.2.2.2 *personal environment requirements*

The personal environment is a profile page. Users 4 and up can see each others personal environments and edit their own. The environment contains:

- personal and job info
- photo
- online status
- 1 to 1 chat with other online user
- developer team affiliations
- favorite items
- list of uploaded items, with ranking and links to the item info in public environment
- activity / permissions status (status is “user” (4) or “developer” (3/2); if developer, with “activity level”, same that is used for top five ranking)

3.2.2.3 *project environment requirements*

The project environment is a environment in which users 3 and up can move around. In this environment, preliminary items and versions without metadata can be up- and downloaded. There is a project environment for each project.

3.2.2.3.1 *project environments contain:*

- “invite members“ functionality
- send message
- forum
- member chatroom
- content pages, with:
 - search, browse & preview project items
 - item info with comments and relevant metadata; on a single page per item?
 - download item
 - upload item

3.2.3 *users must be able to...*3.2.3.1 *general requirements*

user ²	must be able to	remarks
5 and up	see public environment	
1	edit public environment	
4 and up	search, browse and see personal environments	
4 and up	edit own personal environment	
1	edit other personal environments	
3 and up	see project environment	
2	edit project environment	
3 and up	create project and invite team members	“create project” function in developer environment; must be approved by user 1
1	approve new projects and teams in project environment	
5	subscribe	using subscription form that must be approved by moderator
4, 3, 2	unsubscribe	
1	approve subscriptions	
1	see user contact details	
4 and up	edit account, incl. notifications	e.g., notify me when: a. someone replied to one of my posts, b. someone sent me a message, c. someone downloaded one of my items...

3.2.3.2 *communication requirements*

user	must be able to	remarks
4 and up	use 1 on 1 chat	through personal environment
4 and up	use open chatroom	
4 and up	comment on items in public environment	posting a comment on the item page
3 and up	use forum in project environment	
3 and up	project environment comment on item	
3 and up, team only	team chat	in developer project environment

² Numbers correspond with user table; ‘up’ means higher in hierarchy, closer to 0.

3 and up	send message to team members	that will be patched through to their e-mail
1	moderate / edit public environment	posting news messages etc.
1	moderate / edit project environment	posting news messages etc.
1	moderate forum in project environment	

3.2.3.3 *upload requirements*

user	must be able to	remarks
4 and up	attach metadata to item	by filling in form
4 and up	submit item to editor for public availability	by uploading, but only when metadata are completed
4 and up	improve item	by downloading, editing locally and submitting new version (forking)
1	approve / place items in public environment	after, where necessary, editing metadata
3 and up	directly upload to project environment without metadata	e.g., into item database, with 'under construction' tag? or into separate database?

3.2.3.4 *download requirements*

user	must be able to	remarks
5 and up	search	using metadata and item body text
5 and up	browse	from one material to the next with same author, e.g.,
5 and up	preview items	abstract, first page?
4 and up	download items from public environment	
4 and up	score items 1-5 stars	on item page, available after download
4 and up	comment on item in public environment	post comment on item page
4 and up	select private favorites for display in their personal environment	by creating permalinks?
3 and up	download items from project environment	
3 and up	comment on item in project environment	on item page

3.3 **Preparing the social aspects**

The development of a user community isn't just a technical matter. A community is for a large part a social affair and simultaneously with the technical development we have put some effort in preparing the social aspects of a budding community.

To prepare for an active community, the following actions were undertaken:

1. Every SCY partner participating in WPVIII invited at least two motivated teachers to participate as a starting member of SCYCOM
2. We recruited several SCY team members from different partners to:
 - a. work in SCYCOM projects;
 - b. have an official community role (e.g., community manager, moderator etc.)
3. Before the start of SCYCOM, we developed 3 projects:
 - a. for WP II: testing of tools
 - i. In this project teachers could read about, play with, and test tools. They could give appraisals, critical remarks, bug reports and requests for features.
 - b. for WP VIII: supporting mission 3
 - i. In this project teachers and others read several activities/simulations that students will interact with while trying to accomplish their mission, the design of a healthy pizza recipe. The teachers/educators were asked to provide feedback on the activities, such as age and content appropriateness, difficulty, interactivenes, etc.
 - c. for WPX: SCYCOM user testing
 - i. In this temporary project, all SCYCOM users were invited to comment on the SCYCOM website itself. That included comments on navigation, layout, wording etc.
4. We uploaded a set of lesson materials developed for mission 1.

