

## Evaluation: audience and purpose

(1) Progression	(2) Example	(3) These STUs/case studies make explicit reference to the thinking skill	(4) Opportunities where the STU could be used to develop the thinking skill	(5) Teaching required to move to the next step	(6) Possible teaching strategies
<p>The audience's needs should be tested by questionnaire and research to establish a clear sense of the audience that is being served.</p>	<p>For example, to establish a clear sense of audience the product should be tested. Pupils will have evaluated previous products to check the style, navigation and content. They will use this information to create criteria to check the suitability of their own product.</p>	<p>9.2 Presentation to peers and those from potential different link countries. Structure to enable links to different languages and data collection file and graphical displays. 9.1 Presentation to the park manager.</p> <p>8.1 Public information system. Developing a system which integrates data from the website and dynamically changes with new request. Test this with users to check for display and source of information with a range of places. 8.2 Published website. 8.5 Marketing information. Web solution enables online form and user feedback. Leaflet uses mail merge of previous purchases.</p>		<ul style="list-style-type: none"> <li>The user must be part of the testing and evaluation of the system.</li> <li>Testing should result in refining the solution.</li> <li>Developing criteria should take account of commercial considerations.</li> <li>The audience and purpose are part of the system development.</li> </ul>	<ul style="list-style-type: none"> <li>Peer work testing the solution at different stages. Groups pre-planned to be available at different sections of the lesson or stages of the project.</li> <li>Analysing other solutions.</li> <li>Research criteria to commercial solutions analysed.</li> <li>Providing examples of high-quality evaluations as part of the system life cycle process.</li> </ul>