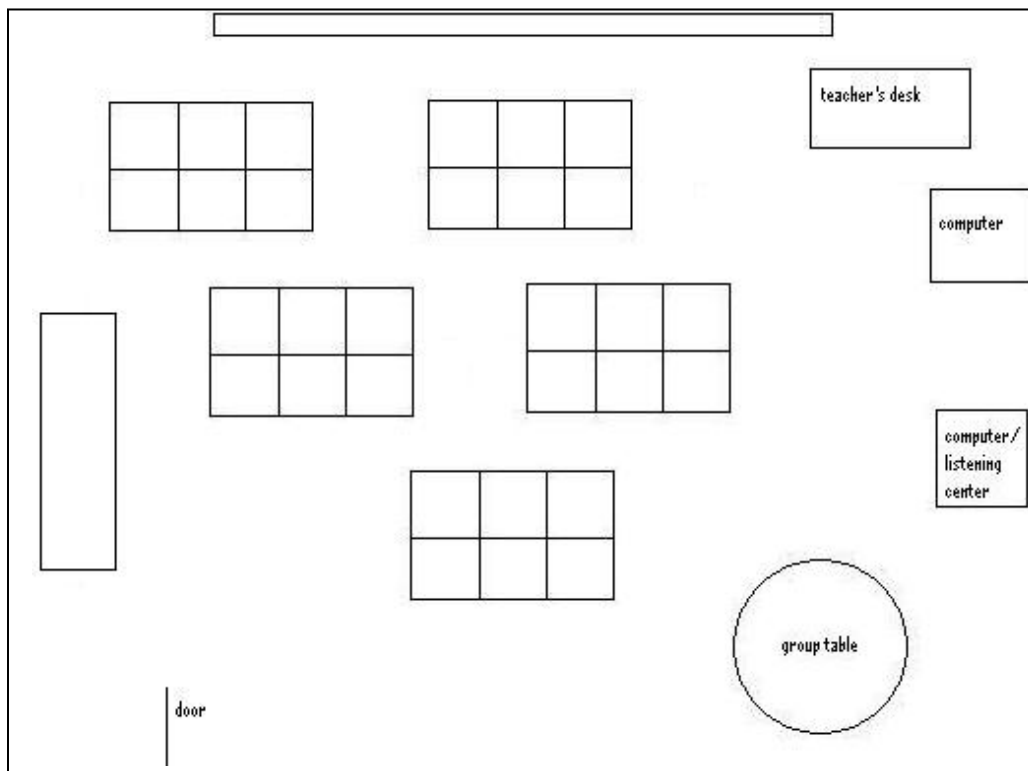
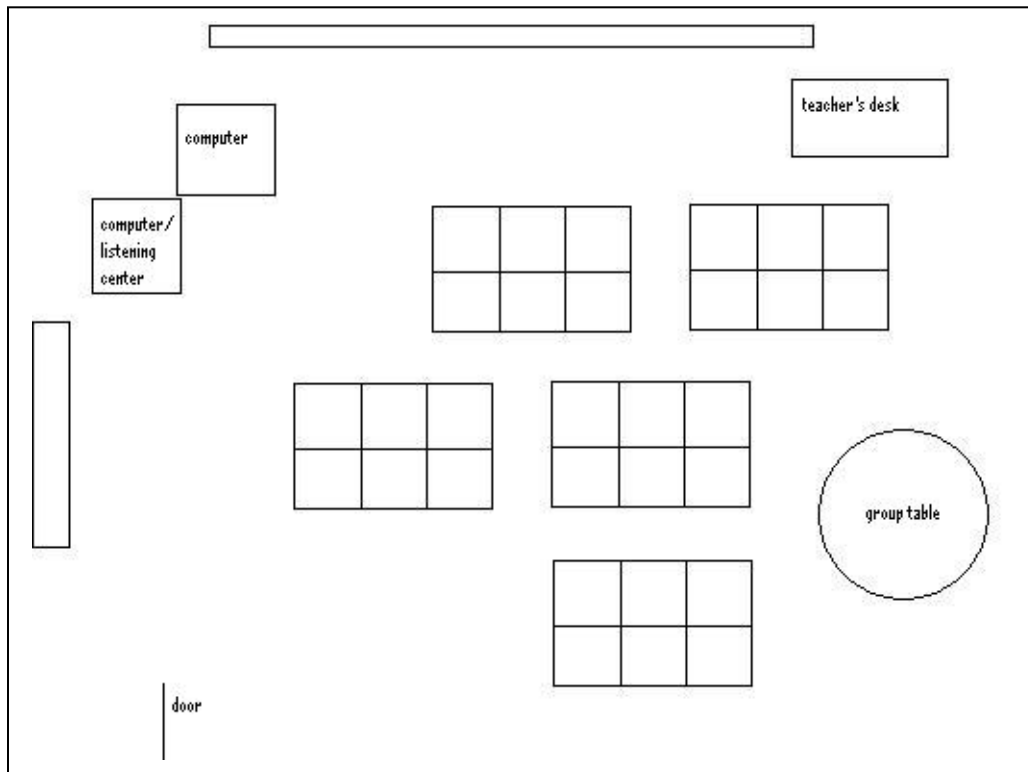


