
“DraftMarker”

Sample documentation

digisoln.com

Table of Contents

| | |
|--|----|
| Executive Summary..... | 5 |
| Overview | 6 |
| An Introduction to DraftMarker | 6 |
| Primary Objectives of the DraftMarker Service..... | 6 |
| Secondary Objectives of the DraftMarker Service..... | 7 |
| Objectives Outside of Current Scope | 7 |
| Literature Review | 8 |
| Electronic Educational Feedback | 8 |
| Educational E-Commerce..... | 9 |
| Providing Better E-Commerce Service | 10 |
| Ideating the DraftMarker Business Model..... | 11 |
| Brainstorming the DraftMarker Concept..... | 11 |
| User Demographics and Psychographics | 12 |
| Paying Users..... | 12 |
| Teachers..... | 12 |
| Factors Influencing Success | 13 |
| Ability to Stay Anonymous..... | 13 |
| Teacher Bid Amount | 13 |
| Variability of Prices, Accumulated Reputation | 14 |
| Critical Success Indicators | 14 |
| Risk Assessment | 15 |
| Operational and Maintenance Risks | 16 |
| System Architecture..... | 17 |
| System Requirements | 17 |
| Project Schedule | 18 |

| | |
|--|----|
| Project Dependencies | 18 |
| Use Case Scenario | 19 |
| User | 19 |
| Teacher | 19 |
| Administrator | 20 |
| Combined Use Case Scenario Diagram: DraftMarker.com | 21 |
| Database Design..... | 22 |
| Entity Relationship Diagram – DraftMarker.com..... | 23 |
| Table Relations – DraftMarker.com..... | 24 |
| Additional Relations..... | 25 |
| SuperUser Accounts..... | 25 |
| Verification Categories and Claims | 25 |
| Show and Exclude Teachers..... | 25 |
| Entity and Attribute Definitions..... | 25 |
| Class Design..... | 33 |
| DraftMarker Three Tier Architecture – Class Structure..... | 34 |
| User Interface | 34 |
| Homepage..... | 36 |
| Users – Requests..... | 37 |
| Users – Request Details | 38 |
| Users – New Request..... | 39 |
| Users – Teacher Bids Offered on Service Requests | 40 |
| Users – Viewing Teacher Profiles..... | 41 |
| Users – Teacher Bid Paid on Service Requests | 42 |
| Users – Accessing Completed Work | 43 |
| Users – Rating the Teacher Feedback..... | 44 |
| Users – Lodging a Complaint..... | 45 |

| | |
|--|----|
| Users – Browsing Collections of Teacher Profiles..... | 46 |
| Teachers – Welcoming..... | 47 |
| Teachers – Sign Up Process..... | 48 |
| Teachers – Editing Viewable Profile..... | 50 |
| Teachers – Upload Evidence for Verification..... | 51 |
| Teachers – Browse Requests for Service in Subject Area | 52 |
| Teachers – Checking the Status of Bids Made | 53 |
| Teachers – Performing a Service Using the Work Area | 54 |
| Teachers – Looking up Incoming Payments..... | 55 |
| Administrators – Main Menu..... | 56 |
| Administrators – Browsing Records of Request / Service | 57 |
| Administrators – Verifying Teachers Qualifications..... | 58 |
| Administrators – Resolving a Complaint..... | 59 |
| Future Directions | 60 |
| Secure Commerce Payments | 60 |
| Preliminary Development Tasks | 60 |
| Optional Compromise of Anonymity | 60 |
| Business Management and Organisation | 60 |
| Site Functionality and Characteristics..... | 61 |
| Concluding Remarks..... | 61 |
| Appendix A: Brainstorming Session | 65 |
| Appendix B: Work Schedule..... | 66 |
| Appendix C: Australian Business Number – DraftMarker..... | 67 |
| Appendix D: Whois Lookup – DraftMarker.com | 68 |
| Appendix E – Web Hosting..... | 69 |
| Appendix F – Linked Merchant Services Bank Account | 70 |

Executive Summary

This report outlines the necessary and ideal design specifications to create the proposed DraftMarker web application.

From both research and industry consultation, it becomes evident that the site requires anonymity, authenticity, security and reliable access in order to gain and maintain a consistent market share of users. It is also discovered on numerous occasions that a current lack of a genuine assessment feedback service such as this currently exists in the field of educational commercialisation. This knowledge is taken and applied to the design of a three-tier application, in which a set of SQL Server relations are formulated, a class structure for the middle (processing tier) is loosely defined, and an interface reflecting these requirements for user, teachers and administrator groups is illustrated.

To ensure a more genuine, private, trustworthy and efficiently performing site, it is recommended that:

- The site be implemented using the specifications delivered within this document;
- The range of alternative scenarios presented in this document be adequately tested during this development to ensure the site meets its critical success indicators.

Following the agreed specifications detailed within this document, the site will be developed for a live launch date of ####day, ##/##/## at a time of ##:##.

Overview

The proposed DraftMarker system allows users to obtain authentic, ethical help with secondary school subjects across Australia. Currently being developed in Queensland, the site aims to provide users with a “bidding” system for quality help with any tool of assessment or class work; in return, teachers can earn extra money in an anonymous environment. The site aims to circumvent the inconvenience and limitations of face-to-face teacher or tutor help, by utilising .Net technology to engage all workflow in a collaborative environment online.

An Introduction to DraftMarker

DraftMarker is currently a proposed web-based system that invites users to upload project or assignment work of any nature or state for checking by authenticated teachers. This ‘checking’ is a user-paid service, and is costed at a rate initially set by the teacher, to which the user agrees to pay. Further to this, statistics on site activity, secure payment details, teacher verification data and other content to enhance user confidence (discussed below) will be maintained by the DraftMarker service.

Primary Objectives of the DraftMarker Service

The DraftMarker system must provide an authentic, genuine, anonymous and accessible service for users to receive assessment feedback from teachers by utilising the proposed DraftMarker.com web-application service environment. This will be achieved through:

- Providing a web application that allows or denies access to site content (listed further below) based on User, Teacher or Administrator account privileges;
- Utilising an atomic transaction system that ensures secure payment is realised from users to teachers (including DraftMarker agent fees);
- Users and teachers must both have the ability to:
 - Sign up for the site with a secure password (and be able to change this);
 - Remain anonymous to all others either using or providing service.
- In addition to the above, users must have the ability to:
 - Post, modify and remove new requests for marking services;
 - Upload service request files for teachers to view;
 - Accept or decline teacher offers for marking services;
 - View teacher profile data (including accumulated statistics);
 - Make secure payments for services rendered;
 - Download completed marking service files;
 - Lodge complaints about perceived inadequate service.
- Teachers must also be able to:
 - List their qualifications, skills and experiences, and have these verified;
 - Upload files for both authentication and verification;
 - Browse subject area requests and make bids for service;
 - Complete requested marking service on files within an agreed time frame;
 - View accumulated user statistics.

- All parties must sign legal agreements that disclaim all liability from the DraftMarker service, and outline privacy, security, terms of use and dispute resolution processes and procedures for all activities on the site.
- Create an administration back-end, so that the authorised site administration has an efficient, seamless, robust and intuitive link to all content and data passing through the site, providing access to (in addition to the areas mentioned above):
 - Verify / authenticate teachers;
 - Resolve and investigate complaints;
 - Reviewing of financial transactions and other records / accumulated statistics, making modifications wherever necessary;
 - Provide the ability to moderate the site if necessary;
 - Update category lists and other data lookup systems;
 - Remove, modify, add, edit or delete requested or redundant data.

Secondary Objectives of the DraftMarker Service

Although not initial requirements of the DraftMarker Service, ideally the DraftMarker service should aim to:

- Execute an algorithm that rates teachers based on their experience, skill and on-site activity to provide a catalyst for building teacher reputation;
- Enable methods to sort bids based on cost, teacher reputation, user feedback or other variables;
- Allow users to search the site, and / or perform advanced searches of the teacher profile catalogue based on specific criteria;
- Provide accessible tax invoices for users;
- Print financial reports for teacher use based on request.

Objectives Outside of Current Scope

Finally, it is necessary to note the perceived future uses of the DraftMarker service, so that the system platform itself can be designed for growth. These objectives will depend on public reception of, opinion of and feedback on the prototype system:

- Enable a messaging system that can allow teachers to consult each other for marking services, professional development or other possible teacher collaborative activities (e.g. second opinions, in-servicing, contacts for employment networking);
- Expand services provided to allow teachers to buy, sell or share intellectual property of curriculum materials;
- Allow students to view other students work (if permitted), and possibly develop an assignment repository service for reference purposes;
- Create WAP versions of DraftMarker to be accessible on mobile platforms.

Literature Review

Before further discussion and specification can begin on the DraftMarker site, it is necessary to first review a cross-section of current research to better understand the scope of development, issues and legalities within this dynamic e-commerce venture, as these Web 2.0 technologies have had tremendous impacts on education and the way students learn in recent years. As a result of this impact, web based learning paradigms have gained significant momentum in Australian secondary schools. A by-product of this trend is the continual and heavy reliance on digital environments in which most assessment is now (to an extent) undertaken. For example, assessments in nearly all syllabuses requires the integration of ICT's; most assignments are "typed up", and many Government schemes now exist to lower student-to-computer ratios closer to 1-to-1. It is proposed that this trend will act as a catalyst to make DraftMarker.com a more valuable and viable commercial enterprise; the research presented below will be reviewed to potentially support this position.

Electronic Educational Feedback

It is necessary to begin investigating research into prevailing trends in electronic feedback. Kerr (2011) identifies that online learning is an emerging alternative to traditional classroom learning, as the resources to give a quality education online are now readily available. Kerr (2011) continues that this online education leads to students working more individually and in greater isolation, and thus having to take a more active role in their studies. Thus, timely and adequate feedback is required more-so to meet student responsibilities for quality online learning (Kerr 2011). This is equally supported by Espasa and Meneses (2010), who conclude that feedback in online environments is significantly useful in helping students self-regulate their learning to improve their assignments. Finally, Millaron (2010) summarises the benefits of online course content and feedback in a realistic view of current education; this author initially identifies the value of an online component of work that can significantly help "at-risk" students attend and succeed. Millaron (2010) adds to this that up-to-the-minute immediate feedback based on performance (akin to immersive learning in video games) allows students achieve at a higher level, and that the cost of providing this online (as opposed to purchasing textbooks and attending bricks and mortar venues) is significantly cheaper and provides potentially better quality learning experiences. The information reviewed to this point clearly supports the authors' initial position, that a service for online feedback for learners will have increasing application in Secondary education institutions.

Further research highlights the additional value electronic feedback plays in enhancing a quality educational experience. Quinlan (2010) believes her online teaching experience was rich and valid, but specifies that policy guidelines must be developed for uploading / attaching files. Rao et al. (2011) identifies the benefits of synchronous feedback in student learning online; which is currently unplanned for the DraftMarker system, but offers ideas for future synchronous collaboration of feedback without violating anonymity. Rao et al. (2011) suggests "desktop sharing" which could have some application to future revisions of the DraftMarker system (if an agreeable timeframe and security protocols were established). Jones (2011) identifies the role of an online instructor as a facilitator of learning (in addition

to course designer and subject expert), through providing comments and feedback on discussions and exams using scores and written comments. The author notes that Jones (2011) specifically does not make mention of feedback on assignments or projects directly as a role of the online instructor; it is therefore proposed that the DraftMarker system will “fill this gap”. Saltmarsh and Sutherland-Smith (2010) interviewed participants that had taught in an online environment. They discovered that these teachers found the ability to engage students online irrespective of personal circumstance, lifestyle or preference; and furthermore, managed to do this using stimulating, flexible and interactive pedagogical techniques (Saltmarsh and Sutherland-Smith 2010). This research supports the proposal of the DraftMarker system as an educationally enriching tool that has the potential to offer its users an enhanced learning value. The use of this service as a viable e-commerce enterprise will now be reflected upon using research in this area.

Educational E-Commerce

DraftMarker will utilise an E-Commerce environment to provide assessment feedback, which can essentially be categorised as a service-oriented venture as the value of the merchandise (the investment made by the user) is paid in the benefit to the user’s education. June and Neelakantan (2010) discuss the use of off-shore marking and feedback companies for educational institutions to outsource their assessment items to. These authors find that there is a significant debate in the use of outsourcing this work, as often these markers are not aware of “background” information that was given “in-class”; however, they identify benefits in the speed of feedback that a course instructor can rarely keep up with; furthermore, these outsourced companies identified writing errors, including grammar and organisation of content (June and Neelakantan 2010). It is believed DraftMarker will keep with this rapid delivery of feedback through its inherent “allowable timeframe” design; however, by using authentic localised teachers that are better trained and experienced in the subtleties and nuances of the curriculum being delivered – and allowing users to make this choice (whilst maintaining anonymity) – will offer an affirmative argument to the use of the DraftMarker service in the aforementioned debate.

The use of the .Net framework to create a real-time bidding system for teacher-user service agreement that DraftMarker will provide has many benefits in its application. Wei-Lun et al. (2010) states that commoditisation of online services is growing globally, and as such the need for a memorable service is now necessary to both compete for and attain significant market share. Verma et al. (2011) highlights the benefits of this system, which include geographical bridging, the speed in which agreements can be reached outside business hours, the larger pool of teachers available for bidding, and the low overhead cost to DraftMarker.com to provide such a system. Huang and Yang (2011) appear to support the use of implementing messaging between user and teacher before agreement to service; as these authors identify that positive electronic messages endowed to the user by the seller (in the DraftMarker case teacher) can better encourage a user to accept a bid, and influence that user to pay a higher price for the service. Huang and Yang (2011) recognise that these messages reduce the uncertainty – and thus the perceived risk – the user may have when paying in advance for a service. This research can be applied to the assessment feedback

commodity (within a larger educational process) that DraftMarker can essentially provide if the business model taken from the lessons and conclusions drawn by the research are followed.

Providing Better E-Commerce Service

To develop a more effective web service, it is necessary to further identify some characters of successful e-commerce sites. Schmidt (2009) identifies the need to establish trust for a successful and secure e-commerce service; this trust must be formulated by proper authentication and authorization, as well as maintaining privacy and transparency. Yu-Shu and Lih-Tsyr (2009) illustrate the benefits of offering a digital service (such as the DraftMarker system); there is no deterioration of product quality when sharing intellectual property, the digital space required to store this intellectual property is feasible using currently available web servers, the user and teacher can purchase / accept this intellectual property at any time / location, and the ease of transferring and processing this between parties is significant. Ying (2010) discusses the use of different pricing models in a bidding system. Ying (2010) explains that although setting a reserve price (such as the price the teacher sets for the service) may lead to a decrease in the number of acceptances of the service (as the perceived price may be seen as too high), the reserve price will actually also result in an increased profit for those services that are eventually taken and paid for. The DraftMarker service will attempt to implement these features (as shown in its design further below) to establish itself and the services provided as a trusted, profitable and sustainable e-commercial venture.

Essentially, the research has shown thus far that there are clear benefits to the DraftMarker system proposed. It must be noted at this point that the ethics and morality of teachers providing help online may be questioned. Estrada (2010) discusses the use of teachers interacting with students through online mediums, such as social networking sites. Although this presents an extreme case of unprofessional behaviour, the lessons learnt from Estrada (2010) can be directly applied to the DraftMarker site – the user and teacher must remain anonymous, and site content must be strictly professional, monitored and sanctions enforced wherever necessary. Given this, it can be identified that the benefits shown in the above research of such an e-commerce site provide valid argument to the implementation of this service. This argument is well summarised by Chetwynd and Dobbyn (2011), who states that effective feedback is essential for (distance) education learners, and that quality feedback provided on assignments can help students be more independent and self-critical in their learning – essentially enhancing them to improved performance on high stakes assessment.