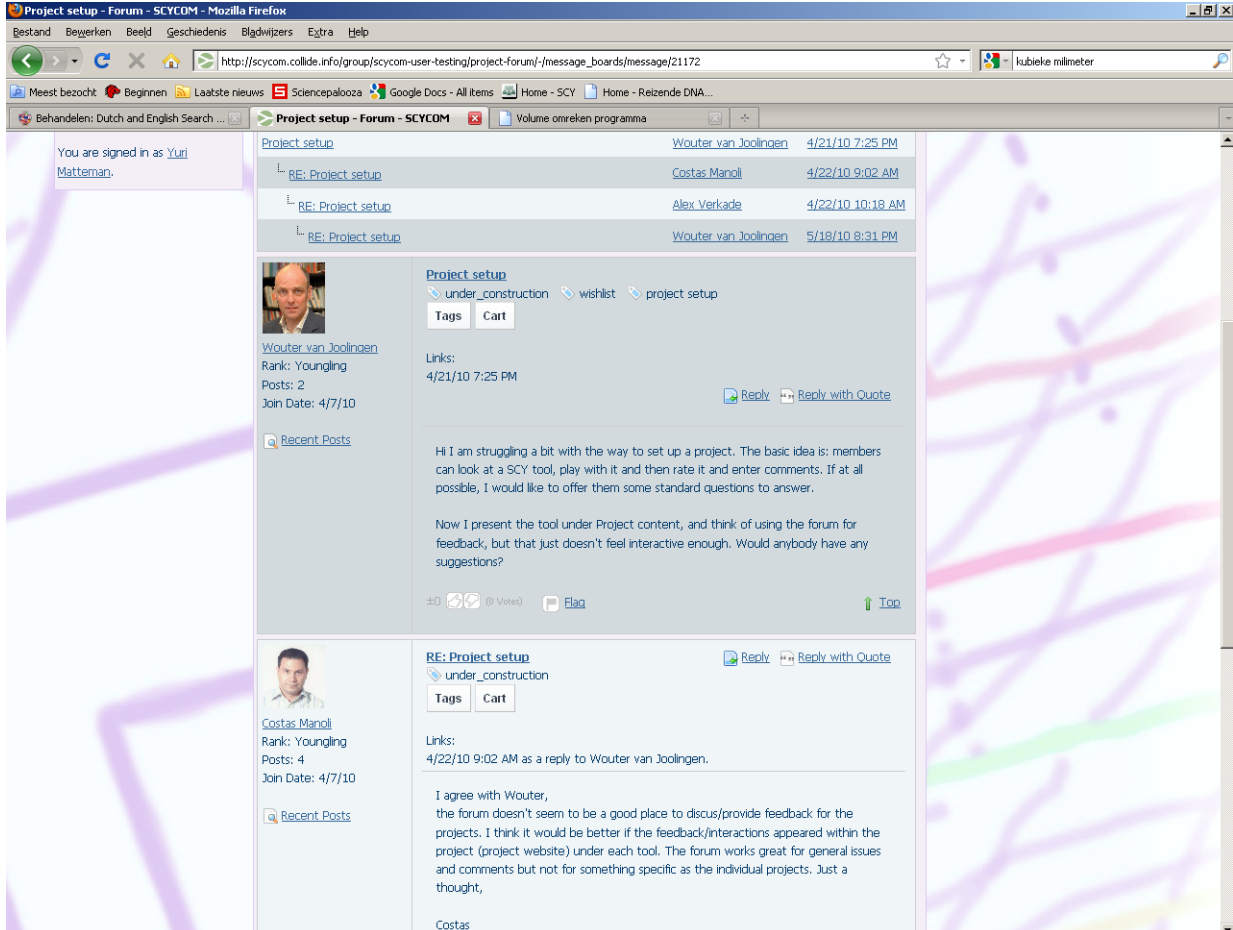
4 Experiences and further development

In March 2010 the test version of SCYCOM was launched, including members (teachers and SCY team members) and projects. In this chapter we will share the first experiences with SCYCOM from a developer and user point of view. These first experiences with the test version resulted in further development.

4.1 SCYCOM test version and preliminary evaluation

At the launch several teachers and SCY project members were invited by the administrator to become members and create their personal profile. Next to that, we urged them to participate in the project “User Testing” and one of the other two projects.

16 people, of which 7 teachers, created their profile and uploaded a picture. The forum of the SCYCOM user testing project was frequently used for remarks and questions (see image below for an example of a forum discussion).



After these first actions, participation in the community faltered. There was hardly any activity in the two other projects, even though the project leader invited people regularly to participate.

