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Assessment 1

Portfolio Report on Contemporary Software Applications for Business

MODULE NAME: SOFTWARE SOLUTIONS FOR BUSINESS

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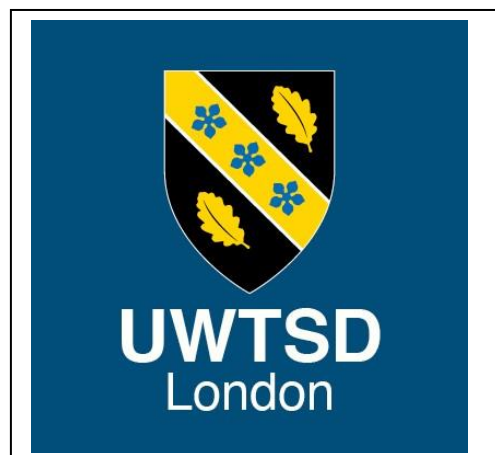


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Introduction

Main Body

Task 1 **DEFINITION OF E-COMMERCE**

There is multiple definition of e-commerce by scholars, researchers, and authors. Limitation was not attribute to their definitions of electronic commerce. This portion of the article will state various characterization for e-commerce as well as the researchers as mentioned by (chaher et al., 2013).

The process takes place as a company sells services to another company. For instance, a supplier, a supplier puts in a request with a business organizations website. Upon, receiving goods, the supplier then retails them to the final consumer. Forrester Research estimated that the business-to-business electronic commerce would surpass 1 trillion dollars or pounds before the year. This type of E- commerce would report for over 12% business to business sales nationwide (Rose et al.,2019).

Today electronic commerce is thought of as phenomenal as its powerful concept and processes have profoundly changed the present life. For many, business electronic commerce has become a priority.

Electronic commerce has opened doors to business organizations. It provided them with opportunities to further improve and advance prevailing market position by delivering an inexpensive, more operational distribution sequence for their products and services

The usage of electronic commerce has also provided business organisations the capability of connecting with corresponding business organisations in order to reduce production and delivery times following the total managing system, also known as just in time production and just in time delivery. Utilizing e-commerce and following the total production system yields a business globally competitive position.

The internet has become prevalent worldwide on all levels whether personal or business. Taking advantage of the establishment of the internet worldwide yields chances for reducing costs, generating revenue, advertising, marketing and even accessing the market. In addition, it provides a chance to improve customer services via straightforward contacts, facilitating time fast enquiries and response. Customers have been allowed to effortlessly

reach the world market on the cybernetic economy, a world rich in varied items for customer to choose from with ease.

Furthermore, E-commerce has given a chance for industrialized nations to grow and obtain a greater status in the systematics of the world of trade. This is mainly true as electronic commerce assists under industrialized economies maximised their trade profits, giving them more room to grow. Internet commerce simplified the break-through that provided an enormous boost for transnational trade. Electronic trade will bring permanent and total alteration to the world of trade.

The biggest alterations will be tangible in under industrialized countries since they have the biggest room for development. Internet commerce can be the instrument for those countries to reduce expenditures, enhance productivity, and save time and distance. As Big commerce sites, E-commerce is growing 23% year-over-year, and according to marketer, global e-commerce sales are expected to top \$27 trillion in 2020 – and that's just statistics for the retail sector therefore, in this explanation we will take a deep look at the meaning of electronic commerce, explore its types, and will shed lights on the advantages and limitations of this type of trade.

E-commerce has become a fundamental dynamic of the economy over the year, its ability to allow businesses to extend a wider consumer range, as well as its ability to allow customers to shop at their convenience, has contributed to its growth and significance. The practicality of E-commerce has led it to become the fastest growing retail market.

The covid-19 health Pandemic has further contributed to the development of e-commerce. As more people forgo socialization and resort to social distance, isolation, quarantine, and avoiding public places or crowded areas, customers have turned to a convenient platform to make purchases, the online market. The overall number of customers returning and first timers has prevailed. As the covid 19 health pandemic is expected to linger into the future, it is proportionally expected that the e-commerce market witnesses additional enhancement. A study has found that with the current situation, consumers are more likely to seek safety and convenience. Based on the study, these traits and habits are likely to drag into the post pandemic period and the study estimated that e-commerce could reach 300 to 350 million shoppers by the financial year 2025. (Bain & company)

Furthermore, a survey by (UNCTAD, 2020). Found that the pandemic has resulted in a sales growth of e-commerce websites. The stock share invested in traditional trade have become at risk and are witnessing a decline concurrent with the spread of covid 19, and this will be strong reason for the willingness of each trader of these traditional markets to move toward trade via the internet in order to preserve the rest of its share and maintain its commercial field and market success. Therefore, understanding the dynamics including the advantages and disadvantages of e-commerce elemental.