In reflecting on the above research, the author's initial position that the DraftMarker service will be a viable and valuable web service can be supported provided the elements of success in such an online environment are strictly adhered to. It would be beneficial to conduct further research based on the objectives outside of the current scope of the project before these were implemented in future revisions of the site. The report will now focus on the inception of the DraftMarker idea and its necessary (and featured) requirements.

Ideating the DraftMarker Business Model

The DraftMarker business model has been developed in consultation with multiple teachers, parents and curriculum stakeholders in Queensland Catholic and State Education services. The informally recorded insights of these parties, as well as the decade of teaching experience and insight in providing assessment feedback services through local network, intranet and web services provided by the author of the site, led to the founding of the perceived commercially viable DraftMarker idea. To better support the value in developing this service, it was first necessary to investigate current industry opinions and attitudes towards the marketability of the service being provided.

Brainstorming the DraftMarker Concept

Initially, the author of the proposed DraftMarker system investigated schools within the Cairns, Queensland area, specifically targeting teachers of secondary school syllabuses (years 11 and 12), as well as parents of these students. It was evident from these informal discussions that:

- Most tutors provided or available in the area were experts in their domain, but not “teachers” in the sense of knowing what QSA (Queensland Studies Authority) syllabus requirements targeted with specific assessments;
- These tutors were available at a fixed price, and were available only at specific times (not late at night for example);
- Assignments available on pre-written essay sites are *rarely* used by students. This is due to:
 - The expensiveness of the paper to be written (it is believed that the cost of these will be well over five times the expected cost of a teacher personally reviewing the students work on DraftMarker.com);
 - These sites not addressing the specific syllabus requirements of Australian schools or State curriculum boards, nor the specific task the teacher has set (which often involves a component of “un-cheat-able” in-class activity, practical aspect or personal opinion and presentation to discourage plagiarism);
 - The inability of the student to show work in-class work or checkpoints leading up to the due date, which raises teacher suspicions in lieu of work being submitted (and as a by-product, avoiding the wasting of students time during these lessons leading to further disciplinary issues, where work produced with some scaffolding provided by DraftMarker may lead to a better result).
 - The futility, the weight of conscience and the fear of being caught in purchasing an entire unseen paper for purposes of being rated by tertiary entrance authorities, whereby reviewed work produced by the student would lead to more fulfilling and genuine success.
 - The Australian competitor sites in this instance include Best Essays (www.bestessays.com.au) and OZ Essay (www.ozessay.com.au), whilst American based sites, such as Total Essay (www.totalessay.com) or Essay

Writing Service (www.essaywritingservice.com) offer these assignment producing services – which are more geared at tertiary level students.

- Most dedicated parents with the means to do so would happily pay a smaller sum for the convenience of teacher feedback for their son or daughter.
- Teachers would not over exert themselves on the site to perform services; rather, they see this opportunity as a convenient way to supplement their current income.

The results of the Brainstorming of DraftMarker concept can be found in *Appendix A: Brainstorming Session*, which is the illustration of this work showing the initial intended workings of the DraftMarker service. The intention of the Brainstorming Document (Appendix A) is to be used as a guide for further specification of the system. It is important to note the Brainstorming Session Document (Appendix A) contains a number of **Unique Selling Points** directed towards both users and teachers – these are left for reader perusal.

User Demographics and Psychographics

Given the ideation of the DraftMarker system thus far, it is clear that the users of this system can be predominantly classed into two categories:

Paying Users

The majority of the paying users of the site will be Australian secondary school students, *funded by* their parents or legal guardians. These users may exhibit any of the following generic characteristics:

- Be interested in achieving higher results in secondary schooling;
- Have access to funds to afford this extra level of service;
- Experience difficulty in accessing individual, personal help from teachers, either through large class sizes, lack of confidence in teachers, or unable to get a level of help that they require;
- Parents or legal guardians attempting to encourage better sibling results;
- In a minority of cases, students (or teachers) seeking a second opinion on feedback provided.

Teachers

The service itself will be provided by teachers. Teachers will sign up to the site, authenticate and verify their qualifications due to:

- Increased financial earnings, desired as:
 - Extra-curricular activities – including all overtime – in all Government and Catholic Education Schools is unpaid;
 - There are *incredibly few* easily accessible opportunities (such as this) for teachers to earn extra money using their domains of expertise.
- In this instance, using the DraftMarker system, teachers can work from home, at their own leisure and convenience; earning money simply by applying skills they utilise every day.

- There is no risk helping students anonymously; unlike help given in class, there is no liability or risk of the teacher being accused of providing unfair, biased, inadequate or incorrect help, as it is impossible for the teacher to be identified. The worst case scenario of a dispute of service will simply lead to a closed-case full refund – there is no damage to the day-to-day reputation nor the career of the teacher, and as such they do not have to worry about facing or dealing with ongoing disputes.
- Retired teachers, supply teachers and part-time teachers can use the system to continue to supply their knowledge and skills to Australian students.

Factors Influencing Success

There are a number of contextual variables that will influence the use (and profitability) of the site.

Ability to Stay Anonymous

Teachers are ethically and morally unable to provide a higher level of attention to individual students work. Teaching is often considered an altruistic job; after a teacher has reached a period of several years service, they are not highly paid nor highly regarded as the larger majority of graduates with equal level Bachelor degrees and experience; as such, teachers often seek the nobility of their craft as reward. It is this level of altruism that teachers are paid for, and through the opportunity and anonymity of allowing teachers to help as much as possible to those who genuinely require it (by their willingness to pay), this site will stay profitable.

Teacher Bid Amount

The teacher bid amount – from which DraftMarker will earn its agent fees – will be influenced by:

- Scarcity of teachers within a subject area;
- Risk stakes of the assessment item;
- Complexity of marking involved.

Teachers within areas that are traditionally under-skilled or under-staffed – including Physics, Chemistry or Mathematics Extension II (Mathematics C) may have less competition that results in higher working prices. Risk stakes of the assessment item will also affect bid amounts; assessment that is not cumulative for university entrance scores will not attract as high bid prices as that which is. Finally, the complexity of marking presented will affect the profit margin of the service; for example, an *extended experimental investigation* in Biology will take more time to thoroughly process than smaller written speeches for Drama or PowerPoint presentations for Tourism.

Variability of Prices, Accumulated Reputation

Teachers can set their price based on what they perceive as a competitive price (and suitable retribution) for their services; this is empowering to all employees of the State and Catholic Schools of Australia paid a fixed rate under the Enterprise Bargaining Agreement award. With variability of prices, and the ability to pay more for a teacher with more experience, rated more highly for help than other teachers will presumably drive profit margins higher.

Critical Success Indicators

Based on the discussion and ideation thus far, there are reoccurring *critical success indicators* that can be used to measure the success of the DraftMarker service. These critical success indicators are often inter-dependent; for example, the value of the site and the ability of the site to establish itself as both credible and uniquely different are all co-dependent to the overall success of the site. Having established this, these correlating criteria have been separated and tabulated below, and will form benchmark criteria for site assessment upon site completion:

| Criteria | Description |
|--|---|
| Privacy | Can the users and teachers maintain complete anonymity from each other, and furthermore can the site ensure the identity, including sensitive and personal data used on the site remains protected and inaccessible from all unauthorised uses? |
| Authenticity | Can the site provide a genuine service, provided by authentic teachers, where trust and credibility are established early, and the site is considered by targeted users to be an authoritative resource? |
| Commercial Value | Is the value of the service provided to users beneficial to their well-being and self-betterment, so-much-so that the economic outgoing of that service is worth the expenditure and costs the user incurs? |
| Individual Identity | Is the site unique or different enough to establish itself as a niche commodity that is not yet provided in educational services? Do people associate the core objectives of this service (as defined in this site proposal) with what it actually provides? |
| Customer Use | Is the site receiving use, hits, feedback, and being advertised or promoted through third party networks or mediums (including word of mouth)? |
| Engagement | Are users and teachers using the site for elongated periods of time? |
| Aesthetics, Control and the User Interface | Does thorough testing of the site show customers find the navigation to in any way be difficult, complicated, demanding or problematic? (e.g. are all content areas accessible within a minimal number of clicks). Does this same testing show the site to be appealing, pleasing, identifiable, with the colour scheme and layout reflecting its interests as a professional but |

| | |
|------------------------------|--|
| | accessible education commodity? Does the site layout take into account best practices in modern ergonomics? (e.g. reducing the repetition of mouse movements) |
| Reliability | Are there any hardware or application errors that prevent users or teachers from conducting or performing their business at any given time, utilising all areas of the site to their fullest potential without anomalies or unnatural behaviours? |
| Robustness and User Proofing | Does the site handle incorrect or bad data, including attempts to misuse the service in the best possible manner, including the use of error logs and error pages with quality explanations that assure the user of their mistake? |
| Help and Service | Does the site offer extended prompts, and use verbal tool tips and iconic queues to best help highly inexperienced users through the site? |
| Platform Independent | Does the site function across all of the current major web browsers, including Internet Explorer, Mozilla, Firefox, Chrome, Safari, Opera and mobile technology browsers? |
| Crisis Response | If the site fails, or suffers a serious breach of security or other activity that prevents use or compromises integrity, are their fail-safe response measures in place that can minimise the harm and risk to the DraftMarker service and reputation? |
| System Development | Is the database free of redundancy following prolonged periods of use? Are there any compromises to the security or integrity of the data storage area? Is the code written using non-cluttered, modular, efficient techniques employing best-practices in programming? Is the code portable and easily scalable, flexible, upgradeable and maintainable for future programmers to simply “pick-up” and use? |
| Sustainability | Is the site profitable, and will it continue to reach a profit, using similar or new techniques? Is the site controversial or compromised on any moral or ethical grounds, and if so does this controversy (despite or in-spite of profits) prevent the site from being sustainable in any short or long term capacity? |

Risk Assessment

Before specification of the DraftMarker site can begin, it is necessary to outline the perceived risks of creating this site, so that these can be managed and planned for within the specification documentation.

Risks to the successful development of this site include:

- Lack of experience, skill, knowledge or resource of the developer to produce the site;

- Production of the site is hindered by unforeseen or unexpected events, including (but not limited to) natural disaster, sickness, ill-fortune or other events outside the locus of control of the developer;
- Competitors developing an alternate site utilising the same or similar idea, and publishing this before the DraftMarker site can successfully gain a sustainable user base;
- Intellectual property theft from other potential and viable competitors;
- Difficulties in legalities associated with providing educational services, including the raising of morality concerns, or the ethical questions or debate of such a service, including working anonymously, or questioning the responsibilities of all users, teachers and wavering of the sites legal obligations;
- Technology change, the site or software being used to develop the site becoming unsupported, outdated or discontinued;
- Other unmentioned or unforeseen circumstances under which considerable time is lost, to which the developer cannot meet the deadline put in place for the live site date of ###/##/##.

These risks can be successfully mitigated using strategies such as maintaining production ahead of schedule (essentially 'buying time'), factoring into the time schedule a buffer of at least 20% to allow for lost time. Given that this project is currently for academic merit, it cannot be outsourced, however future developments of this site – if it were to be used past the live date – could essentially be outsourced, protecting any investment made by any stakeholder with DraftMarker business interests.

Operational and Maintenance Risks

Once the site is live there are security risks that must be addressed. The Sense of Security Website (2011) identifies application and cookie tampering, server browsing and exploitation, hi-jacking through backdoors and scripting, as well as denial of service, SQL injection and other attacks on system integrity as all potential and typical findings of unsecured web applications. These risks have the potential to compromise user, teacher, service or payment data – which can lead to lost revenue and a decrease in site reputation.

In-production, the following risk management strategies will be used to mitigate the effects of the potential security breaches upon the live launch of the site:

- Use of client and server side form validation;
- Type safe .Net parameter validation for SQL queries;
- MD5 encryption of passwords;
- Secure server location running behind software / hardware firewalls with unnecessary ports closed;
- Comprehensive verification and authentication checks, as well as human tamper checks on all payments received for service over a specified income level (*starting at payments received over \$50*);
- Credit card numbers will **not** be stored by the site.

System Architecture

To best meet the needs of the DraftMarker system, the service will be implemented as a web application using three-tier architecture. The three layers that make up this architecture are:

- a front-end interface, created by dynamically generated web forms integrating HTML, CSS and JavaScript and rendered by the users web browser;
- a processing layer, which forms the processing load of the application utilising the .Net framework on the web server itself; this layer will interact as an active operational agent between the interface layer and (following) database layer;
- a database layer, which acts as a structured storage facility for content on the site; this layer will be managed by MSQL Server with which the processing layer can operate.

System Requirements

Given the architecture chosen for this project, the following hardware and software is necessary to carry out the successful development of the DraftMarker system:

| Hardware / Software | Status |
|--|--|
| IBM Compatible PC (meeting system requirements for software listed below, plus a minimum 1.5 MBit internet connection) | Purchased and tax deductible |
| Microsoft SQL Server 2008 Management Studio Express (Version 10.00.1600.22) | Available for free download at: http://www.microsoft.com/downloads/ |
| Microsoft Visual Studio 2010 Professional | Available via DreamSpark licensing agreement: https://www.dreamspark.com/ |

Given that the server-side processing comprises the processing layer for which the browser interface and database layers interact, the expected hardware requirements for the web server running the DraftMarker service are:

| Hardware / Software | Status |
|---|--|
| Microsoft Server 2008 | Provided by external off-site web host for a fixed price |
| Microsoft SQL Server 2008 r2 | Provided by external off-site web host for a fixed price |
| .Net (minimum allowable platform version 2.0.50727.42) | Installed on external web host |
| Fixed IP address and port access to SQL Server database, as well as FTP access to WWW public HTML folder (web root) | Available through external web host |

Project Schedule

The work breakdown to specify and develop the DraftMarker system has been broken down into the tasks listed in the left-hand column of *Appendix B: Work Schedule*. The Work Schedule document (Appendix B) formulates the projected time-plan of the development of the DraftMarker site. Two milestones have been created – the presentation of the proposal documentation, which occurs on Thursday 31st March 2011, as well as the completion of the live system, which occurs on Friday, 27th May 2011. To reach the second of these milestones, dependent tasks must be completed as shown in the following table:

Project Dependencies

| Task | Dependent Task(s) |
|---|--|
| Commencement of the implementation of the specification document. | Preliminary Development Tasks, including: <ul style="list-style-type: none">• ABN approval;• Business financial account setup;• Domain name registered;• Site hosting provided (although not necessarily a preliminary development requirement, this is useful in determining versions of .Net and SQL Server available). |
| Database, Class and Interface implementation | Specifications of relations and classes to use, as well as aesthetics and desired functionality of site. |
| Styling and aesthetics | A wireframe version of the site to determine spacing, width and areas required for content presentation panes. |

Use Case Scenario

To best understand the system functionality of the proposed DraftMarker.com site, it is necessary to investigate a live sample of proposed use cases for each different type of visitor to the site – specifically User, Teacher and Administrator.