Therefore, we decided to do a preliminary evaluation. We contacted several teachers and other SCYCOM members to obtain feedback. Next to that, we collected the comments provided so far in the user testing project.

After analysis, we concluded that participation in this version of SCYCOM had faltered due to a small number of issues. The main issue was navigation within SCYCOM. Users thought the navigation was too complicated and therefore they were reluctant to use SCYCOM. Even when they did log in, they usually quit because they couldn't find their way.

Below is an image with a user comment on the general navigation. The distinction of the top buttons was unclear to users. The site map (in the left column), with partly similar categories, was perceived to be confusing as well.

The screenshot shows the SCYCOM website interface. The top navigation bar includes buttons for Home, Information, Top 5, Subscriptions, Members, Content, and Projects. The 'Subscriptions' and 'Projects' buttons are circled in black. A user comment is overlaid on the image, pointing to these buttons: "For me, the distinction between Projects and Subscriptions feels counter-intuitive. And what I find here under Subscriptions is what I would expect under Projects. Could we integrate them in some way?".

The website header features the SCYCOM logo and the tagline "Science Created by YOU". The left sidebar contains a "SITE MAP" and "MY COMMUNITIES" sections. The "MY COMMUNITIES" section includes a search bar and a table of communities.

Name	Type	Members	Online Now	Active	Description	Actions
SCYCOM View (12)	Restricted	20	0	Yes	info	Actions
Projects View (4) View (1)	Private	15	0	Yes	info	Actions
SCYCOM User Testing View (8)	Open	23	0	Yes	info	Actions

Showing 3 results.

At the bottom of the page, there is a status bar that says "You are breathing life into SCYCOM." and a "Settings" button.

We decided that these navigation and other usability issues must be resolved first. After all, we aim for SCYCOM to be a platform with active members that visit regularly and cooperate, a platform that may after the project period keep on functioning,

Considering that this version of SCYCOM was a test version, we decided to do another round of extensive development, instead of trying to force the community into being.

4.2 Teacher expectations

From the analysis, it appeared that there is an additional reason why specifically teachers didn't put much effort in contributing to SCYCOM in the test version. According to some, teachers are used to working with either their own products, or polished end products. The developments in the SCY project are rapid and for a teacher, with a full teaching job, it is hard to keep track of all the changes. SCY team members have had the experience that half finished products sometimes demotivate teachers, even if the developer is open about this and asks for feedback. Concerning the test version of SCYCOM, both the platform itself and SCY-Lab were in development. This could have proven a bit too much to chew for teachers, not being full SCY team members.

Therefore, in the coming period (see also paragraph 6 of this deliverable) to create clear and fixed test products for teachers, plan a testing period with specific tasks and ask for specific feedback.

4.3 Further development

Following the preliminary evaluation, based on our own experiences, using remarks made by users in the user testing project, e-mailed to the administrator, or noted by several people that we asked to do a walk through we made a list of actions. These were prioritised.

4.3.1 1st priority

Adaptations without which SCYCOM is user-unfriendly or confusing in a way that potential users, including SCY team members, will not use it;

1. The general site setup and navigation should be revised. Primary goal is to make the whole website clearer and the projects pages more usable, among other things by removing the subscriptions/projects distinction and thoroughly streamlining the navigation and interaction design of this section. A user should be able to login to SCYCOM, click on projects, click on one of his/her projects and be on the project homepage. Distinction between projects that you own, have joined, or have not joined should be clear on one page.
2. Working with content items should be thoroughly streamlined to make it work the way it should.
 - a. The 'upload/download' page (that should be called 'Teaching materials') itself is too full of folders, menu's, headers and stuff. We suggest showing a simple list, combined with a strong search functionality.
 - b. To help the search, metadating is important. In the test version there were too much metadata to choose from. When uploading content the following metadata can be used: creation date, author, title, summary, item language, student age indication, type, key words, times clicked (link followed or downloaded), score, comment (multiple fields), grouping (multiple fields)
 - c. Project content: when clicking 'Project down-/upload', which is a place meant for down- and uploading content, an overview of available content

items are shown. In the test version of SCYCOM, all the forum messages are also treated as content and they appear in the overview. Content should be treated separately from other activities.

4.3.2 2nd priority

Adaptations that are necessary before launching SCYCOM to a general audience; adaptations that make SCYCOM a user-friendly tool for target users.