(10 marks)

e-Commerce Website builders/software solutions

(Approx. 500 words)

Name several e-Commerce website builders/software solutions most popularly used and give a description of 2 contemporary e-Commerce website builders/software solutions based on their major features, benefits and limitations (approx. 2/3 sources).

Task 2 **MIND MAPPING**

The art of collaboratively producing mind maps and of examining them together was sometimes as important as the ideas or concepts they contained. The maps contributed to the dynamic of discussions between team members about their perceptions and priorities, which enabled the team to develop shared understandings and common ground and to more easily align the projects direction.

Many students highlighted the importance of this process. The difference of mind maps that we developed together facilitated our cooperation because they help us align ourselves around a single idea. Another student explained in more detail. The mind map was important for agreeing on a direction for the project without misunderstandings or misinterpretations by team members.

The process of using the mind map to define the project from every conceivable angle ensures that understandings and related concepts are the same for everyone. What is more, it can be tempting to manipulate the mind map when you do it alone especially when you already have an idea for the project. But when you make a mind map project. Team members are interdependent and accomplish together what they could not accomplish alone. Creating a common language for collaboration and co-reflective practice based on reflection and analysis of action by design practitioners is essential for understanding the complexity of these situations and moving toward interdisciplinary approaches. Interdisciplinary require. Crossing traditional boundaries and engaging in the processes, methods and tools of other disciplines examining all part of a problem and interactions among the parts and developing critical vision, shared commitment, dialogue and

knowledge exchange among disciplines on innovative processes. The design is a social activity, and the context of design project varies according to dynamics of the Particular Team.

(15 marks)

Mind-map of Contemporary Software Applications

(Approx. 500 words)

- a. Describe mind mapping and explain the benefits of using mind mapping in business operations (approx. 2/3 sources). **5 marks**

The most instrumental use of the mind map was as a tool. Different groups used the mind map to explore existing situations and conditions with the goal of understanding existing relationships and generating insight, for example One of our mind maps displayed what we knew about buying food in general by answering the question who, what, where, when, why and how. This group subsequently extended the scope of exploration to include buying food in 2005 and redefined the focus of its project. they decided to concentrate on a question that we had identified through mini- interviews with the people around us efficient use of time to choose and buy one's food then we made another mind map to explore the subject of time efficiency in this context

One of the most important uses of the mind maps was to generate ideas, either alone or collaboratively setting out all the ideas on a single map was instrumental for some to clarify their thinking and structure their individual understanding as a preliminary to collaborating with other team members. For others, it was more useful as a sort of idea generation, brainstorming tool. Without a doubt, making the map allowed us to approach the situation differently, because this tool makes you go outside the frame of established ideas to see everything without concentrating on one aspect. It lets you make links between ideas

The maps offered a view of the situation that everyone could see and orient to as a group the mind maps we made together helped us to think, to see the supermarket from all different angles, but especially to understand visually the different things that we would need to consider the maps also allowed them to more easily see interrelationships between the various elements. We spent a lot more time on understanding all the flows. Relationships and processes around buying food. Our simplified mind map condenses hours of hard work to identify and understand the actors, the processes and all the components of the system. It's after that intense stage that we realized the disturbing complexity of the food industry this understanding of the complexity and interrelationship was facilitated by the visual nature of

the maps. Finally, the maps as a finished product acted as a synthesis of past work, a sort of visual memory aid.

Analysis shows that students consider collaboratively developed mind maps as an essential cross-disciplinary boundary object useful for broadening the team's horizons, stimulating creativity, structuring thinking and tackling project complexity. In addition, mind mapping offered a platform for collaborative design. By going through the iterative process of mind mapping students developed a shared view, a common language, a refined understanding of the project and design criteria that were meaningful and fitted their social, environmental and disciplinary values. Students' comments suggest that the process of mind mapping contributed to widening students' horizons at early stage of the project and to framing the project later in the process leading to generation solution. As will have become evident in the student.

- b. Create a mind map of contemporary software applications that are used to support day-today business/Organisation operations. **10 marks**

Mind map

This paper discusses the use of mind maps by interdisciplinary teams of students during a collaborative design activity. In the context of a Graduate Diploma program aiming to train specialists in eco-design strategy, we seek to offer pedagogical content, delivery methods, and tools that integrate theory and praxis and help students to co-construct new knowledge. A project-based studio was designed as an introduction to the design process and collaborative design. Eleven students from different disciplinary backgrounds teamed up to work on the project in situations where they continually needed to reflect on their dynamic of collaboration, on the design process, and on their actions. At the end of the studio, students received a questionnaire with 14 open-ended questions about the approach and various tools used during the course. Analysis of the answers shows that students consider collaboratively developed mind maps as an essential cross-disciplinary boundary object useful for broadening the team's horizons, stimulating creativity, structuring thinking process and tackling the complexity of the project. In addition, mind mapping offered a platform for collaborative design: by going through the iterative process of mind mapping students developed a shared view, a common language, a refined understanding of the project, and design criteria which were meaningful and fitted their social, environmental and disciplinary

values. Our findings provide evidence that mind mapping can be used to enhance both individual learning, and cross-disciplinary team interactive.