User

Users may typically follow one of the following paths through the site:

| Process | User A | User B | User C |
|---------|---|--|---|
| 1 | Sign up to site | Request forgotten password | Log in to site |
| 2 | Browse through site areas – requests, bids, completions (empty content) | Log into site | Go straight to completions area |
| 3 | Browse teacher profiles | Change password | Download completed files |
| 4 | Post a new request | Navigate to bids | Rate teacher feedback – unpleased with service |
| 5 | Cancel post | Accept a bid for a service. <i>Pay for the service using a secure payment facility.</i> | Lodge an official complaint |
| 6 | Post a new request, uploading files | Receive secure confirmation of payment – accepted. | Post a new request, hiding it from a specific teacher |
| 7 | Log out | Close browser window | Log out |

Teacher

The following process logs are illustrative only of a teacher using the DraftMarker service:

| Process | New Teacher | Existing Teacher |
|---------------------------|--------------------------------|---|
| 1 | Sign up to site | Log into the site |
| 2 | Complete application form | Download files to mark from work area |
| 3 – Time elapsed off-site | <i>Wait for authentication</i> | <i>Complete work using own local software</i> |
| 4 | Log in to the site | Upload completed files, mark as done |

| | | |
|---|-------------------------------|-------------------------------|
| 5 | Upload files for verification | Check payment history |
| 6 | Browse subject area requests | Browse subject area requests |
| 7 | Lodge a bid for a request | Make modifications to profile |
| 8 | Log out | Close browser window |

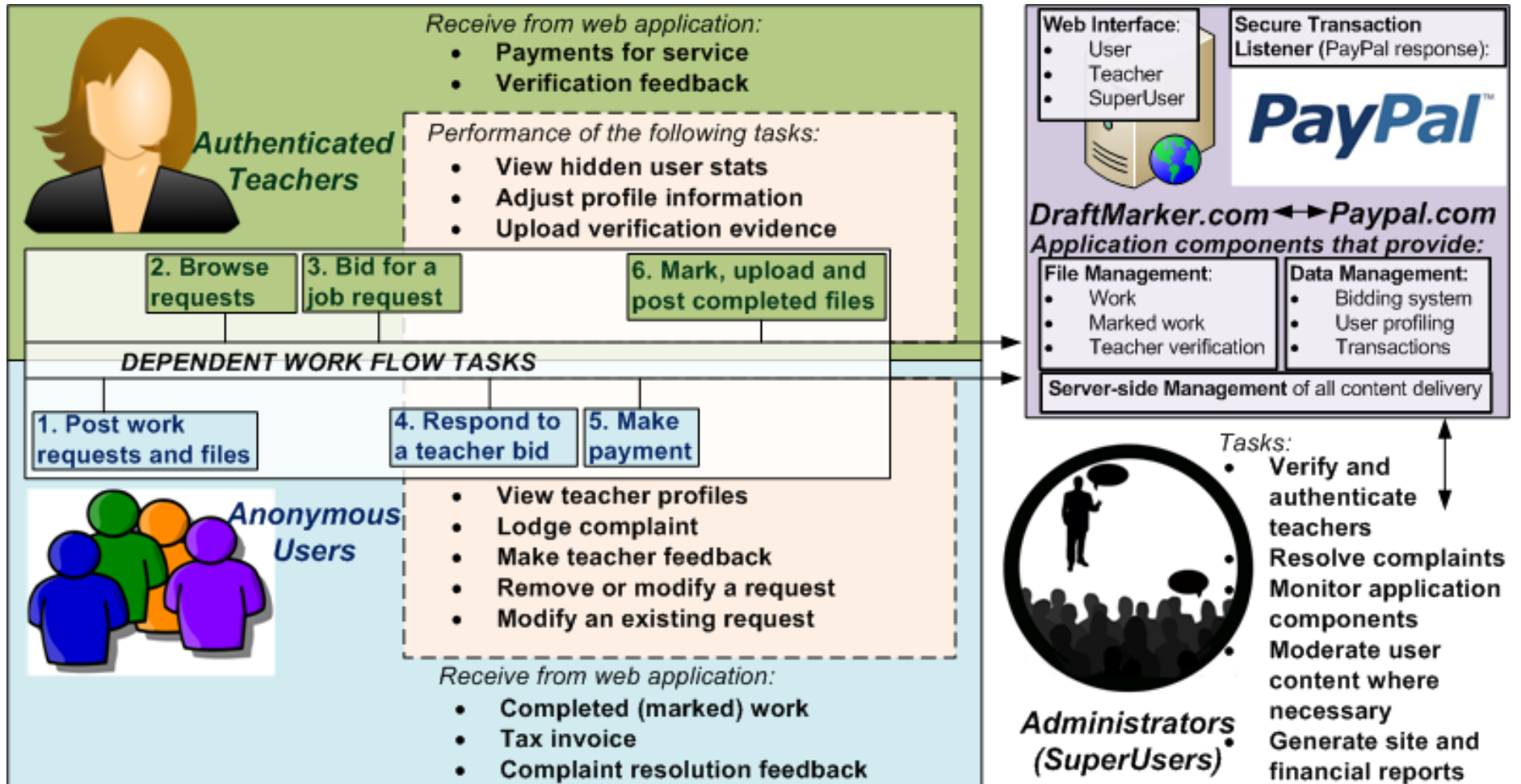
Administrator

The following example is indicative only of a typical administrator (SuperUser) session performing activities on the DraftMarker site:

| Process | Administrator (SuperUser) |
|---------|---|
| 1 | Log into site |
| 2 | Change password |
| 3 | View unresolved complaints – sort by date lodged |
| 4 | With most outstanding complaint: <ul style="list-style-type: none"> • Browse initial request and bid history • Browse completed work • Adjudicate decision – refund granted • Affect decision in data records |
| 5 | Browse teacher authentication and verification records – sort by <i>decision awaiting</i> status |
| 6 | View uploaded documented evidence for authentication and verification – affect decision in data records |
| 7 | Browse site payment records |

Combined Use Case Scenario Diagram: DraftMarker.com

Thus, the above user case scenarios reflect a total case scenario that can be represented by this diagram:



Database Design

The following Entity Relationship Data Model seeks to successfully meet the requirements of the DraftMarker service detailed above. This design is immediately followed by a set of normalised relations (to third normal form) that can be implemented to form a non-redundant, efficient storage solution to the underlying data tier of this application.

Entity Relationship Diagram – DraftMarker.com

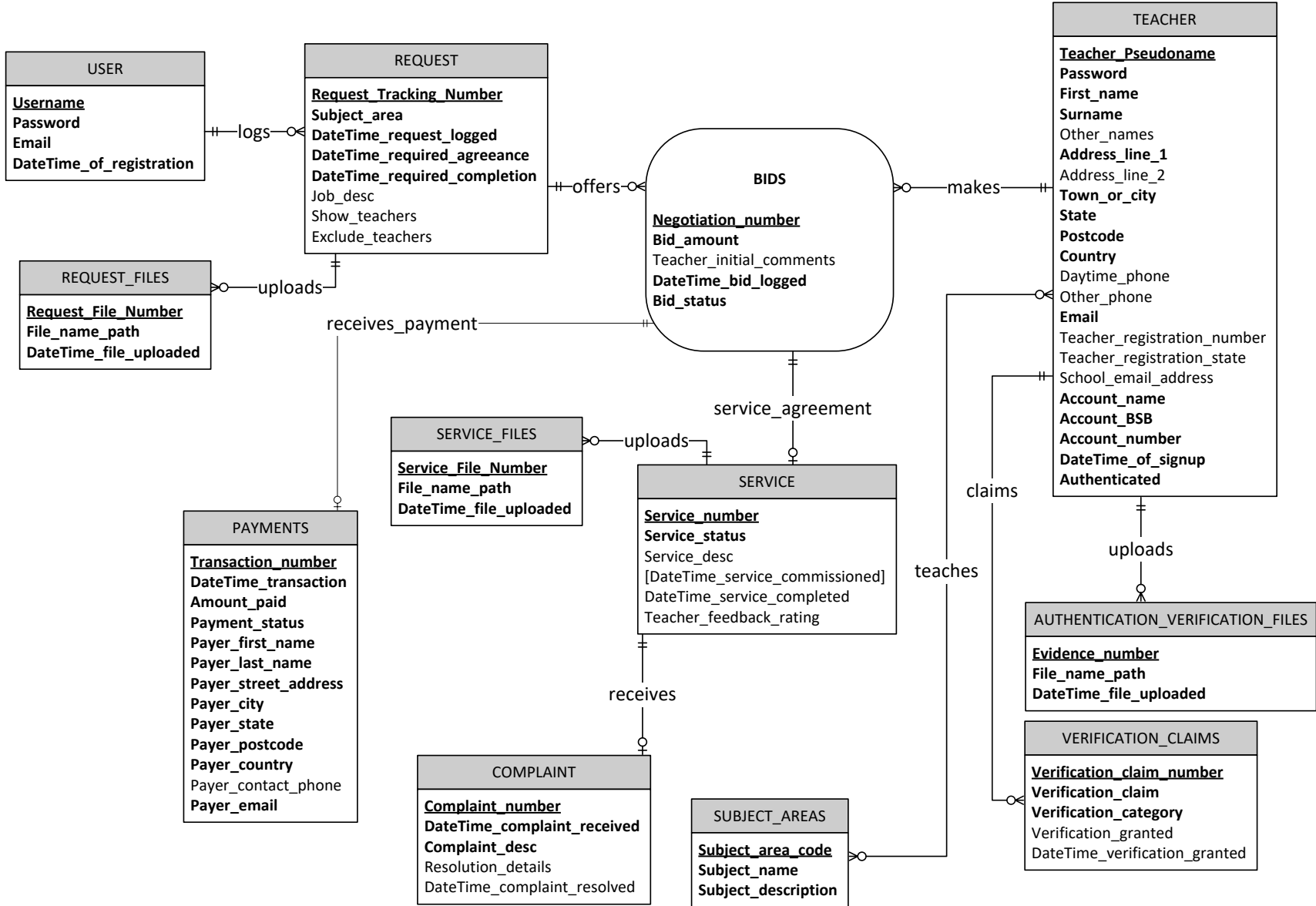


Table Relations - DraftMarker.com

USER (Username, Password, Email, DateTime_of_registration)

REQUEST (Request_Tracking_Number, Username, Subject_area, DateTime_request_logged, DateTime_required_agreeance, DateTime_required_completion, Job_desc, Show_teachers, Exclude_teachers)

REQUEST_FILES (Request_File_ID, Request_Tracking_Number, File_name_path, DateTime_file_uploaded)

BIDS (Negotiation_number, Teacher_Pseudoname, Request_Tracking_Number, Bid_amount, Teacher_initial_comments, DateTime_bid_logged, Bid_status)

SERVICE (Service_number, Negotiation_number, Service_status, Service_desc, DateTime_service_completed, Teacher_feedback_rating)

SERVICE_FILES (Service_File_Number, Service_number, File_name_path, DateTime_file_uploaded)

COMPLAINT (Complaint_number, Service_number, DateTime_complaint_received, Complaint_desc, Resolution_details, DateTime_complaint_resolved)

TEACHER (Teacher_Pseudoname, Password, First_name, Surname, Other_names, Address_line_1, Address_line_2, Town_or_city, State, Postcode, Country, Daytime_phone, Other_phone, Email, Teacher_registration_number, Registration_state, School_email_address, Account_name, Account_BSB, Account_num, DateTime_signup, Authenticated)

AUTHENTICATION_VERIFICATION_FILES (Evidence_number, Teacher_Pseudoname, File_name_path, DateTime_file_uploaded)

VERIFICATION_CLAIMS (Verification_claim_number, Teacher_Pseudoname, Verification_claim, Verification_category, Verification_granted, DateTime_verification_granted)

TEACHER_SUBJECT_AREAS (Teacher_Pseudoname, Subject_area_code)

SUBJECT_AREAS (Subject_area_code, Subject_name, Subject_description)

PAYMENTS (Transaction_number, Negotiation_number, DateTime_transaction, Amount_paid, Payment_status, Payer_first_name, Payer_last_name, Payer_street_address, Payer_city, Payer_state, Payer_postcode, Payer_country, Payer_contact_phone, Payer_email)

Additional Relations

In addition to the relations identified above, it is further necessary to store the following information to ensure both security and a higher level of efficiency in the DraftMarker system.

SuperUser Accounts

To manage administrator accounts, the following relation must be created:

SUPER_USER (Account_number, Username, Password)

Verification Categories and Claims

To better manage the categories and claims under which teachers can verify their qualifications (e.g. “Years Experience”, “Current Position”, “Curriculum Co-ordinator”, etc.) a relation will also be created *provided* the user testing reflects a need for these categories to be consistently updated. It is anticipated that like categories and claims are an advantage between teachers when it comes to advanced searching, sorting and comparing by set criteria.

VERIFICATION_CATEGORY (Category_number, Category_name)

VERIFICATION_CLAIM (Claim_number, Claim_name)

Show and Exclude Teachers

It is evident that if multiple teachers wish to be shown / hidden, separate relations must be created to handle these requests. Thus, the following relations must be created to handle these requests:

REQUEST_SHOW_TEACHERS (Request_Tracking_Number, Teacher_Pseudoname)

REQUEST_HIDE_TEACHERS (Request_Tracking_Number, Teacher_Pseudoname)

Note – Once these relations are created, the *Show_teachers* and *Exclude_teachers* attributes in the REQUEST relation above are no longer needed – this has been reflected in the following entity and attribute definitions.

Entity and Attribute Definitions

To better understand the relational data storage requirements for the DraftMarker system, the following entity and attribute explanations will detail the functional use (where required) of each of these fields. **Bold** attributes illustrate required values for entities. Projected data types are listed beside each attribute.

| USER: The parent table of all users that sign up for the DraftMarker service. | | |
|--|---------------|---|
| Username | VARCHAR (128) | Uniquely identifies any particular USER. No less than 6 characters, no more than 128. |
| Password | VARCHAR(15) | MD5 encrypted string. Minimum 6 characters, maximum 15. |
| Email | VARCHAR(255) | Valid email address for correspondence. |
| DateTime_of_registration | DATETIME | Time stamp for the moment this record is initially entered. |

REQUEST: For users to create, modify or remove multiple requests.

| | | |
|--------------------------------|--------------|---|
| <u>Request Tracking Number</u> | INT | Allows $(2^{31})-1$ positive whole number combinations, totalling over 2 billion requests. At 4 bytes per storage, if this were ever not enough, BIGINT could be used at 8 bytes per storage. |
| Username | VARCHAR(128) | USERS <i>Username</i> posting the request. |
| Subject_area | VARCHAR(64) | The value of this can be selected from a list of distinct values from the SUBJECT_AREAS entity discussed below (<i>Subject_name</i> attribute) |
| DateTime_request_logged | DATETIME | Time stamp for the moment this record is initially entered. |
| DateTime_required_agreeance | DATETIME | User selected Date and Time for the allowable time frame in which bids will be allowed – so that agreeance can be reached. |
| DateTime_required_completion | DATETIME | Restricts allowable time frame in which teacher can complete marking. |
| Job_desc | TEXT | User types / adds accompanying notes with request which teachers can read before bidding. Thus, this is ideal, but not required. |

REQUEST_HIDE_TEACHERS: These teachers will not be able to see this request.

| | | |
|--------------------------------|--------------|---|
| <u>Request Tracking Number</u> | INT | REQUEST <i>Request_Tracking_Number</i> to hide from these teachers. |
| <u>Teacher Pseudoname</u> | VARCHAR(128) | TEACHER <i>Teacher_Pseudoname</i> that cannot see this REQUEST. |

REQUEST_SHOW_TEACHERS: Preferred teachers will see this request only.

| | | |
|--------------------------------|--------------|---|
| <u>Request Tracking Number</u> | INT | REQUEST <i>Request_Tracking_Number</i> to show these teachers only. |
| <u>Teacher Pseudoname</u> | VARCHAR(128) | TEACHER <i>Teacher_Pseudoname</i> that can see this REQUEST. |

REQUEST_FILES: Multiple files for users logging requests.

| | | |
|------------------------|-----|--|
| <u>Request File ID</u> | INT | Allows $(2^{31})-1$ positive whole number combinations, totalling over 2 billion request files. At 4 bytes per storage, if this were ever not enough, BIGINT could be used at 8 bytes per storage. |
|------------------------|-----|--|

| | | |
|--------------------------------|--------------|--|
| Request_Tracking_Number | INT | REQUEST <i>Request_Tracking_Number</i> connected to these files. |
| File_name_path | VARCHAR(255) | System dir + file name + "." + extension |
| DateTime_file_uploaded | DATETIME | Time stamp for the moment this record is initially entered. |

BIDS: For users to create, modify or remove multiple requests.

