

WEBSITE DEVELOPMENT CONTEST: SENIOR DIVISION

CONTEST CHAIR

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Contest entry is due on or before the Contest submission date (refer to the Contest Timeline Chart page). Entries must be sponsored by a current member of OBEA and must include a typed OBEA Identification Form and Media Release Form. **The contest is open to individual participants.**

REMINDER – **MAXIMUM FIVE (5) ENTRIES PER SCHOOL**

ELIGIBILITY

The Senior Division OBEA Website Development Contest is open to any students who have completed or are presently enrolled in any Grade 11 or 12 Business Studies or Computer Studies course. Teachers can select five entries per school. The entry must include the completed Student Identification Form and Media Release Form available at www.obea.ca (or in this Handbook) with a working link to the online site. It is advised the URL also be emailed to the Contest Chair. The Forms may be mailed, or scanned and emailed.

CONTEST DETAILS AND REQUIREMENTS

Option 1: E-Commerce Website Design and Creation: Students must design and create an E-commerce Website for a fictional business. This business could be either a fictional clothing business, music/record business, or sporting-equipment business. The design and creation is not limited to any particular software. The Website **MUST** include three, multi-media features to enhance the Website (e.g., sound, animation, video, or graphics). The Website **MUST** have no more than five (5) pages, with each page possessing a navigational bar. Appropriate backgrounds, photographs and graphics must be included. Also, students **MUST** explain the use of each of the features/tools they have chosen. **NOTE:** Students **MUST** work individually on this contest. This Contest option can be used as an assessment for the BTA 3O/BTX 4C course.

OR

Option 2: Multi-Media Product: Students must create a multi-media product (e.g., school Website or E-Commerce Website) in a team environment using appropriate software. The design and creation is not limited to any particular software. The Website **MUST** include three, multi-media features to enhance the Website (e.g., sound, animation, video, or graphics). Students **MUST** explain the use of each of the features/tools they have chosen. The Website **MUST** have no more than five (5) pages, with each page possessing a navigational bar. Appropriate backgrounds, photographs and graphics must be included. Students must implement an appropriate project-management process to complete a team project (e.g., set goals, organize, schedule, budget, control, and evaluate). Students must use effective strategies (e.g., conflict resolution and decision making) to enhance team productivity. **NOTE:** Students must work either in pairs or in groups/teams of no more than three students. Students **cannot** work individually on this option. This Contest option can be used as an assessment for the BTA 3O/BTX 4C course.

OR

Option 3: Digital Portfolio: Students must create and maintain a Digital Portfolio of exemplary work that illustrates their competencies and skills in information and communication technology. The design and creation is not limited to any particular software. Students **MUST** describe essential interpersonal, employability, and technical skills needed to work in a business environment. Students **MUST** assess and analyze their own personal competencies and skills in information and communication technology. **NOTE:** This option must only be completed individually. This Contest option can be used as an assessment for the BTA 3O/BTX 4C course.

CURRICULUM CONNECTIONS

The following Contest meets the Overall Expectations from the Ministry of Education Business Studies (2006) Grade 11 and 12 Curriculum Guide:

1. E-Business Website (from BTA3O)

- identify the purpose (e.g., business presence, online ordering, marketing/promotion) and target audience for their E-business Website;
- design the layout and navigation structure for their E-business Website, following accepted guidelines (e.g., usability, placement);
- use Web development tools to create an E-business Website appropriate for the target audience (e.g., appropriate and inclusive content, images, and language).

OR

2. Multimedia Product (from BTX4C)

- implement an appropriate project management process to complete a team project (e.g., set goals, organize, schedule, budget, control, evaluate);
- create a multimedia product (e.g., school Website, E-commerce Website, presentation, animation) in a team environment, using appropriate software.

OR

3. Digital Portfolio (from BTA 3O)

- describe essential interpersonal, employability, and technical skills an individual needs to work in a business environment;
- assess and analyze their own personal competencies and skills in information and communication technology; must create and maintain a Digital Portfolio of exemplary work that illustrates their competencies and skills in information and communication technology.

Note: Participation in the Website Development Senior Contest can be used as a Specialized Business Certification or Experiential Learning Component in the completion of the SHSM program.

Only five (5) submissions per school are accepted. Contest entry is due on or before the Contest submission date (refer to the Contest Timeline Chart page). Entries must be sponsored by a current member of OBEA and must include a typed OBEA Identification Form. **All student entries must be submitted directly to the Contest Chair in digital (PDF) formats.**