1. One navigation issue is the issue of, after editing an item, 'returning to a too high level of overview'. Relevant remarks, among others:
 - a. *"When I am in someone's profile (and have invited them as a friend), there is no easy way to get back to the overview. As far as I can see, I have to click on SCYCOM Home, then on Members, then browse to the page of people I was on."*
 - b. *"If you go to members you get an overview of the members (per 5). When you click on a person you go to his/her profile. When you then want to go back to the overview of members you have to click the 'back' button in the browser. This brings you always to the top of the list and not to the last page you were before."*
 - c. *"When you have uploaded content, when you go to the edit page of the document, you can change several things (description, tags, etc.). When you 'save' the changes, you are being brought back to the main content page. This is particularly inconvenient when you are uploading a lot of content."*
2. Next to the projects (mentioned above), also the forum pages tend to be too deep into the hierarchy. You need to click too many times to get into a forum thread. The 'category' level should be removed.

4.3.3 Other remarks

There were of course more detailed remarks. These were taken into account as well with the development of SCYCOM 1.0.

Examples of such user remarks:

- a. In a project page, you can click the tab 'Project down-/upload'. This leads you to a page with all the latest developments, newest messages on the forum etc, just like a Facebook wall. Therefore, I believe the term 'down-/upload' is not appropriate here, but rather 'Recent activity' or something else.
- b. Content is being presented by the title of the document and the description. They are both in the same font with the same appearance. This is not ideal. I would favour a distinguishable title and description.
- c. The double menu (top buttons and sitemap left) is confusing. We would suggest to drop the sitemap and use the top buttons. A 'location indicator' (that says something like Projects/Mission 3/Forum) might be added for clarity when navigating somewhat deeper

5 SCYCOM walk through

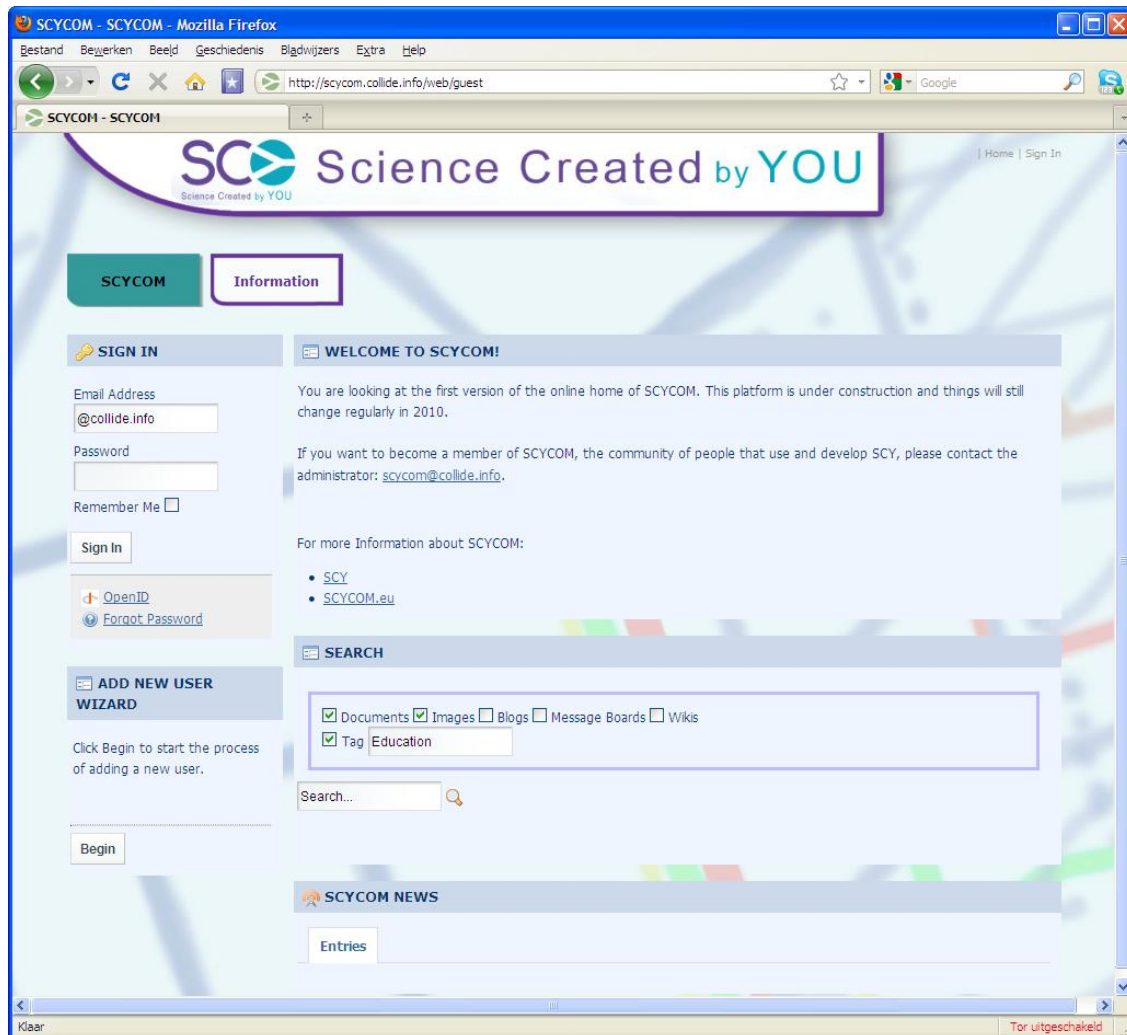
Based on the initial requirements and on the experience gained using the test version SCYCOM was revised, resulting in the current first full version. This version is ready to function as a platform for teachers and developers that use SCY. Some non-essential parts are still under construction.