| | | |
|----------------------------------|--------------|---|
| <u>Negotiation_number</u> | INT | Allows $(2^{31})-1$ positive whole number combinations, totalling over 2 billion bids. At 4 bytes per storage, if this were ever not enough, BIGINT could be used at 8 bytes per storage. |
| Teacher_Pseudoname | VARCHAR(128) | TEACHER <i>Teacher_Pseudoname</i> that made this BID. |
| Request_Tracking_Number | INT | REQUEST <i>Request_Tracking_Number</i> that this BID was made on. |
| Bid_amount | MONEY | Monetary unit to represent how much the teacher has bid. |
| Teacher_initial_comments | TEXT | Return comments to the user – will most likely describe what the teacher is going to do, so that the user can decide whether or not to take the bid. These pre-sale conversations will help solve future disputes, although not mandatory, a good idea. |
| DateTime_bid_logged | DATETIME | Time stamp for the moment this BID is initially entered. |
| Bid_status | VARCHAR(20) | Will either be " <i>awaiting_decision</i> " (default), " <i>declined</i> " or " <i>accepted</i> ". |

SERVICE: Completed service details.

| | | |
|------------------------------|-------------|---|
| <u>Service_number</u> | INT | Allows $(2^{31})-1$ positive whole number combinations, totalling over 2 billion services. At 4 bytes per storage, if this were ever not enough, BIGINT could be used at 8 bytes per storage. |
| Negotiation_number | INT | The BID for which this service was completed. |
| Service_status | VARCHAR(20) | The status of this SERVICE. This will either be " <i>Incomplete</i> " (by default), " <i>Complete</i> " or " <i>In_Dispute</i> ". |
| Service_desc | TEXT | Teacher written comments on the service performed. Not mandatory, but will aid in the dispute resolution process. |

| | | |
|--|-------------|---|
| DateTime_service_completed | DATETIME | Time stamp for the moment the SERVICE <i>Service_status</i> is marked as "Complete". |
| Teacher_feedback_rating | VARCHAR(20) | The teacher rating of the completed SERVICE. By default this will be "Unrated", but may be changed to "Helpful" or "Unhelpful". |
| Note – DateTime_service_commissioned was not listed in this table definition – as this value is equal to the PAYMENTS <i>DateTime_transaction</i> at which the PAYMENT <i>Payment_status</i> = "Completed" AND PAYMENT <i>Negotiation_number</i> = SERVICE <i>Negotiation_number</i> | | |

| SERVICE_FILES: Multiple files for users logging requests. | | |
|---|--------------|--|
| Service File ID | INT | Allows (2 ³¹)-1 positive whole number combinations, totalling over 2 billion service files. At 4 bytes per storage, if this were ever not enough, BIGINT could be used at 8 bytes per storage. |
| Service_Number | INT | SERVICE <i>Service_Number</i> connected to these files. |
| File_name_path | VARCHAR(255) | System dir + file name + "." + extension |
| DateTime_file_uploaded | DATETIME | Time stamp for the moment this record is initially entered. |

| COMPLAINT: Complaint lodged about a particular SERVICE. | | |
|---|----------|---|
| Complaint_number | INT | Allows (2 ³¹)-1 positive whole number combinations, totalling over 2 billion complaints. At 4 bytes per storage, if this were ever not enough, BIGINT could be used at 8 bytes per storage. |
| Service_number | INT | The SERVICE to which the COMPLAINT is connected. |
| DateTime_complaint_received | DATETIME | Time stamp for the moment this COMPLAINT is entered. |
| Complaint_desc | TEXT | User description of their dissatisfaction. This is mandatory to discourage USERS simply complaining for a chance of refund. |
| Resolution_details | TEXT | Once the COMPLAINT is investigated, details can be entered here by the Administrator. It may yet be resolved – this field can be edited on an ongoing basis. |
| DateTime_complaint_resolved | DATETIME | Date / time for the moment this COMPLAINT is resolved entered by Administrator. |

Note – There is no Complaint_status field – as the status was decided to be either “Resolved” or “Unresolved”, so to save space it was decided that if the complaint is unresolved there will be no resolution date entered here (the opposite is true for resolved complaints). Depending on testing, this may change.

TEACHER: The parent table of all teachers that sign up for the DraftMarker service.

| | | |
|------------------------------------|---------------|--|
| Teacher Psuedoname | VARCHAR (128) | Uniquely identifies any particular TEACHER. No less than 6 characters, no more than 128. |
| Password | VARCHAR(15) | MD5 encrypted string. Minimum 6 characters, maximum 15. |
| First_name | VARCHAR(50) | First name |
| Surname | VARCHAR(50) | Surname |
| Other_names | VARCHAR(100) | Other names |
| Address_line_1 | VARCHAR(100) | Address Line 1 |
| Address_line_2 | VARCHAR(100) | Address Line 2 |
| Town_or_city | VARCHAR(50) | Town or City |
| State | VARCHAR(20) | State |
| Postcode | VARCHAR(10) | Postcode (10 characters for future overseas expansion) |
| Country | VARCHAR(30) | Country (As above) |
| Daytime_phone | VARCHAR(14) | Daytime Phone (not mandatory) |
| Other_phone | VARCHAR(14) | Other Phone (not mandatory) |
| Email | VARCHAR(255) | Valid email address for correspondence. |
| Teacher_registration_number | VARCHAR(30) | Not mandatory but will significantly speed up checks for authentication. |
| Teacher_registration_state | VARCHAR(20) | |
| School_email_address | VARCHAR(255) | |
| Account_name | VARCHAR(255) | To be paid for SERVICE by DraftMarker.com |
| Account_BSB | VARCHAR(10) | |
| Account_number | VARCHAR(30) | |
| DateTime_of_registration | DATETIME | Time stamp for the moment this record is initially entered. |

| | | |
|----------------------|-----|---|
| Authenticated | BIT | TRUE =1, FALSE = 0 (a Boolean value to determine whether a teacher has been authenticated and thus allowed access to the system yet). Default is FALSE (an integer value of 0). |
|----------------------|-----|---|

| | | |
|--|--------------|--|
| AUTHENTICATION_VERIFICATION_FILES: Multiple files for TEACHER(s) logging evidence for authentication and / or verification. | | |
| Evidence_number | INT | Allows (2 ³¹)-1 positive whole number combinations, totalling over 2 billion teacher supporting evidence files. At 4 bytes per storage, if this were ever not enough, BIGINT can be used at 8 bytes per storage. |
| Teacher_Psuedoname | VARCHAR(128) | TEACHER <i>Teacher_Psuedoname</i> connected to these files. |
| File_name_path | VARCHAR(255) | System dir + file name + "." + extension |
| DateTime_file_uploaded | DATETIME | Time stamp for the moment this record is initially entered. |

| | | |
|---|--------------|---|
| VERIFICATION_CLAIMS: TEACHER(s) will make these skill and experience claims on their viewable profile in order to attract business. | | |
| Verification_claim_number | INT | Allows (2 ³¹)-1 positive whole number combinations, totalling over 2 billion teacher skill or experience claims. At 4 bytes per storage, if this were ever not enough, BIGINT can be used at 8 bytes per storage. |
| Teacher_Psuedoname | VARCHAR(128) | TEACHER <i>Teacher_Psuedoname</i> connected to this CLAIM. |
| Note –As identified above, the values for the following two attributes may be filled by the specially created Verification Category and Verification Claim relations – which will enable more efficient searching, sorting and ranking of teachers. | | |
| Verification_claim | VARCHAR(255) | The Claims the teacher wishes to make. For example, "10+ years service" or "Head of department". |
| Verification_category | VARCHAR(255) | Categories used to organise Claims – such as "Experience" or "Qualifications". |
| Verification_granted | BIT | TRUE =1, FALSE = 0 (a Boolean value to determine whether a teacher enough evidence has been uploaded to support this claim). Default is FALSE (an integer value of 0). |
| DateTime_verification_granted | DATETIME | Date / time entered by the Administrator when (if) the verification claim is proven. |

| | | |
|--|--------------|---|
| TEACHER_SUBJECT_AREAS: Subject areas that the TEACHER is qualified in. This allows multiple subject areas to be taught by the same teacher. These will be the areas under which the TEACHER sees the requests posted. | | |
| Teacher Psuedoname | VARCHAR(128) | TEACHER <i>Teacher_Psuedoname</i> that belongs to the subject area. |
| Subject_area_code | VARCHAR(20) | Subject area code of the subject taught. |

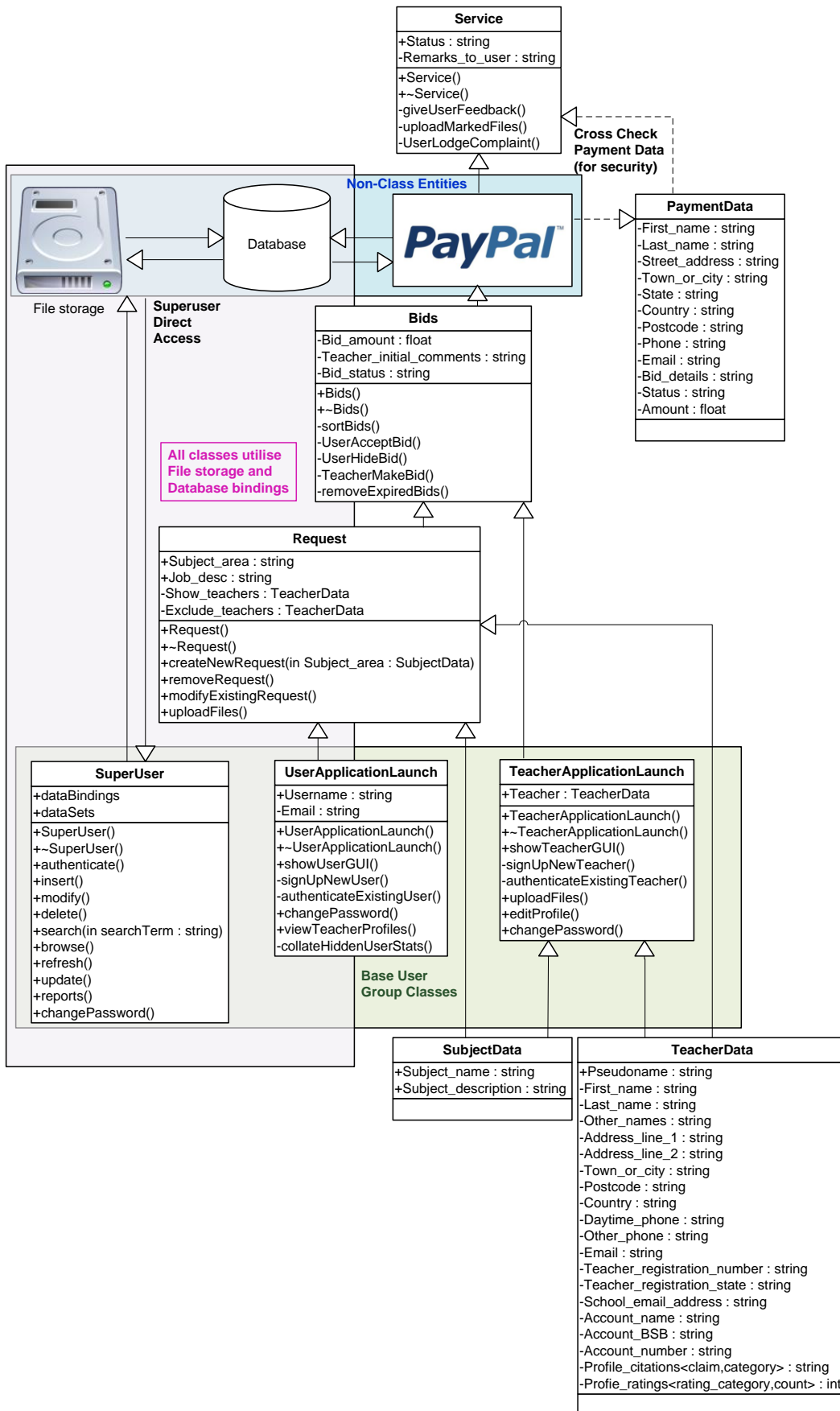
| | | |
|---|--------------|---|
| SUBJECT_AREAS: Subject areas that are taught by a teacher. This relation will also be used to fill the Subject Areas under which the USER can post REQUEST(s). | | |
| Subject_area_code | VARCHAR(20) | Subject area code of the subject taught. |
| Subject_name | VARCHAR(255) | Name of the subject. |
| Subject_description | TEXT | Necessary to explain inter –state or –national differences in Subject naming differences. |

| | | |
|---|--------------|---|
| PAYMENTS: The default repository of secure payment information, that can be used to cross-check against completed Services (for added security). | | |
| Transaction_number | INT | Allows $(2^{31})-1$ positive whole number combinations, totalling over 2 billion transactions. At 4 bytes per storage, if this were ever not enough, BIGINT could be used at 8 bytes per storage. |
| Negotiation_number | INT | The BID for which this PAYMENT was made. |
| DateTime_of_transaction | DATETIME | Time stamp for the moment this PAYMENT is recorded. |
| Amount_paid | MONEY | Value of transaction paid. This is an exact numeric type, and as such can easily be compared with the BID <i>Bid_amount</i> attribute to determine if the full amount was successfully paid. |
| Payment_status | VARCHAR(20) | Status of the transaction returned – which will either be “Completed”, “Denied”, “Expired”, “Failed” or “In-Progress”. |
| Payer_first_name | VARCHAR(50) | First name |
| Payer_last_name | VARCHAR(50) | Surname |
| Payer_street_address | VARCHAR(255) | Street Address |
| Payer_city | VARCHAR(50) | City |

| | | |
|----------------------------|--------------|--|
| Payer_state | VARCHAR(20) | State |
| Payer_postcode | VARCHAR(10) | Postcode (10 characters for future overseas expansion) |
| Payer_country | VARCHAR(30) | Country (As above) |
| Payer_contact_phone | VARCHAR(14) | Contact Phone (not mandatory) |
| Email | VARCHAR(255) | Valid email address for correspondence. |

Class Design

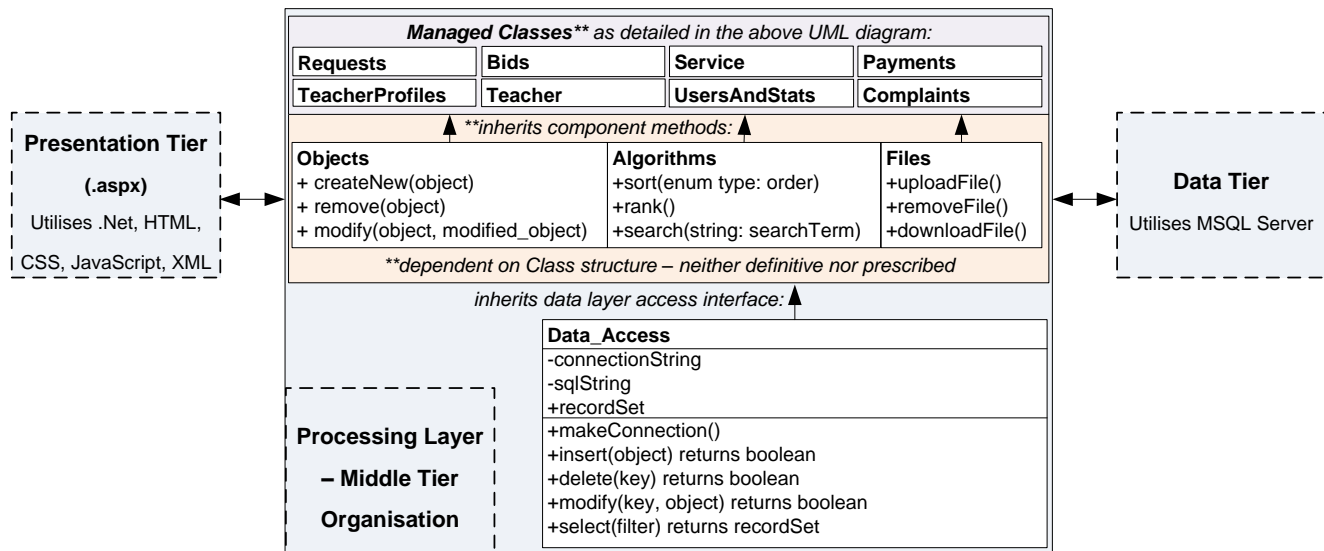
The following class diagram illustrates a preliminary design for the application tier for the DraftMarker service:



DraftMarker Three Tier Architecture – Class Structure

The previous class preliminary design integrates the three tiers of the proposed architecture discussed above in *System Architecture*. It is necessary to point out that the logical separation of the three tiers proposed will be maintained through separation of script into modules that handle specific functions of the tiers. For example, the front-end interface will be predominantly handled by web forms (identifiable with a *.aspx* extension) with CSS, HTML and JavaScript elements that can be altered without altering the underlying tiers. Similarly, the storage structure – in this instance the MSQL Server database – will be independently implemented and managed, separate to the operational class modules above which it provides and stores information for.