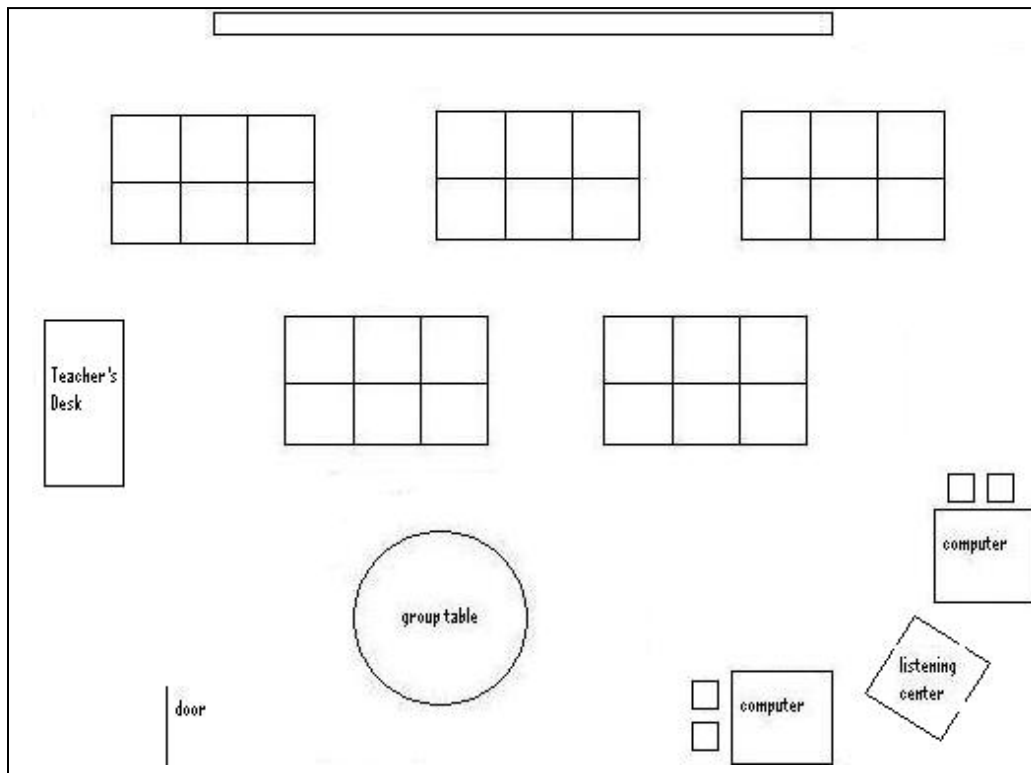
Appendix

Related Resources	Arranging your Classroom for Effective Technology Integration
<p>Basic Seating and Room Arrangement Strategies- http://www.learnnc.org/newlnc/carepak.nsf/292be0ea2a3487608525692f0068d504/2be2e2cf2a572e268525693700579ec9?OpenDocument †</p> <p>5 Computer Classroom- http://www.siec.k12.in.us/~west/slides/integrate/sld015.htm</p> <p>3-Computer Classroom- http://www.siec.k12.in.us/~west/slides/integrate/sld016.htm</p> <p>Other sample room arrangements follow</p>	<p>One of the most basic components of a successful technology infused lesson is the arrangement of the students and technology in the classroom or computer lab. Listed below are some things to consider when arranging your classroom for effective use of technology.</p> <ul style="list-style-type: none"> ❑ Make sure that students have enough space to complete paper and pencil assignments near the computer. ❑ If using a projection device with an entire class, make sure that all students can see the monitor from their desks. ❑ A computer on a cart needs to be easily moved from its position to be used most effectively. ❑ If you plan to use groups of students working at different stations, computers should be spaced around the room so students are able to work effectively as a group without interruptions. ❑ Furniture should be arranged to facilitate student and teacher movement. ❑ Make sure that you have room to store CD's, disks, software and other computer related equipment. ❑ Do not overload electrical outlets. ❑ Post rules for using technology in a visible area. ❑ Keep computers away from windows to keep the glare from sunlight off the screens. ❑ Make sure that the display on each computer faces the classroom. Students will be more apt to stay on task if they know that you might be looking over their shoulder. ❑ Keep computers in a low-traffic area where students do not pass on their way into or out of the room. ❑ Cords and cables need to be properly contained out of the reach of students.