Task 3

(50 marks)

Office Applications for Creating, Storing, Presenting, and Analysing Data

(Approx. 2000 words)

a.

30 marks

Explain **four** office software solutions for business operations (**MS Word, MS PowerPoint, MS Excel, and MS Access**), highlighting their major features, benefits, and limitations

MS WORD is for writing Article and unlimited words and Documents

MS POWER POINT is for brief presentations with limited words you can insert pictures and videos

MSEXCEL means a spread sheet for calculations or sum, average, percentages, collection of Data etc.

MS ACCESS is Organized collection of Data (Data Base) collection of individual detail and storage of memories there are two Types. (1) flat file data base 1st Approach. (2) software for organised an application of data base and managing the system.

- Please try to avoid using bullet points. Rather, describe them in separate paragraphs.

b.

20 marks

Test some (**Two different functions/tools from two different software applications. Show the process step by step through screenshots**) business-related features of Office Applications (e.g., Mail merge, IF Function, VLOOKUP, Pivot Table, Goal Seek, Database concept using MS Access) and document several screenshots with accompanying description to provide evidence of practical use.

-Note: This task is based on your own practical activity.

Task 4

(25 marks)

Communication and Collaboration applications

(Approx. 1000 words)

Over the recent years, online communication and collaboration applications have been extensively used in teaching, learning and research. The aim of the present study is to evaluate the attitudes and perceptions of higher education students concerning these applications and their use in learning activities. The research was conducted on 748

Romanian students. The findings have revealed that social networks represent the main category of communication and collaboration applications used for learning purposes. Additionally, gender-induced differences have been found, as well as variances among undergraduates and graduates by several dimensions of the unified technology acceptance model, while students' learning engagement proved to mediate the relationship between personality traits, technology self-efficacy, and the use of collaboration tools. The paper also offers a comparative analysis between the students' and the academics' responses to the use of online communication and collaboration applications in the same cultural and organizational context. Practical implications are also presented.

Artificial intelligence and automation are changing enterprise work, manufacturing and the retail business, offering original prospects for organizations to explore, while challenging those that do not adapt to the times. Higher education institutions (HEI) must cope with the same trials, but they are slower in accepting them. Over the last decade, studies have emphasized that HEI are apprehensive about competition from training systems using online learning technology, given that most of them rely on face-to-face training and, consequently, need physical students. But research has also underlined that nowadays, regular students are not only involved in classroom-based instruction, but frequently go beyond it, as they also have the possibility of blending traditional instruction with online courses. It is a fact beyond doubt that students enrolled in universities are technophiles by default, possessing unique abilities related to information technology and using technology in a very different way from earlier students. These students are known as favouring experiential activities and teamwork collaboration and they take technology for granted. Staying connected is an important part of their lives, while learning is accomplished through trial and error permitted by the increasing convenience and decreasing cost of use with respect to Online Communication and Collaboration Applications (OCCA). The features of these apps include sharing documents with other individuals, entailing more interaction at group level and increased learning outcomes for students.

Some aspects connected to communication and collaboration are integrated in computer-supported collaborative learning applications and many HEI all over the world do have such integrated internet-based learning systems, thus complying with the constant evolution of internet technologies and innovations. Nevertheless, the favourable outcome of the implementation of these systems depends on extensive knowledge related to the students' and teachers' acceptance process.

The present research started from the desire to see the students' perspective on the use of communication and collaboration technologies in higher education, considering, first of all, that a previous study performed by the authors revealed information with respect to the academics' acceptance and use of these technologies, and, secondly, that few efforts have actually been done so far in studying students' acceptance of communication and collaboration technologies thus leaving important factors insufficiently covered.