It is the (middle) processing layer within which an effective and efficient class structure will be organised. As such, the following diagram expands on the above UML diagram, showing the separation of each Class into manageable components. Each of the **Classes** and **component methods** shown in the diagram below *will be separated (wherever possible)* into individual C-Sharp code modules (*.cs extension*) that can be called from the above presentation tier (*.aspx*) or inherited by higher class (parent) objects. These modules can then utilise the **Data_Access Class** to make requests and retrieve data from the tier below (i.e. the data tier – in this instance the DraftMarker MSQL Server database).



The aim of this logical separation of classes is to avoid reusing code, to make the project more manageable, and to create a more efficient structure to update and maintain during development and testing. The ability to separate the application into this logical structure will further benefit future development of the capabilities of the DraftMarker system.

Finally, the algorithm for the rank() method for teachers needs defining. Rank is the descended sorting of: $[Rating = (Ratings_helpful / Users_helped) * Completion_deadlines_met]$, where (Ratings_helpful / Users_helped) shows a conversion rate, multiplied by the completion deadlines met to show an activity rate (this may be modified further during development and testing).

User Interface


To illustrate the required functionality of the proposed DraftMarker system, the following user interface designs will be used to outline user, teacher and administrator case scenarios. These designs form a storyboard that attempts to integrate the data and functionality requirements (illustrated in previous sections) into a feasible, intuitive and aesthetically pleasing user interface. It must be noted at this point that some styling and basic functionality of elements *may differ* slightly from this plan upon development; however, in this case, it should be noted that the

previously discussed required functionality *will not be compromised* in any case. For readability, each User Interface design has been placed on a new page, with brief annotation immediately preceding the design.

The first User Interface design begins on the following page.

Homepage

The following design details the DraftMarker domain's home page. Promotional material is a necessity at this point – potential browsers must instantly be sold the value of the site in order to increase user base. The sign-up process (as well as the log-in process) purposely dominates the remainder of this layout, as all site content cannot be accessed further without a valid user account.

**DraftMarker**
Assessment Feedback Service

Username: Password:

Remember me [forgotten password](#)

How it works.
Lorem ipsum dolor sit amet, consectetur adipiscing elit. Pellentesque rhoncus ...

Ethical standards.
Pellentesque tristique orci non ante accumsan ornare. Phasellus purus augue ...

Better results.
etc.

| | |
|-------------|-------------|
| testimonial | video |
| image | testimonial |

SIGN UP - ITS FREE

Username:

Password:


Repeat Password:

Email:

teachers | about | terms of use | privacy | disclaimer | contact

Users - Requests

Following user logging in, the basic DraftMarker page will default to the My Requests page, in which the user can view current requests made, modify existing requests or post new requests. The other areas of the site can also be navigated to:

 **DraftMarker**
Assessment Feedback Service

Logged in as *ricky_ponting99*
[change password](#)

Log out




View: My Requests

| REQUEST | Tracking Number | My Requests |
|--------------------|-----------------|---|
| + make new | 1500124 | Biology made on 16/03/11 at 15:35: Lorem ipsum dolor sit amet, consectetur adipiscing elit. Pellentesque ... Details Remove |
| VIEW BY STATUS | 1128746 | English made on 14/03/11 at 20:11: Pellentesque tristique orci non ante accumsan ornare. Phasellus augue ... Details Remove |
| + my requests | | |
| + teacher bids | | |
| + completions | | |
| OTHER | | |
| + teacher profiles | | |
| + complaints | | |

teachers | about | terms of use | privacy | disclaimer | contact


Users - Request Details

If the users click the Details button above, they are presented with the following screen, detailing the information set by the user for the initial request. If they chose to Modify Request, they will be presented with a screen similar to the next *New Request* screen - but with the form values pre-filled.

|  DraftMarker Assessment Feedback Service | | Logged in as <i>ricky_ponting99</i> change password | Log out |
|--|-------------|--|---|
| View: My Requests → Details | | | |
| REQUEST + make new | Details | Tracking Number: 4771932 Posted to: <i>Legal Studies</i> Date posted: 17/03/11 Time posted: 17:39 | <input type="button" value="Modify Request"/> <input type="button" value="Exit - No Changes"/> |
| VIEW BY STATUS + my requests + teacher bids + completions | Content | Current attachments: <div style="display: flex; gap: 10px;">   </div> <div style="display: flex; gap: 10px;"> myRepor t.docx scansOf Task.zip </div> | |
| OTHER + teacher profiles + complaints | Preferences | <p><i>Latest allowable date / time to accept:</i></p> <ul style="list-style-type: none"> + agreeance: 21/03/11 by 18:00 + completion: 24/03/11 by 18:00 <p><i>Description of job (or comments) for teacher:</i></p> <div style="border: 1px solid #ccc; padding: 5px; min-height: 40px;"> Ut rutrum, elit sed sollicitudin lacinia, odio mauris tincidunt lacus, ultricies condimentum dolor diam quis diam. Integer commodo facilisis elit id iaculis. Quisque vel mauris dignissim neque placerat venenatis ac ut felis. Vestibulum scelerisque mollis dolor nec luctus!!! ☺ </div> <p>**Preferred teachers:</p> <div style="border: 1px solid #ccc; padding: 2px;"> legal_eagle_75 humanity_64 </div> <p>***Excluded teachers: nil</p> <p><small>**Requests only teachers you have used previously, or have been recommended. The request will not be made visible to teachers not included on this list.</small></p> <p><small>***Teachers on the exclude list will not be able so see your request.</small></p> | |
| teachers about terms of use privacy disclaimer contact | | | |

Users – New Request

To lodge a new request, the user can supply the following required information:


DraftMarker
Assessment Feedback Service
Logged in as ricky_ponting99
[change password](#)
Log out

View: [Requests](#) → New

REQUEST

+ make new

VIEW BY STATUS

+ my requests



+ teacher bids

+ completions

OTHER

+ teacher profiles

+ complaints

| | |
|---------------|--|
| Subject Area | Post request to: <input type="text" value="Legal Studies"/> |
| Content | File upload: <input type="text" value="<..browse..>"/> <input type="button" value="Upload"/> upload file rules Current attachments: <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  myReport.docx ✘ </div> <div style="text-align: center;">  scansOfTask.zip ✘ </div> </div> |
| Preferences | Latest allowable date / time to accept: + teacher bids: <input type="text" value="<..select..>"/> <input type="text" value="20"/> <input type="text" value="00"/> + completion: <input type="text" value="<..select..>"/> <input type="text" value="21"/> <input type="text" value="15"/> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> 2230</div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> 2345</div> <div style="margin-top: 10px;"> Description of job (or comments) for teacher: <div style="border: 1px solid #ccc; padding: 5px; min-height: 40px;"> Ut rutrum, elit sed sollicitudin lacinia, odio mauris tincidunt lacus, ultricies condimentum dolor diam quis diam. Integer commodo facilisis elit id iaculis. Quisque vel mauris dignissim neque placerat venenatis ac ut felis. Vestibulum scelerisque mollis dolor nec luctus!!! @ </div> </div> <div style="margin-top: 10px;"> **Preferred teachers: <small>(Leave blank for no preference)</small> <input type="text" value="legal_eagle_75"/> <input type="button" value="Add"/> <div style="border: 1px solid #ccc; padding: 2px; margin-top: 2px;"> legal_eagle_75 humanity_64 </div> </div> <div style="margin-top: 10px;"> ***Exclude teachers: <small>(Leave blank for no exclusions)</small> <input type="text" value="Brisbane_81"/> <input type="button" value="Add"/> <div style="border: 1px solid #ccc; padding: 2px; margin-top: 2px;"> Brisbane_81 </div> </div> <div style="font-size: 0.8em; margin-top: 10px;"> **Requests only teachers you have used previously, or have been recommended. The request will not be made visible to teachers not included on this list. ***Teachers on the exclude list will not be able so see your request. </div> |
| Lodge Request | <input checked="" type="checkbox"/> I have read and accepted the terms and conditions <input type="button" value="Submit Request"/> <input type="button" value="Cancel"/> |

Marine Studies

Mathematics (General)

Mathematics (Extension I)

Mathematics (Extension II)

Modern History

Music


March 11

| | | | | | | |
|----|----|----|----|----|----|----|
| M | T | W | T | F | S | S |
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

[teachers](#) | [about](#) | [terms of use](#) | [privacy](#) | [disclaimer](#) | [contact](#)

Users – Teacher Bids Offered on Service Requests

After the user has had several teacher offers of requests for service, they can select which offer they prefer, or decline the offer by hiding it. Once they accept an offer, and pay for it, the other offers will not be displayed (as shown in the screen design two below titled *Teacher Bid Paid on Service Requests*). To help make the bidding decision, the User can click on the teacher pseudo name, which will bring up the screen design following the one below titled *Viewing Teacher Profiles*.


DraftMarker
Assessment Feedback Service
Logged in as ricky_ponting99
[change password](#)
Log out

View: Teacher Bids

REQUEST

+ make new

VIEW BY STATUS

+ my requests

+ teacher bids

+ completions

OTHER

+ teacher profiles

+ complaints

Tracking Number:

<sort by...> **Teacher Bids 1500124 Biology** <more> <show hidden bids>


| | |
|---|--|
| 1 | Teacher: care_for_planet <view profile> Bid: \$40 on 16/03/11 at 15:35 Initial Teacher Comments: <input style="width: 100%; height: 20px;" type="text" value="Lorem ipsum dolor sit amet, consectetur adipiscing elit. Pellentesque ..."/> <input type="checkbox"/> I accept this offer. |
| 2 | Teacher: hippy_77 <view profile> Bid: \$28 on 17/03/11 at 09:13 Initial Teacher Comments: <input style="width: 100%; height: 20px;" type="text" value="Pellentesque tristique orci non ante accumsan ornare. Phasellus augue ..."/> <input checked="" type="checkbox"/> I accept this offer. |
| 3 | Teacher: bioscienceman <view profile> Bid: \$45 on 16/03/11 at 18:50 Initial Teacher Comments: <input style="width: 100%; height: 20px;" type="text"/> <input type="checkbox"/> I accept this offer. |

<<prev...>> ...next>>

Agreed price for service (\$AUD): 28.00

GST (\$AUD): 2.80








Total amount owing (\$AUD): 30.80



[teachers](#) | [about](#) | [terms of use](#) | [privacy](#) | [disclaimer](#) | [contact](#)


Users - Viewing Teacher Profiles

Clicking on the Teacher Pseudo name above will bring up the teachers viewable profile:

|  DraftMarker Assessment Feedback Service | | Logged in as ricky_ponting99 change password | Log out |
|--|---|--|-------------------------|
| View: Teachers → Profile | | | |
| REQUEST + make new | Teacher science_is_life | | |
| VIEW BY STATUS + my requests + teacher bids + completions | Quaifications Graduate Diploma in Education  <u>Verified</u> Bachelor of Science  <u>Verified</u> Registered Teacher  <u>Verified</u> Certificate IV in Fish Production | | |
| OTHER + teacher profiles + complaints | Experience 10+ years teaching  <u>Verified</u> Currently teaching | | |
| | Subject Areas Physics Chemistry Biology Science (General) Marine Studies | | |
| | Reputation <div style="display: flex; align-items: center; margin-bottom: 10px;">  12 users rated this teacher helpful </div> <div style="display: flex; align-items: center;">  3 users rated this teacher unhelpful </div> | | |
| | Statistics Users helped: 45 Completion deadlines met: 43 Last logged in: 15/03/11 Average price earnt per user: \$24 Minimum price earnt to date: \$7 Maximum price earnt to date: \$90 | | |
| teachers about terms of use privacy disclaimer contact | | | |

Users - Teacher Bid Paid on Service Requests

An accepted and paid teacher bid, as discussed above:

**DraftMarker**
Assessment Feedback Service

Logged in as **ricky_ponting99**
[change password](#)

Log out

View: Teacher Bids

REQUEST
+ make new

VIEW BY STATUS
+ my requests
+ teacher bids
+ completions

OTHER
+ teacher profiles
+ complaints

Tracking Number:

Teacher Bids 1128746 **English** [<more>](#)

1 Teacher: **shakespeare80** [<view profile>](#)
Bid: **\$19** on 31/01/11 at 21:01
Initial Teacher Comments: I accept this offer.

You **purchased** this request on 01/02/11 at 13:02.

Your specified completion date was on or before 03/02/11 at 23:45. It is recommended you check your **completions** after this time.


This request is no longer available for bids and cannot be seen by other teachers.

This bid will be removed automatically after 45 days. [<remove now>](#)

teachers | about | terms of use | privacy | disclaimer | contact

Users - Accessing Completed Work

Once payment has been made, and service has been completed (and marked as complete) by the teacher, the student can access the completed files via the Completions window. From here, the student could either rate the teacher help, or lodge a complaint about the service. Both of these options will be shown after the following screen design:





DraftMarker

Assessment Feedback Service

Logged in as ricky_ponting99
[change password](#)

[Log out](#)


View: Completions

| REQUEST | Tracking Number | Offers |
|---|--|---|
| <div style="background-color: #fff9c4; padding: 2px; border: 1px solid #ccc; margin-bottom: 2px;">+ make new</div> | <p>1500124 <more> Biology</p> | <p>Teacher: hippy_77 Marked for completion: on 20/03/11 at 06:50 <show></p> |
| <div style="background-color: #fff9c4; padding: 2px; border: 1px solid #ccc; margin-bottom: 2px;">VIEW BY STATUS</div> <div style="background-color: #fff9c4; padding: 2px; border: 1px solid #ccc; margin-bottom: 2px;">+ my requests</div> <div style="background-color: #fff9c4; padding: 2px; border: 1px solid #ccc; margin-bottom: 2px;">+ teacher bids</div> <div style="background-color: #e1eef6; padding: 2px; border: 1px solid #ccc; margin-bottom: 2px;">+ completions</div> | <p>1128746 <more> English</p> | <p>Teacher: english_101 Marked for completion: on 7/02/11 at 11:54 <hide></p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; display: flex; justify-content: space-around;"> <div style="text-align: center;">  poetryEs say.docx </div> <div style="text-align: center;">  poe..MAR KED.docx </div> </div> <p>Other teacher feedback or comments:</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p style="font-size: x-small; margin: 0;">Ut rutrum, elit sed sollicitudin lacinia, odio mauris tincidunt lacus, ultricies condimentum dolor diam quis diam. Integer commodo facilisis elit id iaculis. Quisque vel mauris dignissim neque placerat venenatis ac ut felis. Vestibulum scelerisque mollis dolor nec luctus!!! ☺</p> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="border: 1px solid #ccc; padding: 2px 5px; font-size: x-small;">Rate Teacher Help</div> <div style="border: 1px solid #ccc; padding: 2px 5px; font-size: x-small;">Remove Completed Request</div> </div> <p style="font-size: x-small; margin-top: 5px;">Complete requests will automatically be removed after a period of 90 days.</p> |

[teachers](#) | [about](#) | [terms of use](#) | [privacy](#) | [disclaimer](#) | [contact](#)

Users - Rating the Teacher Feedback

The teacher can be rated at this point, based on the Service provided:

 **DraftMarker**
Assessment Feedback Service

Logged in as **ricky_ponting99**
[change password](#)

Log out


View: [Completions](#) → Rate Teacher Help


| |
|------------|
| REQUEST |
| + make new |


| |
|----------------|
| VIEW BY STATUS |
| + my requests |
| + teacher bids |
| + completions |

| |
|--------------------|
| OTHER |
| + teacher profiles |
| + complaints |

For tracking number 1128746:
Teacher: **english_101**

 Was of some help.