This chapter is a walkthrough of SCYCOM, structured according to the architecture of the website itself, as seen by a user. The site can be found at <http://scycom.collide.info/>.

5.1 Public environment

Pages in the public environment have blue details. The page header reads “SCY – Science Created by YOU”.

5.1.1 Public homepage



If not signed in, this is the public environment you see when you visit SCYCOM. The possibilities for guests are limited to:

- signing in

- signing up via a ‘New User Wizard’
- searching the content database for possible useful information (which can be found, but not opened) – see below for more about the search functionality
- seeing public news items (none available at this moment)
- navigating to the ‘information’ page

5.1.2 Information page

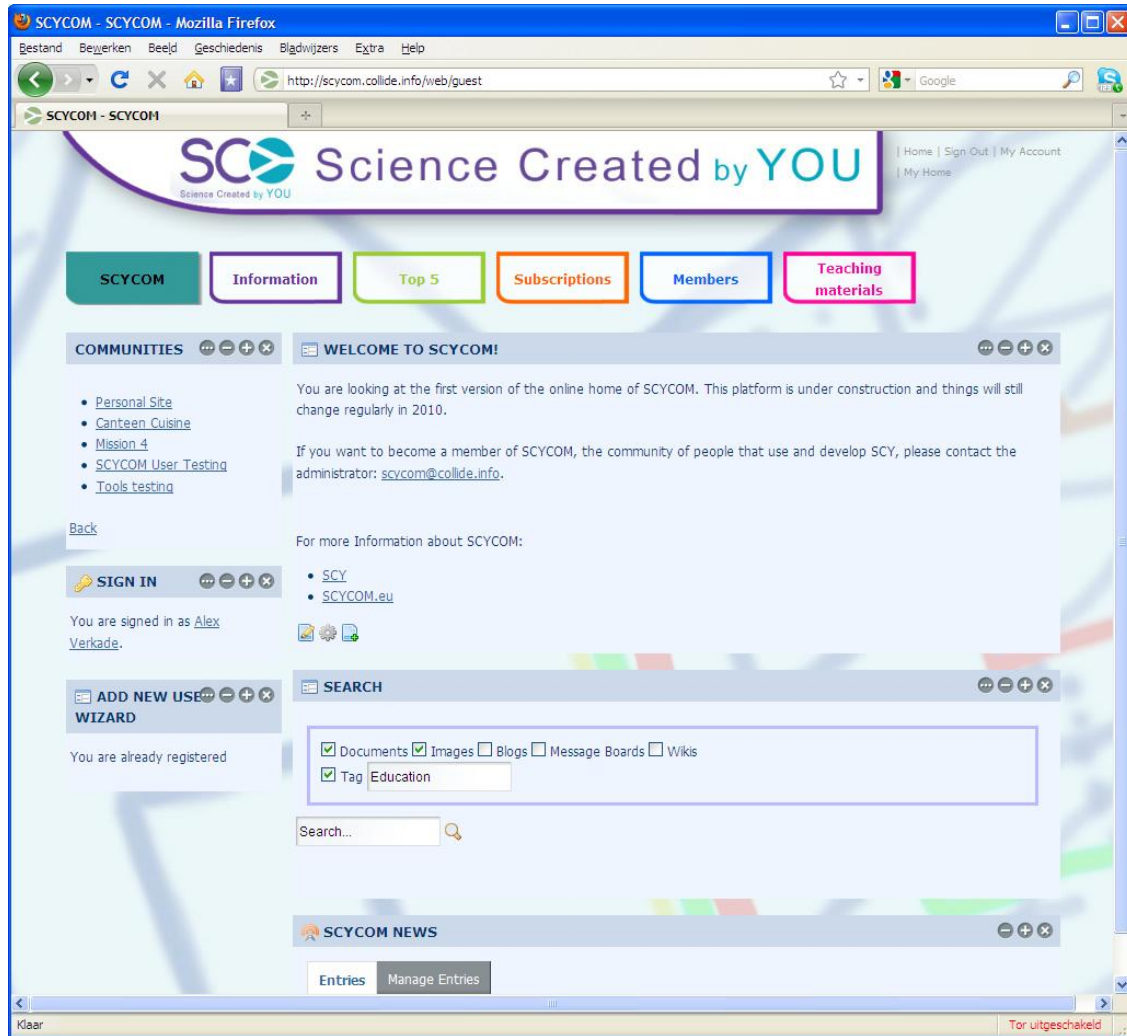


On the general information page, SCYCOM moderators may share any extra information that is public, but doesn't belong or fit on the (public) home page. Also, general comments and the rating of the information item are visible for guests. Rating the item is only possible if signed in. In the screenshot above, you see information that is not updated yet from a previous SCYCOM version.

5.2 General user environment

Pages in the general user environment have the same look and feel as those in the public environment. They have blue details, the page header reads “SCY – Science Created by YOU”.

5.2.1 Home page



Compared to the public homepage, a number of extra options are available when signed in. A signed in user may:

- navigate through the general SCYCOM environment using the menu tabs at the top of the screen (see 5.2.3 through 5.2.7)
- navigate to his/her subenvironments/projects/communities using the ‘Communities’ menu on the left (see 5.4 and further)
- use the search functionality (see 5.2.2)
- view and edit his/her profile and account information, through the links at the topmost right of the screen (see 5.3). Clicking on your own name will also take you there.

A moderator/administrator may, moreover:

- edit or add content items (such as the Welcome text), using the icons at the bottom of the item
- configure, edit, or remove content containers (such as the Communities menu container, the Welcome container, the Search container) using the icons at the top right of the container

5.2.2 Searching SCYCOM

On the homepage, a user may search SCYCOM for content. He/she may check the types of content that should turn up in the search results, and/or filter the results for one or more tags. By default, the search function is set to “Documents” and “Images” with the tag “Education”. The option to search for key words will be added.