Prior studies have not used the term "online collaboration and communication applications" extensively and consistently and many of them have focused on single collaboration applications, such as Moodle, using technology acceptance models. Moreover, no study considering OCCAs as interconnected applications at user level could be found at the moment of writing this paper. In our opinion, the users could use and in fact they do use more than one application for learning (and working), and they even switch from the formal/imposed applications to more informal ones or to other tools they are familiar with and which they find useful for the rapid exchange of knowledge, as confirmed by certain studies. Given the technological and cultural shifts over the past few years and especially the 2020 context, internet-based tools have become part of the educational culture and some of them have lowered barriers to new forms of collaboration or levelled them entirely (e.g. video-collaboration and teaching/learning using Zoom/Google Meet-Classroom / Microsoft Teams). Thus, the continuous development of new online collaboration and communication applications for technology-enhanced learning, on the one hand, and the evidence that human action, including technology-based learning, is guided by behavioural, normative and control beliefs that lead to the behavioural intention and subsequently to the use behaviour (Ajzen & Fishbein, 2000), on the other hand, emphasize the growing importance of research in technology acceptance for learning.

The research design consisted of five phases: familiarisation with the study topic, literature search for construction apps, selection of apps, assessment and categorisation of apps, and validation of app functionality. The selection of apps was based on their versatility, capability to perform multiple tasks, market popularity, relevance to communication and collaboration, readability, and range of functions. Empirical study articles were used to validate and assess the functionalities claimed by the app developers.

Findings: Out of the 65 mobile apps evaluated, only 12 met the exclusion criteria for assessing the practicality of their functions through empirical evidence. Mobile apps like Slack, Microsoft Teams, Smart Bid Net, and Basecamp have the potential to significantly enhance communication, collaboration, and decision-making processes in the construction industry.

The Research Limitation: The study identified and evaluated only 12 mobile apps out of 65, based on the exclusion criteria established to evaluate the practicality of the applications' functions through empirical evidence. This limited sample size may not fully represent the range of mobile apps available for communication and collaboration in the construction industry.

Practical Implication: The mobile apps to be used by project team members have the potential to replace traditional methods, particularly for geographically dispersed teams, leading to improved project efficiency and accuracy.

Social Implication: Mobile apps facilitate real-time communication with local communities, allowing construction projects to address concerns and involve community members in the decision-making process.

Originality/value: The study contributes to the existing body of knowledge by providing insights into the availability, accessibility, and competencies of mobile apps in improving internal and external communication and collaboration within the construction industry.

a. 13 marks

Analyse one contemporary Communication (Email, MS Teams etc.) and one Collaboration (SharePoint, One Drive etc.) applications/tools used frequently in modern business world and document a summary of their key features, benefits and limitations using written text with some images and relevant citations. (approx. 2/3 sources)

A Lot is capable of decision-making intelligently and self-driven analytic. A Lot devices' data can be analysed using AI to prevent cybercrime, improve security, and privacy, particularly in industrial applications. As the Internet was popularized in the early 90s of the last centuries, electronic mail became an essential communication source everywhere. E-mail storage has grown exponentially over the years, and a typical user stores half of his/her critical data in e-mail storage E-mail is an essential application for carrying out transactions and efficiency in business processes to improve productivity. Many organizations share their necessary information utilizing E-mail like delivering a document, sharing messages, collaborations, essential updates, and notifications. According to a recent study, in 2019, global e-mail users amount to 3.9 billion, which is likely to grow up to 4.3 billion in 2023, half of the total world population, and 108.7 billion e-mails exchange every day.¹ E-mail is frequently used as a vital medium of communication and is also being used by cybercriminals to commit crimes [9]. Current and emerging threat agents are increasingly targeting complex, extensive data networks in modern organizations. With the growing trend of cybercrime and accidents resulting from vulnerabilities, proactive monitoring and post-incident analysis of email data is crucial for organizations. Cybercrimes like hacking, spoofing, phishing, E-mail bombing, whaling, and spamming are being performed through E-mails [7]. According to a study, E-mail

is the second most used application on the Internet and the third most common form of cyberbullying.² Cybercriminals use it in numerous ways, like sending harassing and threatening messages, attaching viruses to E-mail, including a victim's private information, and sending it to hundreds of people. Spam messages accounted for 53.95% of e-mail traffic in March 2020

b. 12 marks

Test some features of a freely available Communication (1) and Collaboration (1) application and document several screenshots with brief accompanying description to provide evidence of practical use.

-First, you need to consider one communication and one collaboration application. Then discuss one use (How they are getting used in the business

world) of each application showing the process step by step through screenshots.

-Note: This task is based on your own practical activity.

Conclusion

References

Present 10-15 sources. Please use IEEE referencing style. Do not forget to use in-text citations all the way through out this portfolio report.

Appendices

-Supplementary information (Optional)

An appendix page/section can be used to include relevant supplementary information such as indirect supporting information to task answers, tutorial activity answers, any other evidence.

NB: Also, look at your assessment brief to see the guidance for students in completion of the tasks section, students' feedback form for overall marking criteria and assessment criteria to understand your level of work for grading.

Thanks, and good luck.