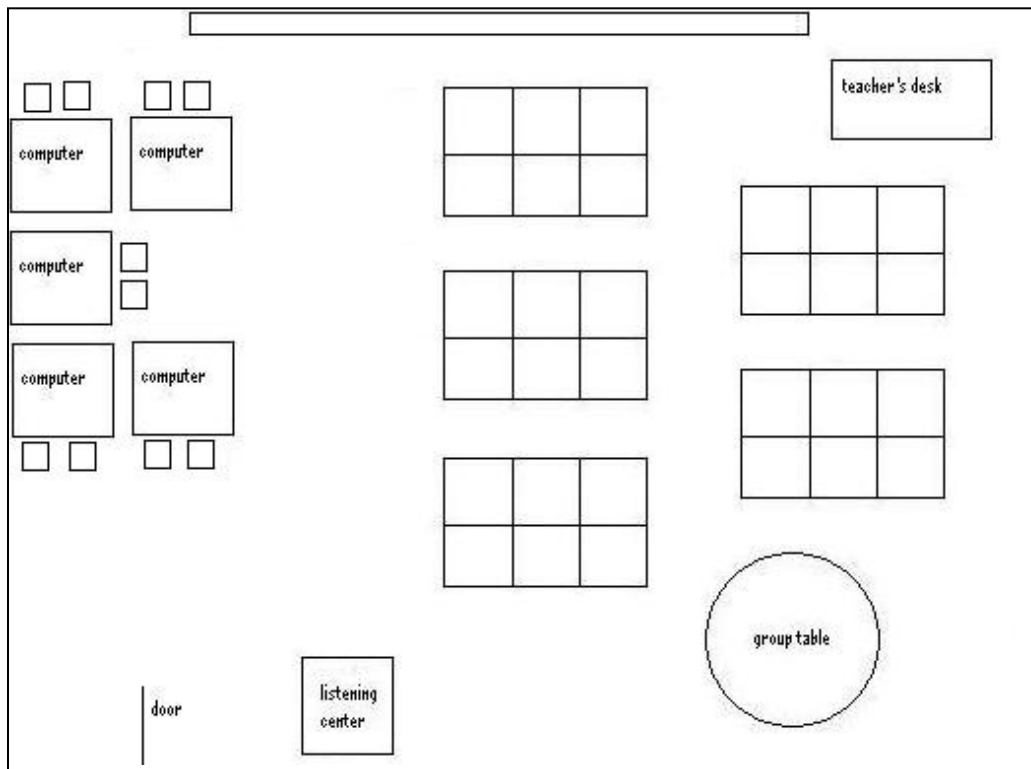
Sample Room Arrangements: *One Computer*



2 Computers



5 Computers



Related Resources	Managing the Technology-Infused Classroom
<p>Managing Computers in the Classroom- http://www.techlearning.com/db_archive/archives/WCE/archives/paulalee.htm Read about one teacher's successes and failures managing technology.</p> <p>Stages of Utilizing Technology- http://www.geocities.com/Athens/Agora/2100/utliz3.htm This slide show gives beginning technology users simple advice for managing computers in the classroom.</p>	<p>Planning and preparing for a technology infused lesson is very important, but good classroom management allows that lesson to be carried out effectively. With good classroom management strategies, students will be able to make the most of their technology experience.</p> <p>Tips for Using Computers in the Lab</p> <ul style="list-style-type: none"> ❑ Before entering the Lab, explain students' task in detail and give them any worksheets or reproducibles that they will need during the lesson. ❑ If a computer is not available in the classroom, demonstrate the lesson on a computer in the lab before allowing students to go to their individual computers. ❑ If there is a computer in the classroom, demonstrate assignments ahead of time using a scan converter that connects your computer to a T.V. ❑ Have a predetermined silent signal that you can use to quiet students quickly when you need to give directions. ❑ Develop a system that students can use to signal when they need help. This may be as simple as placing a cup upside down on top of the computer, or raising a flag that is attached to the computer. <p>Tips for Using Computers in the Classroom</p> <ul style="list-style-type: none"> ❑ Make sure that students can easily see the computer or monitor from where they are sitting. ❑ If using the computer as a learning center, introduce the activity to the whole class at once and allow them to work individually during center time. ❑ Create a checklist to keep track of which students have used the computer. ❑ Arrange the computers so that two chairs will fit in front of each computer monitor. ❑ Make sure that students have a place to complete pencil and paper activities next to the computer or provide them with lap desks.