 I do not wish to rate this teacher.


 Teacher gave me nothing of use or value.

All ratings are anonymous. Rate your current service only, based on the usefulness of the help you received.

teachers | about | terms of use | privacy | disclaimer | contact

Users – Lodging a Complaint

Lodging a complaint about the Service provided:

**DraftMarker**
Assessment Feedback Service

Logged in as **ricky_ponting99**
[change password](#)

Log out

View: Completions

REQUEST
+ make new

VIEW BY STATUS
+ my requests
+ teacher bids
+ completions

OTHER
+ teacher profiles
+ complaints

Tracking Number:

Complaints can only be lodged for 48 hours following date and time marked as completion.

Complaint:


If you lodge a complaint, an independent teacher (from the same *subject area*) will examine materials to determine if a **sufficient level of help** was provided. An email will be sent to you regarding the outcome.

Complaints will be investigated on a case by case basis. Time of complaint resolution may vary. If it is deemed that you were not awarded a sufficient level of help, you may be entitled to a partial or full refund.

[teachers](#) | [about](#) | [terms of use](#) | [privacy](#) | [disclaimer](#) | [contact](#)

Users – Browsing Collections of Teacher Profiles

Teacher profiles will be grouped for browsing by Subject Area. As discussed earlier, the need for searching, sorting and ranking of these teachers will be built into the final product.

**DraftMarker**
Assessment Feedback Service

Logged in as *ricky_ponting99*
[change password](#)

Log out

View: Teachers

View Teacher Profiles

Search:

or **Browse by Subject Area:**

| | |
|----------------------------------|--|
| Ancient History | Mathematics (Extension II) |
| Art | Music |
| Business Studies | Religion |
| Chemistry | ... |
| ... | |

REQUEST

+ make new

VIEW BY STATUS

+ my requests

+ teacher bids

+ completions

OTHER


+ teacher profiles

+ complaints

teachers | about | terms of use | privacy | disclaimer | contact

Teachers – Welcoming

The initial welcoming page for teacher sign up.



DraftMarker

Assessment Feedback Service

Username: Password:

Remember me [forgotten password](#)

Benefits.
Lorem ipsum dolor sit amet,
consectetur adipiscing elit.
Pellentesque rhoncus ...

Reward for helping.
Pellentesque tristique orci
non ante accumsan ornare.
Phasellus purus augue ...

Extra money.
etc.

| | |
|-------------|-------------|
| testimonial | video |
| image | testimonial |

Teachers: Sign Up!

[teachers](#) | [about](#) | [terms of use](#) | [privacy](#) | [disclaimer](#) | [contact](#)

Teachers – Sign Up Process




The design on the following page illustrates the required sign-up process that teachers must undertake to become a Service provider for DraftMarker.com. Following submission of this form, there will be a *time of application review* in which the teacher's application is considered.

The *time of application review* is dependent on the Administrator processing load and will vary based on the amount and quality of authentication evidence supplied.

Teachers will be notified by email as to whether or not their application has been successful.


The teacher sign up process design can be found on the following page.



| | |
|-------------------|---|
| Screen name | Choose username: <input type="text"/> <i>(your username should not resemble your real name, nor your school, nor anything that can easily identify you).</i> |
| Personal | First name: <input type="text"/> Surname: <input type="text"/> Other names: <input type="text"/> Address line 1: <input type="text"/> Address line 2: <input type="text"/> Town / City: <input type="text"/> State: <input type="text"/> Postcode: <input type="text"/> Country: <input type="text"/> Daytime Phone: <input type="text"/> Other Phone: <input type="text"/> Contact Email: <input type="text"/> |
| Authentication | <p>Teacher Number: <input type="text"/> <i>(if you have one – this is your accreditation number – not your employee number)</i></p> <p>↓</p> <p>Accrediting State: <input type="text"/> <i>(if you have teacher accreditation)</i></p> <p>School email: <input type="text"/> <i>(if you have one)</i></p> <p><i>Supplying this evidence is not mandatory – but it will greatly help speed up your application being authenticated.</i></p> <p>Upload all evidence you have to be perused for authentication: <i>(e.g. scanned originals of your degree, transcript, registration, original references, statements of employment)</i></p> <p>File upload: <input type="button" value="<..browse..>"/> <input type="button" value="Upload"/> upload file rules</p> <p>Current attachments:</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> Schoolreference.docx <input type="button" value="X"/></div> <div style="text-align: center;"> scansDe grees.zip <input type="button" value="X"/></div> <div style="text-align: center;"> moreEvidence.doc <input type="button" value="X"/></div> </div> |
| Payment Authority | Account Name: <input type="text"/> BSB: <input type="text"/> Account Number: <input type="text"/> <i>This is the account into which you wish to be paid.</i> |
| Declaration | <p>I have read and accepted the Terms of Use. And I agree to abide by them diligently. I will never attempt to mislead, coerce, etc. I will not hold liable DraftMarker or its operators, staff or owners, for any loss, damages, failures or consequences, good or bad, that result from my using the DraftMarker service. Furthermore, I understand that DraftMarker accepts no responsibility for any misuse or breach of security that results in a loss of financial or any other hardship associated with using this service. Under no circumstances will I blame DraftMarker or any of its owners accountable for reputation, emotional distress or any other form of financial loss I may sustain through or not through the DraftMarker service.</p> <p><input checked="" type="checkbox"/> I declare the information I have presented for verification to be true and accurate. <input checked="" type="checkbox"/> In no way have I misrepresented myself or my ability, nor have I made any misleading actions about myself or anything I have done.</p> <p style="text-align: center;"><input type="button" value="Authenticate Me"/> <input type="button" value="Cancel"/></p> <p><i>Evidence will be perused by an independent teacher. Time taken for authentication will vary. Allow 7 – 10 business days. Results of your authentication will be emailed to you if you are successful, along with your password. If you believe you have not been satisfactorily authenticated for the evidence you have uploaded, please contact the administrators.</i></p> |


Teachers – Editing Viewable Profile

As has been identified, the teacher remains anonymous throughout the entire process (as does the user), however the teacher can adjust their profile as desired:

|  DraftMarker Assessment Feedback Service | | Logged in as physics_teacher1972 change password | Log out |
|--|---------------|--|---------------------------------------|
| View: Teachers → Profile | | | |
| IEWS + requests + bids + payments SERVICE + perform work PROFILE + edit profile + get verified | Teacher | <input type="text" value="physics_teacher1972"/> | |
| | Quaifications | Type what you wish users to see under this section: <i>Separate each qualification on a new line. If you want these to be verified visit "get verified".</i> Graduate Diploma in Education Bachelor of Science Registered Teacher Certificate IV in Fish Production | |
| | Experience | Type what you wish users to see under this section: <i>Separate each experience on a new line. If you want these to be verified visit "get verified".</i> 10+ years teaching Currently teaching | |
| | Subject Areas | Subjects available: <small>You will see only the requests for these subject areas:</small> Legal Studies Marine Studies Mathematics (General) Mathematics (Extension I) Mathematics (Extension II) Modern History Music Add >> Remove << | |
| | | Your list: Physics Chemistry Biology Science (General) Marine Studies | |
| I declare the information I have recorded on this profile to be true and accurate. <input checked="" type="checkbox"/> In no way have I misrepresented myself or my ability, nor have I made any misleading statements about myself or anything I have done. | | | |
| | | <input type="button" value="Update"/> | <input type="button" value="Cancel"/> |
| teachers about terms of use privacy disclaimer contact | | | |

Teachers – Upload Evidence for Verification

Like authentication, the verification process takes a period of time for the Administrator to review each item of evidence on a case by case basis.

**DraftMarker**
Assessment Feedback Service

Logged in as **physics_teacher1972**
[change password](#)

Log out

View: [Teachers](#) → Get Verified

| |
|--------------|
| VIEWS |
| + requests |
| + bids |
| + payments |







| |
|----------------|
| SERVICE |
| + perform work |

| |
|----------------|
| PROFILE |
| + edit profile |
| + get verified |

Upload all evidence you have to be perused for verification:
(e.g. scanned originals of your degree, academic transcript, Certificates, original references, statements of employment)

File upload: [upload file rules](#)

Current attachments:

| | | |
|--|---|--|
|  Schoolreference.docx  |  scansDe grees.zip  |  moreEvidence.nce.doc  |
|--|---|--|


I declare the information I have presented for verification to be true and accurate.
 In no way have I misrepresented myself or my ability, nor have I made any misleading actions about myself or anything I have done.

Evidence will be perused by an independent teacher. Time taken for verification will vary. Allow 7 – 10 business days. Results of your verification will be available on your profile. If you believe you have not been verified for evidence you have uploaded, please contact the administrators.

teachers | about | terms of use | privacy | disclaimer | contact

Teachers – Browse Requests for Service in Subject Area

Teachers can browse the requests, view the uploaded files, view accumulated stats about the user posting the request, and decide whether or not to offer a bid.


DraftMarker
Logged in as physics_teacher1972
[change password](#)
Log out

View: Requests

VIEWS

+ requests

+ bids

+ payments

SERVICE



+ perform work

PROFILE

+ edit profile

+ get verified

Subject Area: Biology

| Tracking Number | Requests |
|-----------------|--|
| 1500124 | <div style="display: flex; justify-content: space-between;"> User: ricky_ponting99 <view stats> Date posted: 17/03/11 <hide> </div> <p>Time posted: 17:39</p> <p>Comments:</p> <div style="border: 1px solid #ccc; padding: 5px; font-size: 0.8em;"> Ut rutrum, elit sed sollicitudin lacinia, odio mauris tincidunt lacus, ultricies condimentum dolor diam quis diam. Integer commodo facilisis elit id iaculis. Quisque vel mauris dignissim neque placerat venenatis ac ut felis. Vestibulum scelerisque mollis dolor nec luctus!!! ☺ </div> <p>Attachments:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>myReport 1.docx</p> </div> <div style="text-align: center;">  <p>scansOf Task.zip</p> </div> </div> <p>Timeframe:</p> <p>+ agreeance: 21/03/11 by 18:00</p> <p>+ completion: 24/03/11 by 18:00</p> <div style="border: 1px solid #ccc; padding: 5px; background-color: #ffe0b2;"> <p>Your bid (\$AUD): <input type="text" value="35.00"/> <input type="button" value="Bid"/> or <input type="button" value="Not Interested"/></p> <p><small>(Not interested will remove the request from your view permanently).</small></p> <p>Add comment: <input type="text" value="Sed et volutpat ligula. In tempus viverra tincidunt. Cras in tempus turpis."/> <small>(Comment will be displayed to student alongside bid).</small></p> </div> |
| 1677118 | <div style="display: flex; justify-content: space-between;"> User: victoria_g <view stats> Date posted: 15/03/11 <show> </div> |
| 2887507 | <div style="display: flex; justify-content: space-between;"> User: 2008Lakers <view stats> Date posted: 12/03/11 <show> </div> |

Marine Studies
Mathematics (General)
Mathematics (Extension I)
Mathematics (Extension II)
Modern History
Music

Requests logged: 7

Bids accepted: 4

Last logged in: 30/11/10

Average bid accepted: \$42

Minimum bid accepted (to date): \$15

Maximum bid accepted (to date): \$99

No. of complaints lodged: 2


No. of complaints won: 1

No. of complaints currently unresolved: 0

[teachers](#) | [about](#) | [terms of use](#) | [privacy](#) | [disclaimer](#) | [contact](#)

Teachers – Checking the Status of Bids Made

After teachers have made bids, they can switch to the bids view, in which they can view the current status of their bids – accepted, declined or awaiting decision.


DraftMarker
Assessment Feedback Service

Logged in as physics_teacher1972 [Log out](#)
[change password](#)







View: Bids

| VIEWES + requests + bids + payments | Subject Area: <input type="text" value="Biology"/> | | | | | | | | |
|---|---|-----------------|----------|---|---|---|---|---|--|
| SERVICE + perform work | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Tracking Number</th> <th>Requests</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> 1500124 <more> </td> <td style="padding: 5px;"> User: ricky_ponting99 <view stats> Posted: 17/03/11 17:39 Your bid (\$AUD): 35.00 Bid until: 21/03/11 by 18:00 Bid made 18/03/11 07:43 Marked by: 24/03/11 by 18:00 Status: Accepted. Complete work now in the Service Area. </td> </tr> <tr> <td style="padding: 5px;"> 1677118 <more> </td> <td style="padding: 5px;"> User: victoria_g <view stats> Posted: 15/03/11 13:22 Your bid (\$AUD): 25.00 Bid until: 26/03/11 by 23:00 Bid made 18/03/11 07:46 Marked by: 5/04/11 by 13:30 Status: Awaiting decision. </td> </tr> <tr> <td style="padding: 5px;"> 2887507 <more> </td> <td style="padding: 5px;"> User: 2008Lakers <view stats> Posted: 12/03/11 05:55 Your bid (\$AUD): 88.00 Bid until: 26/03/11 by 23:00 Bid made 18/03/11 07:46 Marked by: 5/04/11 by 13:30 Status: Declined. <remove> <small>Declined requests automatically remove after 30 days.</small> </td> </tr> </tbody> </table> | Tracking Number | Requests | 1500124 <more> | User: ricky_ponting99 <view stats> Posted: 17/03/11 17:39 Your bid (\$AUD): 35.00 Bid until: 21/03/11 by 18:00 Bid made 18/03/11 07:43 Marked by: 24/03/11 by 18:00 Status: Accepted. Complete work now in the Service Area. | 1677118 <more> | User: victoria_g <view stats> Posted: 15/03/11 13:22 Your bid (\$AUD): 25.00 Bid until: 26/03/11 by 23:00 Bid made 18/03/11 07:46 Marked by: 5/04/11 by 13:30 Status: Awaiting decision. | 2887507 <more> | User: 2008Lakers <view stats> Posted: 12/03/11 05:55 Your bid (\$AUD): 88.00 Bid until: 26/03/11 by 23:00 Bid made 18/03/11 07:46 Marked by: 5/04/11 by 13:30 Status: Declined. <remove> <small>Declined requests automatically remove after 30 days.</small> |
| Tracking Number | Requests | | | | | | | | |
| 1500124 <more> | User: ricky_ponting99 <view stats> Posted: 17/03/11 17:39 Your bid (\$AUD): 35.00 Bid until: 21/03/11 by 18:00 Bid made 18/03/11 07:43 Marked by: 24/03/11 by 18:00 Status: Accepted. Complete work now in the Service Area. | | | | | | | | |
| 1677118 <more> | User: victoria_g <view stats> Posted: 15/03/11 13:22 Your bid (\$AUD): 25.00 Bid until: 26/03/11 by 23:00 Bid made 18/03/11 07:46 Marked by: 5/04/11 by 13:30 Status: Awaiting decision. | | | | | | | | |
| 2887507 <more> | User: 2008Lakers <view stats> Posted: 12/03/11 05:55 Your bid (\$AUD): 88.00 Bid until: 26/03/11 by 23:00 Bid made 18/03/11 07:46 Marked by: 5/04/11 by 13:30 Status: Declined. <remove> <small>Declined requests automatically remove after 30 days.</small> | | | | | | | | |
| PROFILE + edit profile + get verified | <div style="border: 1px solid black; padding: 2px; width: fit-content;"> Marine Studies Mathematics (General) Mathematics (Extension I) Mathematics (Extension II) Modern History Music </div> | | | | | | | | |