5.2.3 Information page

When signed in, the general information page (not pictured) offers the possibility of rating content items and adding comments.

5.2.4 Top 5 page

The general Top 5 page (not pictured) will collect Top 5's of content items based on different criteria, e.g., the 5 items with the highest rating, 5 newest items etc. etc. At the moment of writing of this deliverable, the page is still under construction.

5.2.5 Subscriptions page

The screenshot shows the SCYCOM website interface. At the top, there is a navigation bar with the logo 'SCY Science Created by YOU' and links for Home, Sign Out, My Account, and My Home. Below this is a menu of colored buttons: SCYCOM, Information, Top 5, Subscriptions, Members, and Teaching materials. The main content area is titled 'MY COMMUNITIES' and includes a search bar, an 'Add Community' button, and a table of communities. The table has columns for Name, Type, Members, Online Now, Active, and Description. The communities listed are:

Name	Type	Members	Online Now	Active	Description
Canteen Cuisine View (7)	Restricted	13	0	Yes	info
SCYCom View (11)	Restricted	29	0	Yes	info
Mission 4 View (7)	Restricted	9	0	Yes	info
SCYCOM User Testing View (7)	Open	26	0	Yes	info
Tools testing View (7)	Open	17	0	Yes	info

Showing 5 results.

On this page, a user can manage his/her subscriptions to projects/communities within SCYCOM. Using the tabs, a user can switch between the overviews of a. projects he/she has joined or b. all active projects in SCYCOM. The third option, projects he/she owns, is only available for moderators/administrators. This also holds for the 'Add community' button. Under the 'Actions' button at the right side of each project row, a user finds the possibility to:

- request membership of a project
- unsubscribe

Moderators and administrators may also edit projects and memberships.

When the 'View' link under the project title is clicked, the user is sent to the project homepage (see 5.4.1 and further).

5.2.6 Members page

On the general members page (not pictured) a user can view the list of SCYCOM registered users and navigate to profile sites of those users.

5.2.7 Teaching materials page

This will be the place for users to browse and search educational content that was uploaded and/or made by other SCYCOM members. This page is under construction.

5.3 Personal environment

Pages in the personal environments of users have pink details. The page header shows the name of the user.