EVALUATION RUBRIC

CRITERIA	LEVEL 1 INCOMPLETE (50-59%)	LEVEL 2 PARTIALLY COMPETENT (60-69%)	LEVEL 3 PROFICIENT (70-79%)	LEVEL 4 EXEMPLARY (80-100%)
KNOWLEDGE AND UNDERSTANDING	<p>Website demonstrates a limited knowledge and understanding of the uses and design of effective Websites.</p> <p>The Website is difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not enhance the presentation. Many formatting tools are under or over-utilized.</p> <p>Horizontal and vertical white space is used inappropriately so that the content appears cluttered.</p> <p>Background and colours are distracting. They diminish the readability.</p>	<p>Website demonstrates some knowledge and understanding of the uses and design of effective Websites.</p> <p>The Website is often difficult to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not always enhance the presentation. Some formatting tools are under or over-utilized.</p> <p>Horizontal and vertical white space is used inappropriately in some places.</p> <p>Background and colours are distracting in some places. They diminish somewhat the readability of the text.</p>	<p>Website demonstrates a considerable knowledge and understanding of the uses and design of effective Websites.</p> <p>The Website is generally easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. A few minor format changes would enhance the presentation.</p> <p>Horizontal and vertical white space is used appropriately in most places.</p> <p>Background and colours generally enhance the readability of the text.</p>	<p>Website demonstrates a thorough knowledge and understanding of the uses and design of effective Websites.</p> <p>Website is easy to read. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation.</p> <p>Horizontal and vertical white space is always used appropriately.</p> <p>Background and colours enhance the readability and aesthetic quality of the text.</p>
THINKING	<p>Most research information is unrelated to the purpose of the Website.</p> <p>Uses planning, processing and creative/critical thinking skills with limited effectiveness.</p>	<p>Little research information is related to the purpose of the Website.</p> <p>Uses planning, processing and creative/critical thinking skills with some effectiveness.</p>	<p>Most research information is related to the purpose of the Website.</p> <p>Uses planning, processing and creative/critical thinking skills with considerable effectiveness.</p>	<p>All research information is clearly and directly related to the purpose of the Website.</p> <p>Uses planning, processing and creative/critical thinking skills with a high degree of effectiveness.</p>
APPLICATION	<p>The photographs, graphics, audio, and/or videos are inappropriate, do not enhance student work and distract from content.</p> <p>No use of creativity or original ideas is evident that enhances the content of the Website in an innovative way.</p> <p>There are significant problems with Website navigation links and many sections do not connect back to the main Table of Contents or Home page or preceding pages.</p>	<p>Few photographs, graphics, audio and/or video are inappropriate and do not enhance student work or create interest.</p> <p>Some use of creativity or original ideas is evident that enhances the content of the Website.</p> <p>Some of the Website navigation links and some sections connect back to the main Table of Contents or Home page, but sometimes the links do not connect to preceding pages or to the original Index or Home page.</p>	<p>Most of the photographs, graphics, audio and/or video enhance student work and create interest.</p> <p>Most of the files show use of creativity and original ideas to enhance the content of the Website.</p> <p>Most of the Website navigation links and most sections connect back to the main Table of Contents or Home page.</p>	<p>All of the photographs, graphics, audio and/or video enhance student work and create interest.</p> <p>Creativity and original ideas enhance the content of the Website in an innovative way.</p> <p>All of the Website navigation links and all sections connect back to the main Table of Contents or Home page.</p>
COMMUNICATION	<p>There are more than four (4) instances of unorganized, inaccurate, or difficult to interpret written information.</p> <p>The text has more than six (6) errors in grammar, capitalization, punctuation, and spelling. It requires major editing and revision.</p>	<p>There are three or four (3 or 4) occurrences of unorganized, inaccurate, or difficult to interpret written information.</p> <p>The text has four (4) or more errors in grammar, capitalization, punctuation, and spelling requiring editing and revision.</p>	<p>There are only one or two occurrences of unorganized, inaccurate, or difficult to interpret written information.</p> <p>The text has a few errors in grammar, capitalization, punctuation, and spelling. These require minor editing and revision.</p>	<p>All of the components demonstrate the use of clear, well organized, and accurate written communication.</p> <p>The text has no errors in grammar, capitalization, punctuation, and spelling.</p>

OBEA CONTEST IDENTIFICATION FORM 2021-2022

Each Contest entry must include this completed, typed Identification Form, one per student, to be eligible. The form is completed using Microsoft Word. Save a filled form as a pdf file.

To be eligible, please ensure that:

- Your entry is received on time, following the instructions for the Contest you are entering.
- All information on this form is required and it must be typed for submission. Form is signed.
- For ongoing contests, a *maximum of 5 entries per Contest per school, unless otherwise indicated.*
- Accounting students are not required to submit this form unless requested by the contest chair.

CONTEST INFORMATION	
Select a Contest:	
For Website Contests: URL	
STUDENT INFORMATION	
Name	
Home Address	
City	Postal Code
Email	Home Phone
TEACHER AND SCHOOL INFORMATION	
Course Title	Course Code
Teacher Name	
Full School Name	
Full School Address	
City	Postal Code
Email	Pbone
OBEA Membership Number (if applicable)	
Name of School Board	
OBEA SPONSOR INFORMATION <small>Sponsor must be a current OBEA Member. Leave blank if the Teacher and Sponsor is the same person.</small>	
Sponsor Name	
Email	Phone
OBEA Membership Number	

RELEASE PERMISSION

This signature grants OBEA permission to publicly display the Contest entry and winner's name. Contest entries become the property of OBEA.

Signature of Student (18 or over)

Signature of Parent/Guardian (if student is under 18)