[teachers](#) | [about](#) | [terms of use](#) | [privacy](#) | [disclaimer](#) | [contact](#)


Teachers – Performing a Service Using the Work Area

Once a bid has been confirmed by the payment notification mechanisms, a teacher can access the marking required in the service area. From here, the teacher can download the request files, work on them at home, and finally upload them when they are complete. Once the teacher has finished the service, they can make final notes to the user, and mark the service as complete.

|  DraftMarker Assessment Feedback Service | | |
|--|------------------|---|
| Logged in as physics_teacher1972 change password | | Log out |
| View: Perform Work | | |
| VIEWS + requests + bids + payments SERVICE + perform work PROFILE + edit profile + get verified | 1500124 | User: ricky_ponting99 <view stats> Posted: 17/03/11 17:39 Your bid (\$AUD): Bid until: 21/03/11 by 18:00 Bid made 18/03/11 07:43 Marked by: 24/03/11 by 18:00 Status: Incomplete. You have 2 days 12 hours 21 minutes remaining. |
| | Supplied Content | Current attachments: <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  myReport.docx </div> <div style="text-align: center;">  scansOfTask.zip </div> </div> <p>Description of job (or comments) for teacher:</p> <div style="border: 1px solid #ccc; padding: 5px;"> Ut rutrum, elit sed sollicitudin lacinia, odio mauris tincidunt lacus, ultricies condimentum dolor diam quis diam. Integer commodo facilisis elit id iaculis. Quisque vel mauris dignissim neque placerat venenatis ac ut felis. Vestibulum scelerisque mollis dolor nec luctus!!! ☺ </div> |
| | Work Area | File upload: <input type="text" value="<..browse..>"/> <input type="button" value="Upload"/> upload file rules |
| | Finalise | Current attachments: <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  ReportMarked.docx </div> <div style="text-align: center;">  scansOfTask.zip </div> <div style="text-align: center;">  moreFeedback.doc </div> </div> <p>Final comments for user upon return:</p> <div style="border: 1px solid #ccc; padding: 5px;"> Ut rutrum, elit sed sollicitudin lacinia, odio mauris tincidunt lacus, ultricies condimentum dolor diam quis diam. </div> <p><input checked="" type="checkbox"/> I have completed the work asked and agree that I have followed and abide by all Terms and Conditions required.</p> <input type="button" value="Mark as Complete"/> |
| teachers about terms of use privacy disclaimer contact | | |

Teachers – Looking up Incoming Payments

Teachers can access the payments section to view information about their earnings. The teacher’s earnings will only be released 7 – 10 days after the marking service has been complete. This is to ensure that the money paid is kept for long enough to refund any *viable complaints* that may come in for **48 hours** following a service.


DraftMarker
Logged in as physics_teacher1972
[change password](#)
Log out

View: Payments

VIEWS

+ requests

+ bids

+ payments

SERVICE

+ perform work

PROFILE

+ edit profile

+ get verified

Subject Area:

| Tracking Number | Requests |
|---|--|
| 1500124 <more> | User: ricky_ponting99 Posted: 17/03/11 17:39 Your bid (\$AUD): 35.00 Bid until: 21/03/11 by 18:00 Bid made 18/03/11 07:43 Marked by: 24/03/11 by 18:00 Marked as complete: 23/03/11 22:42 Status: In Dispute. <remove> |
| 1677118 <more> | User: victoria_g Posted: 15/03/11 13:22 Your bid (\$AUD): 35.00 Bid until: 26/03/11 by 23:00 Bid made 18/03/11 07:46 Marked by: 5/04/11 by 13:30 Marked as complete: 4/04/11 09:10 Status: Cleared. Allow 7-10 working days for payment. <remove> |


Cleared payment messages will automatically be removed after a period of 14 days.


Marine Studies
 Mathematics (General)
 Mathematics (Extension I)
 Mathematics (Extension II)
 Modern History
 Music

[teachers](#) | [about](#) | [terms of use](#) | [privacy](#) | [disclaimer](#) | [contact](#)

Administrators – Main Menu

The Administrator (SuperUser) section will be form the base restricted area of the site:

**DraftMarker**
Assessment Feedback Service

SuperUser
[<change password>](#) 

[<logout>](#)

View

Actions

Reports

[teachers](#) | [about](#) | [terms of use](#) | [privacy](#) | [disclaimer](#) | [contact](#)

Administrators – Browsing Records of Request / Service

Administrators can manage all records available in the database, including full records of services, payments and user data. An example of this is browsing through service requests:

The screenshot displays the DraftMarker web application interface. At the top, the logo and name 'DraftMarker' are shown, along with the text 'Assessment Feedback Service'. The user is logged in as 'SuperUser' and has a '<change password>' link and a lock icon. A '<logout>' link is also present.

The main content area is titled 'View - requests <back>'. It features a table of tracking numbers and a search bar. The table lists the following tracking numbers: 1033478, 2452235, 5323455 (highlighted), 3462355, 2334634, and 6344632. Below the table is a search bar with the text 'or search by:' and a 'Find' button.

To the right of the table, the details for the selected request (5323455) are shown. The status is 'incomplete'. The details include: Initial Request: View Details; Responding Teacher Bid: View Details; Completion and Feedback: View Details; and Teacher Profile: View Details.

At the bottom of the details section, there are 'Actions:' and a warning: 'Warning - It is dangerous to modify currently live requests:'. Below the warning are 'Modify Request' and 'Delete Request' buttons.

The footer contains navigation links: teachers | about | terms of use | privacy | disclaimer | contact.

Administrators – Verifying Teachers Qualifications

Occasionally, new Teachers will require verification of their qualifications. This design shows the basic process of verifying teachers claims. When authenticating teachers for admission to the site, it must be noted that *a similar design* will be used – with the Administrator being able to review the presented case based on the evidence provided, and decide whether or not the teacher is authentic.

The screenshot shows the 'DraftMarker' Assessment Feedback Service interface. At the top, it displays the user 'SuperUser' with a '<change password>' link and a lock icon, and a '<logout>' link. The main content area is titled 'Actions - verify' and is divided into several sections:


- Teacher Pseudonym:** A dropdown menu is set to 'Science_life' and a list below it shows 'archeology6' as the selected option. An 'Update' button is next to it.
- Authentication Form:** A 'View Details' button is present.
- Teacher Profile:** A 'View Details' button is present.
- Files uploaded:** Three files are shown: 'Schoolreference.docx', 'scansDe grees.zip', and 'moreEvidence.nce.doc'. Each file icon has a red 'X' below it, indicating a failure or error.
- Listed on profile:** A table with two columns: 'Listed on profile:' and 'Verified?'. The table contains the following rows:


| Listed on profile: | Verified? |
|-----------------------------------|-------------------------------------|
| Graduate Diploma in Education | <input checked="" type="checkbox"/> |
| Bachelor of Science | <input checked="" type="checkbox"/> |
| Registered Teacher | <input checked="" type="checkbox"/> |
| Certificate IV in Fish Production | <input type="checkbox"/> |
| 10+ years teaching | <input checked="" type="checkbox"/> |
| Currently teaching | <input type="checkbox"/> |

At the bottom of the main content area, there are two buttons: 'Save changes' and 'Cancel without saving'. The footer of the page contains navigation links: 'teachers | about | terms of use | privacy | disclaimer | contact'.

Administrators – Resolving a Complaint

An administrator may be required to resolve a complaint. In this case, they will need access to all dialog involved with the service request, and be able to make case notes. The complaint shown here is as yet unresolved. Note that this complain status is included on this design – this was not included as field in the COMPLAINT relation, however the Date the Complaint is resolved is stored. The better solution to this problem will become evident after thorough testing of both methods.

 **DraftMarker**
Assessment Feedback Service

SuperUser
[<change password>](#) 

[<logout>](#)

Actions - resolve complaint

| | |
|--|---|
| <p>Status: unresolved</p> <p>Tracking Number: <input type="text" value="1500124"/> <input type="button" value="Update"/></p> <div style="border: 1px solid #ccc; padding: 2px;"><input type="text" value="1128746"/></div> | <p>Initial Request: <input type="button" value="View Details"/></p> <p>Responding Teacher Bid: <input type="button" value="View Details"/></p> <p>Completion and Feedback: <input type="button" value="View Details"/></p> <p>Teacher Profile: <input type="button" value="View Details"/></p> |
| <p>Complaint lodged by rennie_may <view> on 18/03/11 at 14:32:</p> <div style="border: 1px solid #ccc; padding: 2px;"><p>Ut rutrum, elit sed sollicitudin lacinia, odio mauris tincidunt lacus, ultricies condimentum dolor diam quis diam. Integer commodo facilisis elit id iaculis. Quisque vel mauris dignissim neque placerat venenatis ac ut felis. Vestibulum scelerisque mollis dolor nec luctus!!! ☺</p></div> | <p>New status: <input type="text" value="resolved"/> <input type="button" value="Save"/></p> <p>Complaint Investigation Findings:</p> <div style="border: 1px solid #ccc; padding: 2px;"><p>- Feedback was deemed inadequate but not incorrect</p><p>Partial refund of \$50 via PayPal Email rennie_may</p></div> |

[teachers](#) | [about](#) | [terms of use](#) | [privacy](#) | [disclaimer](#) | [contact](#)

Future Directions

The DraftMarker service detailed above has been developed with creating a new niche commodity in the educational commerce market. This site requires a flexible implementation based on the specifications and requirements listed above, however it also needs strict adherence to the site requirements and functionality discussed in the Primary Objectives section. To finalise this discussion, this documentation will now deliberate on final pre-development ideas and alternatives to the overall design of the DraftMarker system.

Secure Commerce Payments

It must be noted at this point that the site itself is believed to be profitable; however, as very little exists competitively to support this belief, a merchant account will not be opened with an Australian Bank at this stage. Thus, an alternative approach of using a payment gateway to accept and process payments securely will be employed. The advantage of this is that the third party merchant site (in this case “PayPal”) will not charge account opening fees – rather they will charge a commission fee on the number of transactions purchased. This is a more feasible alternative at this point, as if the site proves profitable, DraftMarker will immediately discontinue use of this third party merchant to avoid these transaction costs.

Preliminary Development Tasks

As has been detailed above in the *Project Dependencies* section, it is necessary that an ABN (Australian Business Number) is registered before commencement of development, as well as a registered domain, financial accounts linked and (preferably) web hosting purchased. As such, the following pre-development tasks have been **completed** and evidently reported within the following corresponding appendices:

- Registration for ABN for DraftMarker services (confirmed – see Appendix C)
- Registration of Domain name “draftmarker.com” (confirmed – see Appendix D)
- .NET compatible web hosting purchased (confirmed – see Appendix E)
- Financial accounts linked to secure payment merchant services (confirmed – see Appendix F)

Optional Compromise of Anonymity

It has been well documented throughout this report that user and teacher anonymity cannot be compromised. However, after further industry consultation, it was suggested that teachers *not currently practising in Secondary Schools* may wish to make their identity known and / or some of their qualifications be put on “display”, to add to the authenticity of the service (and potentially attract more clients). However, this may lead to greater issues associated of sharing identities online – including, but not limited to, cyber harassment, stalking, identity theft or “spear phishing” (targeting the specific teacher for more sensitive information). Furthermore, known teacher identities collaborating with students online may have the potential to lead to perceived inappropriate and / or unprofessional conduct. Thus, at this stage, this idea will not be included in the final service until a full impact analysis study can be undertaken as to the consequences of sharing identities under this framework online.

Business Management and Organisation

Once the site is established, it is recommended the DraftMarker service employs a:

- Chartered Accountant
- Independent Security Audit (for example <http://www.senseofsecurity.com.au>)
- Patent Attorney
- Legal Consult

The Chartered Accountant will be required to manage PAYG withholdings, quarterly Business Activity Statements and end of year Tax Returns as required by Australian Taxation Law, as well as payroll, reversal of payment and account management services. The Independent Security Audit will be completed by an IT consulting firm specialising in web application security; this audit must identify risks to internal and external site security (discussed above in Risk Assessment), from which the DraftMarker service must immediately and effectively respond to.

The Patent Attorney must be consulted to deem if trademarks or intellectual property has been violated, and if the technology under which the system is developed now – or in the future – warrants patenting; if so, the patent should immediately be filed to prevent the intellectual property misuse or misappropriation of the service developed without compensation. Finally, the Legal Consult is required to identify legal risks or “loop holes” in the wording of disclaimers, terms of use or services provided, as well as site activities or other abuses of the application that may lead to legal consequences.

Site Functionality and Characteristics

Currently, the relations presented above are in third normal form; depending on the growth of the site, and upon the implementation of the bidding mechanisms, these relations may need to be partitioned or possibly de-normalised if it is discovered upon building the site that some data is repeatedly required, in which case de-normalising will speed the efficiency of data retrieval. This will be evident in both testing cases and during the final audit of the site.

The class structure may change based on the limitations (and unseen benefits) of the .Net language – data flow between pages may be facilitated by the use of alternate class designs. Again, the decision to modify, add or remove any of the class structures will be a result of repeated testing during development to make for a more efficient user experience.

None of the objectives (especially the primary objectives) will be compromised in any case during the build – the required and desired functionality of the site is critical to its profitability, and as such must not be compromised.

The interface design is illustrative of the required functionality, and may change in terms of layout, colour, style or positioning of many elements, based on best user practises of web applications. Again, the desired and required functionality of the site will not be compromised in this case in any way. Furthermore, it is worth noting the resolution of these illustrations has been adjusted for publishing in this document, and as such will invariably change upon final implementation.

The security and experience of the site is paramount. Currently proposed are third party merchant services; however the use of SSL (Secure Sockets Layer) to encrypt data for transmission between a merchant account and securely-audited database will significantly increase the speed and satisfaction of the user experience – as they will not have to navigate off-site for payment. In this instance, a Certification Authority must be contacted to purchase a Digital Certificate for the server on which the DraftMarker service is provided.

Concluding Remarks

The site will now be developed based on the objectives, requirements, design and specifications detailed above. As has been repeatedly emphasised, the flexibility of implementation from these original specifications is necessary, as

the primary focus is to meet the sites core objectives and reach its *critical success indicators*. Thus, the results from on-going testing will be used to measure the success of this site, which is based on (but not limited to) these critical success indicators of authenticity, privacy, functionality, aesthetics, usability, profitability and sustainability of the web application (as defined above).

The site will now be developed with a live launch date of ##/##/##.