5.3.1 Personal site / My Home



Each user has a personal site, visible to signed in users. It contains some personal information and the option to invite people to SCYCOM. Moreover, not visible in the screenshot above, this page contains personal bookmarks within SCYCOM (e.g., educational materials that a user finds very useful), a 'wall' on which friends may post messages (only visible to friends) and a list of friends.

5.3.2 Activities

Each user also has an activities page (not pictured) that chronologically lists all his/her activities within SCYCOM.

5.3.3 My account

The 'My Account' link in the topmost right of the screen takes the user outside SCYCOM, to Liferay's account control panel (not pictured). There, a user may edit all personal and account information.

5.4 Project environments

Pages in project environments have lilac details. The page header shows the name of the project.

5.4.1 Project home page



Every project has a home page, that features an introduction and the option to invite other members. The menu at the top of the page offers navigation *within* the project. The rightmost button takes the user back to the general SCYCOM home page.

5.4.2 Project Top 5 page

Each project's Top 5 page (not pictured) is almost identical to the general Top 5 page, the only difference being that the Top 5's in it only include content from within the project.

5.4.3 Project Members page

Each project's Members page (not pictured) is almost identical to the general Members page, the only difference being that the project Members page only lists users who are a member of the project.

5.4.4 Project Forum Page

The screenshot shows the SCYCOM User Testing Project Forum page. The browser window title is "Forum - SCYCOM - Mozilla Firefox". The address bar shows the URL: <http://scyc.com.collide.info/group/scyc-com-user-testing/project-forum>. The page features a navigation menu with buttons for "SCYCOM User Testing", "Top 5", "Members", "Forum" (highlighted), "Teaching materials", and "Back to SCYCOM".

The main content area is divided into two sections: "COMMUNITIES" and "MESSAGE BOARDS". The "COMMUNITIES" section lists links for "Personal Site", "Canteen Cuisine", "Mission 4", "SCYCOM User Testing", and "Tools testing". The "MESSAGE BOARDS" section has tabs for "Categories", "My Posts", "My Subscriptions", "Recent Posts", "Statistics", and "Banned Users". A search bar is present with buttons for "Search Categories", "Add Category", and "Permissions".

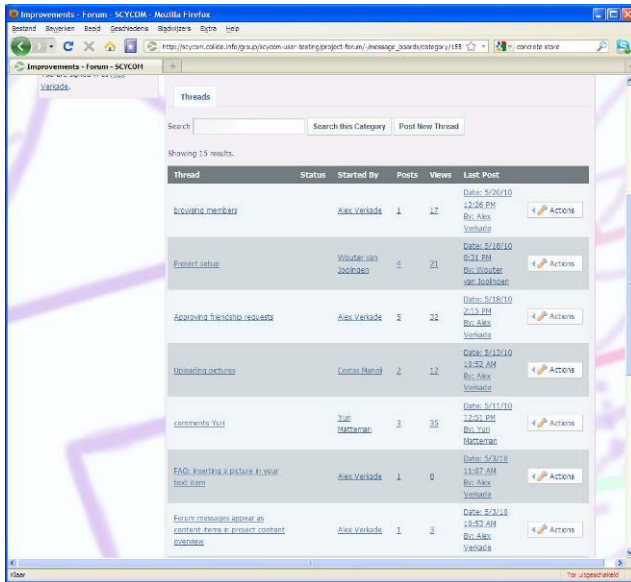
The "MESSAGE BOARDS" section displays a table of categories:

Category	Categories	Threads	Posts	Actions
General General Discussion	0	0	0	Actions
Help	0	0	0	Actions
Improvements All remarks, questions and comments.	0	16	32	Actions