References

Unless otherwise specified, this assignment was completed using only the following references:

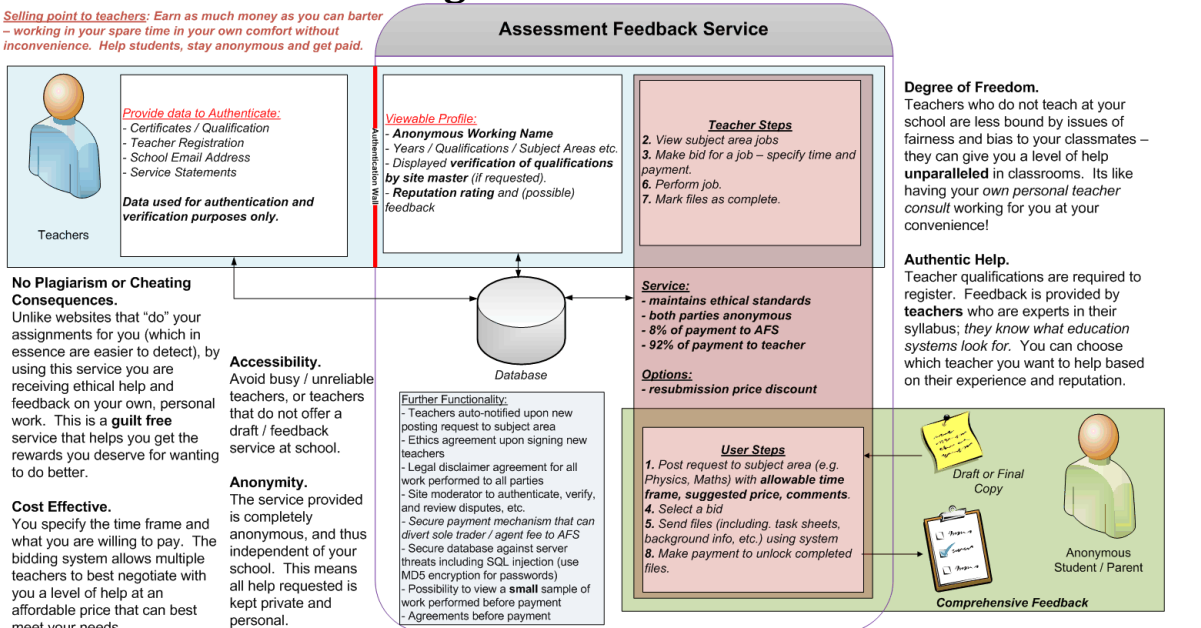
- Chetwynd, F., & Dobbyn, C. 2011, 'Assessment, feedback and marking guides in distance education', *Open Learning*, vol. 26, no. 1, pp. 67-78.
- Espasa, A. & Meneses, J. 2010, 'Analysing feedback processes in an online teaching and learning environment: an exploratory study', *Higher Education*, vol. 59, no. 3, pp. 277-292.
- Estrada, A. 2010, 'Saving Face From Facebook: Arriving at a Compromise Between Schools' Concerns With Teacher Social Networking and Teachers' First Amendment Rights', *Thomas Jefferson Law Review*, vol. 32, no. 2, pp. 283-312.
- Huang, Y. & Yang, W. 2011, 'The effects of electronic word-of-mouth messages, psychological endowment and anticipated regret on online bidding behavior', *Expert Systems with Applications*, vol. 38, no. 4, pp. 4215-4221.
- Jones, I. 2011, 'Can You See Me Now? Defining Teaching Presence in the Online Classroom Through Building a Learning Community', *Journal of Legal Studies Education*, vol. 28, no. 1, pp. 67-116.
- June, A. & Neelakantan, S. 2010, 'Some Papers Are Uploaded to Bangalore to Be Graded', *Chronicle of Higher Education*, vol. 56, no. 30, pp. 1-10.
- Kerr, S. 2011, 'Tips, Tools, and Techniques for Teaching in the Online High School Classroom', *TechTrends: Linking Research & Practice to Improve Learning*, vol. 55, no. 1, pp. 28-31.
- Milliron, M. 2010, 'Online Education vs. Traditional Learning: Time to End the Family Feud', *Chronicle of Higher Education*, vol. 57, no. 11, pp. 30-32.
- Quinlan, A. 2010, '12 Tips for the Online Teacher', *Phi Delta Kappan*, vol. 92, no. 4, pp. 28-31.
- Rao, K., Eady, M. & Edelen-Smith, P. 2011, 'Creating Virtual Classrooms for Rural and Remote Communities', *Phi Delta Kappan*, vol. 92, no. 6, pp. 22-27.
- Saltmarsh, S. & Sutherland-Smith, W. 2010, 'S(t)imulating learning: pedagogy, subjectivity and teacher education in online environments', *London Review of Education*, vol. 8, no. 1, pp. 15-24.
- Schmidt, M., Chen, J., Phan, D. & Arnett, K. 2009, 'Security Perceptions of e-Commerce Users', *Journal of Internet Commerce*, vol. 8, no. 1/2, pp. 44-57.
- Sense of Security Website. 2011.
URL: <http://www.senseofsecurity.com.au>
Date Accessed: 13/03/2011
- Verma, A., Tiwari, M. & Mishra, N. 2011, 'Minimizing time risk in on-line bidding: An adaptive information retrieval based approach', *Expert Systems with Applications*, vol. 38, no. 4, pp. 3679-3689.
- Wei-Lun, C., Yuan, S. & Hsu, C. 2010, 'Creating the Experience Economy in E-Commerce', *Communications of the ACM*, vol. 53, no. 7, pp. 122-127.

Ying, S. 2010, 'Pricing Digital Products and Services in Electronic Commerce', *Contemporary Management Research*, vol. 6, no. 3, pp. 263-270.

Yu-Shu, P. & Lih-Tsyr, J. 2009, 'Pricing Strategies, the Strength of Bidding Intentions, and Online Auction Performance: A Cross-Cultural Study', *CyberPsychology & Behavior*, vol. 12, no. 5, pp. 523-528.

Appendix A: Brainstorming Session

Selling point to teachers: Earn as much money as you can barter – working in your spare time in your own comfort without inconvenience. Help students, stay anonymous and get paid.



Degree of Freedom.
Teachers who do not teach at your school are less bound by issues of fairness and bias to your classmates – they can give you a level of help unparalleled in classrooms. Its like having your own personal teacher consult working for you at your convenience!

Authentic Help.
Teacher qualifications are required to register. Feedback is provided by **teachers** who are experts in their syllabus; they know what education systems look for. You can choose which teacher you want to help based on their experience and reputation.

No Plagiarism or Cheating Consequences.
Unlike websites that “do” your assignments for you (which in essence are easier to detect), by using this service you are receiving ethical help and feedback on your own, personal work. This is a **guilt free** service that helps you get the rewards you deserve for wanting to do better.

Accessibility.
Avoid busy / unreliable teachers, or teachers that do not offer a draft / feedback service at school.

Anonymity.
The service provided is completely anonymous, and thus independent of your school. This means all help requested is kept private and personal.

Cost Effective.
You specify the time frame and what you are willing to pay. The bidding system allows multiple teachers to best negotiate with you a level of help at an affordable price that can best meet your needs.

Better Than a Tutor.

Pay as you need:
School results are assessment driven. Perform well on the assignment, and save money on weekly tuition.

Better Than a Website that “Does it for you”.

Don't lose marks for irrelevance:
Curriculum assessment in most schools now requires personal critique, analysis, synthesis, evaluation, critical reflection on actual classwork – skills that most teachers can teach, but not something “essay for sale sites” can regurgitate.

Convenience:

The Assessment Feedback Service does not require inconvenient meeting times or places. No cancellations or rushes. *Feedback is always available online.*

Work not written by you is obvious:

Assessment written completely from scratch by someone else for you are full of clues that teachers can use to detect whether or not you completed the work yourself. These clues include personal writing styles that students are unaware of – including language, vocabulary, grammar, relevance and structure.

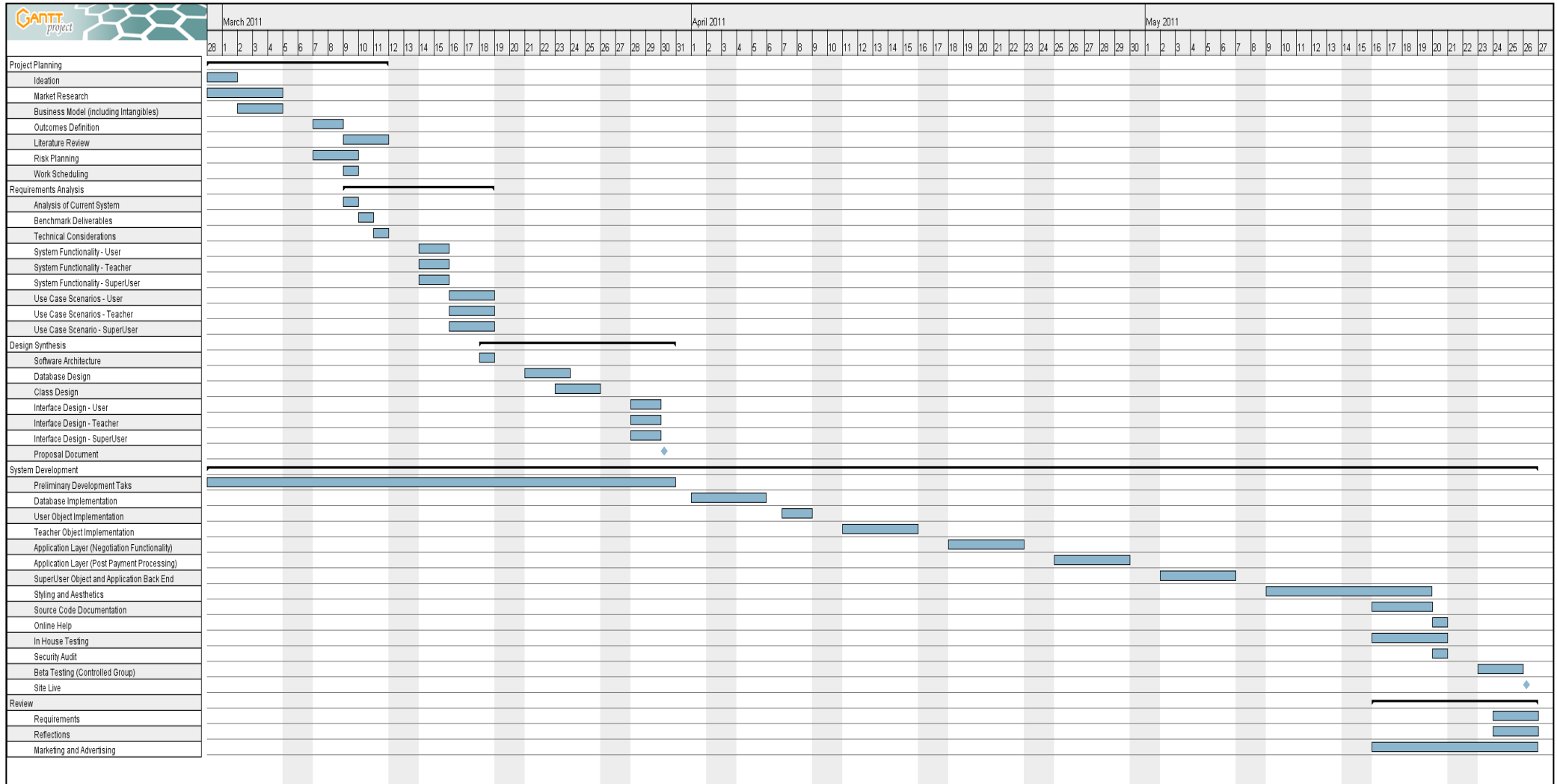
Cheaper:

Without fixed prices, the bidding system allows you to negotiate a cheaper price directly with a teacher.


The real costs of cheating an assignment:

Assignments due in short time frames can cost a fortune for someone else to write. Do it yourself and get some help here along the way. If you violate ethics and pay someone to write your essay from scratch – is it worth the anxiety or fear of being caught? Have you learnt anything? What happens if you are caught? Stick to this ethical alternative.

Appendix B: Work Schedule



Appendix C: Australian Business Number – DraftMarker



An Australian Government Initiative

business.gov.au
ABN Lookup

ABN Lookup

- Advanced search
- Statistical search
- Downloadable tools
- Web services
- Deductible Gift Recipients
- Frequently asked questions (FAQ)
- Help
- Search tips
- Contact us
- Super Fund Lookup

Home > Search results > Current details

Current details for 36 266 984 832

This extract is based on information supplied by businesses to the Registrar complete. Consider verifying this information from other sources.

ABN: **36 266 984 832**
[View ABN history](#)

Last modified: **16 Mar 2011**
ABN status: **Active from 14 Mar 2011**
Entity name: [REDACTED]
Entity type: [Individual/Sole Trader](#)
GST registration status: **Not currently registered for GST**

Main business location
State: **QLD**
Postcode: [REDACTED]


Trading name(s)
DraftMarker

Other registrations

[Retrieved on: 28 Mar 2011](#)

[about ABN Lookup](#) | [disclaimer](#) | [privacy](#) | [security](#) | [copyright](#)

Appendix D: Whois Lookup – DraftMarker.com




JOKER.COM

[Service zone](#) | [FAQ](#) | [Support](#) | [sign out](#)


.net .org .info .biz .us .name

USD 7.20 / EUR 5.13 / GBP 4.50

(reseller price for 1 year, 1 USD = 0.71 EUR = 0.62 GBP)
check our [price list](#) for details

Whois Search Other languages:  logged in as [REDACTED]

- [Home](#)
- [Register Domains](#)
- [Renew Domains](#)
- [Domain Transfer](#)
- [Service zone](#)
- [Price List](#)
- [Resellers](#)
- [Support/Contact](#)
- [FAQ/Help](#)



gigenet
cloud

Certificate

Whois-output

| | |
|-------------------------|--|
| DOMAIN: | draftmarker.com |
| Registrar: | JOKER.COM |
| Status: | lock |
| Owner | |
| Name: | <div style="background-color: black; width: 100%; height: 1.2em;"></div> |
| Organization: | <div style="background-color: black; width: 100%; height: 1.2em;"></div> |
| Email: | <div style="background-color: black; width: 100%; height: 1.2em;"></div> |
| Address: | <div style="background-color: black; width: 100%; height: 1.2em;"></div> |
| Postal code/City: | <div style="background-color: black; width: 100%; height: 1.2em;"></div> |
| State: | -- |
| Country: | AU |
| Administrative contact: | CCOM-1036206 |
| Technical contact: | CCOM-1036206 |
| Billing contact: | CCOM-1036206 |
| Nameserver: | ns1.gppnetwork.com ns2.gppnetwork.com |
| created: | 2011-03-11 13:51:25 |
| modified: | 2011-03-11 14:25:56 |
| db-updated: | |
| expires: | 2012-03-11 12:51:25 |

Appendix E – Web Hosting

AspWebhosting.com.au (MicroData Pty Ltd) Welcome Back, [Redacted] [My Details](#) [Logout](#)

[Home](#) [My Details](#) [My Services](#) [My Domains](#) [My Invoices](#) [My Support](#) [Affiliates](#) [My Emails](#)

Client Area

[Portal Home](#) > [Client Area](#) > [My Products & Services](#) > [Product Details](#)

Product Details

| | |
|-----------------------|--|
| Registration Date: | 11/03/2011 |
| Product/Service: | Shared Web Hosting Plan – Windows Shared Basic |
| Domain: | draftmarker.com |
| Payment Method: | Credit Card Payment |
| First Payment Amount: | \$66.00 AUD |
| Recurring Amount: | \$66.00 AUD |
| Next Due Date: | 11/09/2011 |
| Billing Cycle: | Semi-Annually |
| Status: | Active |

[login to control panel](#)

Quick Navigation

- [Portal Home](#)
- [Client Area](#)
- [Announcements](#)
- [Knowledgebase](#)
- [Submit Ticket](#)
- [Downloads](#)
- [Order](#)

Account Information


[Redacted]

Account Statistics

Number of Products/Services: **1** (1)
Number of Domains: **0** (0)
Number of Support Tickets: **0**
Number of Referred Signups: **0**
Account Credit Balance: **\$0.00 AUD**
Due Invoices Balance: **\$0.00 AUD**

Appendix F – Linked Merchant Services Bank Account

[Log Out](#) | [Help](#) | [Safety Advice](#)



My Account | Send Money | Request Money | Merchant Services | Auction Tools | Products & Services

Overview | Add Funds | Withdraw | History | Resolution Centre | Profile

Bank Account [Back to My Profile](#)

| Select | Bank Account | Status ? |
|----------------------------------|--|--------------------------|
| <input checked="" type="radio"/> | <div style="background-color: black; width: 100px; height: 20px;"></div> | Primary Confirmed |

[Mobile](#) | [Mass Pay](#) | [Referrals](#) | [About Us](#) | [Accounts](#) | [Fees](#) | [Privacy](#) | [Safety Advice](#) | [Contact Us](#) |
[Legal Agreements](#) | [Developers](#) | [Product Disclosure Statement](#)

Copyright © 1999-2011 PayPal, Inc. All rights reserved.
PayPal Australia Pty Limited ABN 93 111 195 389 (AFSL 304962). Any general financial product advice provided in this site has not taken into account your objectives, financial situations or needs.