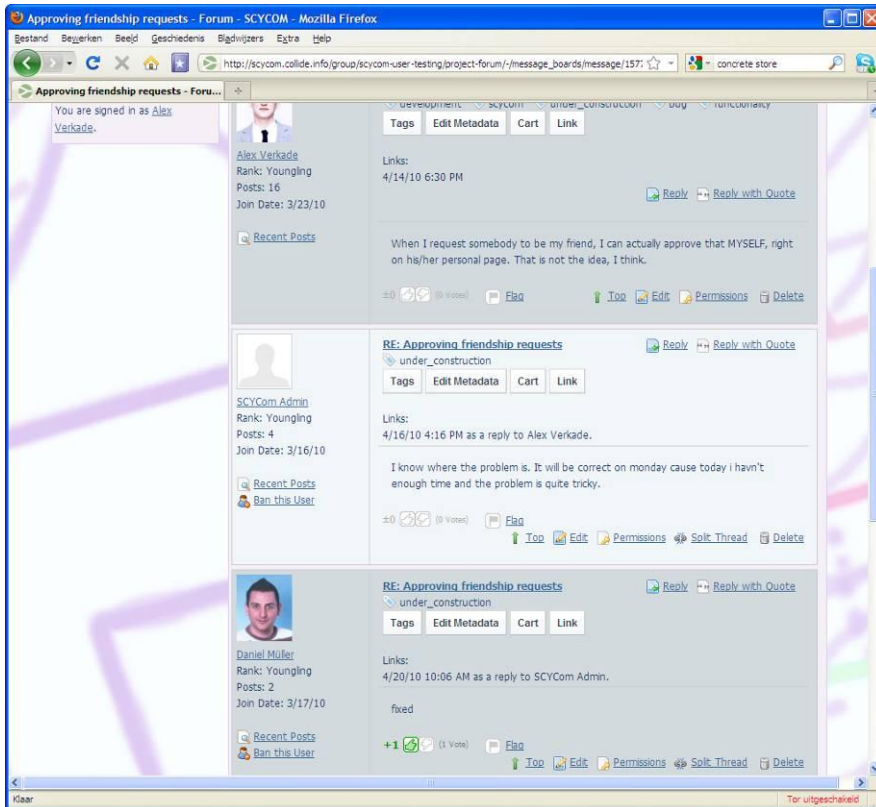
Below the table, it says "Showing 3 results." The "SIGN IN" section shows the user is signed in as Alex Verkade.

Every project has a forum, where users can post questions and discuss. The forum is subdivided into categories, which in turn may contain a number of threads (see picture below).

Using the Actions button, users may subscribe to a category (in order to bookmark them, so they may appear under the 'My Subscriptions' tab) or add the category to an RSS feed.



Using the Actions button, users may subscribe to a thread (in order to bookmark them, so they may appear under the ‘My Subscriptions’ tab) or add the thread to an RSS feed.



Within the threads, discussions take place. Apart from posting text, in the form of questions, remarks and replies (with or without quote), a user may

- add a hyperlink to his/her message;
- tag his/her message with an existing tag (e.g., “Mission 4”, “bug”) or a custom tag;
- recommend messages with a like/dislike button;
- flag messages to report inappropriate content.

Next to that, a moderator/administrator may also manage the thread, edit or delete messages from users, change permissions or ban users from the forum.

5.4.5 *Project teaching materials*

Each project’s Teaching Materials page (not pictured) is comparable to the general Teaching Materials page. However, the materials in it only include content from within the project. Moreover, the materials on this page may be still under construction. The project is a workplace, where teachers and developers build and discuss educational content. Only when it is finished and approved, it can be found by all SCYCOM members on the general Teach

6 **Future plans**

The relaunch of SCYCOM is planned to go simultaneously with the new version of SCY-Lab in March 2011. SCY-Lab will then be in a fully developed state. This means we can rule out the influence of a half finished product under development on the motivation of the community members.

Also addressing motivation, especially of teachers, we will create clear and fixed test products, plan testing periods with specific tasks and ask for specific feedback.

After the launch we will use the approach mentioned in deliverable X.3 to get the community going: members of SCYCOM will work together on projects. We will form teams of teachers and SCY team members. These teams will be asked to comment on, test, translate or adapt (parts of) materials (and tools) developed within SCY-missions. Most of this activity will take place within SCYCOM (uploading, downloading, commenting on materials, discussing, etc) . For the final year of SCYCOM appropriate projects have to be developed. These will probably be closely connected to mission 4 and evaluation purposes. For communication and exchange activities around school trials, SCYCOM will also be used as a platform. Other projects can be added by SCYCOM members.

Next to these projects, SCYCOM members can use all the functionalities of SCYCOM: download, upload, communicate, rank etc. With these functionalities, we also aim to introduce new users to SCY. Therefore we will actively fill the content database with materials created within SCY, such as assignments, tools, video etc.

Our aim is that at the end of the project period SCYCOM is the platform on which teachers can familiarize themselves with SCY and its users and developers. Next to that, we aim for SCYCOM to be used by a group of members to cooperate on SCY related

projects. This group will be of limited numbers, but for this group we aim for SCYCOM to start making the shift towards a community of practice during the final project year. At the end of that year, SCYCOM should be ready for a larger group of users.

A full transition to a community of practice is not within the scope of the project, but would be the desired end goal of SCYCOM.