<p>See sample group leader cards that follow.</p> <p>Teacher Talk - http://education.indiana.edu/cas/tt/v1i2/what.html Determine your classroom management style and read a description of your particular style.</p>	<ul style="list-style-type: none"> ❑ Using masking tape, create a box on the floor surrounding the computers. Instruct students to stand outside the box if they are not working on the computers. This will prevent on-lookers from disrupting students who are working to complete a task. <p>Other Helpful Management Tips</p> <ul style="list-style-type: none"> ❑ Make sure the technology is working the day of the lesson. ❑ Establish rules for asking questions and getting assistance. ❑ When working in groups, establish group leaders who can facilitate when you are busy. ❑ Establish rules for using technology and post them near the computer. ❑ Have a back-up plan in case the technology fails. ❑ Prepare an alternative plan for students who do not have permission to use the Internet. ❑ Save students' projects on the hard drive or a disk and print them later, when students are not in the room. This gives students more time to work. ❑ Conserve ink by printing only projects and papers that will be assessed. Do not allow students to print pictures they have made during their free time. ❑ Turn down the volume on the computer or use headphones. ❑ Remind left-handed students to move the mouse and mouse pad to the left-hand side of the keyboard before they begin. ❑ Have students collect all relevant data, write a rough draft of essays, or prepare a storyboard for multimedia presentations before coming to the computers. ❑ Post a copy of basic directions near the computer for reference. These might include how to save to a disk, how to print, how to open a program, or how to turn the computer on and off. ❑ Have student helpers work with small groups, to assist with troubleshooting and answering basic questions. ❑ Make sure your lessons are appropriate for the ability level of your students. ❑ Provide thorough instruction in technology skills needed to complete the activity.
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<p>Teaching Strategies http://www.discover.tased.edu.au/english/strategy.htm</p>	<ul style="list-style-type: none">❑ Give students worksheets, fact-gathering sheets, or graphic organizers to help them organize information.❑ Have a good working knowledge of how to use the technology involved in the lesson.❑ Encourage student learning through cooperative group work, competitive teams, pair-share activities and other teaching strategies. <p>The combination of a well-planned lesson and effective classroom management will ensure that students will work productively to complete the task assigned.</p>
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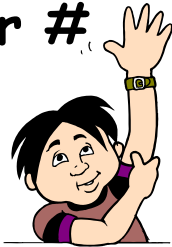
Group Leader Cards

Disposable Tags: Print and copy onto sticker paper

Reusable Tags: Print onto construction paper, laminate, and string with yarn

Group Leader #

Got a question?
Ask me First!



Print Manager

Got a question?
Ask me First!



Graphics Expert

Got a question?
Ask me First!



**"Software"
Expert**

Got a question?
Ask me First!



File Manager

Got a question?
Ask me First!



Font Expert

Got a question?
Ask me First!



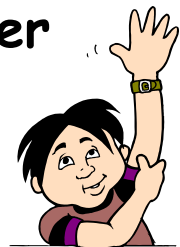
Internet Expert

Got a question?
Ask me First!



Group Leader

Got a question?
Ask me First!



Related Resources	Utilizing Technology Centers in the Classroom
<p>An in-depth look at suggested lesson plans and management tips for a centers' approach to teaching: http://www.siec.k12.in.us/~west/slides/integrate/index.html</p> <p>Sample rules poster follows</p> <p>Sample Troubleshooting Cards follow</p> <p>Sample Rotating Schedule follows</p>	<p>Using learning centers as a daily part of your routine is a successful way to integrate technology into your instruction. In a center, all students should be given equal time to complete a task and various learning styles should be addressed. In a technology center, students will have the chance to explore and extend the content being taught in other subject areas. There are several keys to successful technology centers in your classroom.</p> <p>Organization</p> <ul style="list-style-type: none"> ❑ Assign a disk to each student at the beginning of the school year that can be used to store assignments and documents. This will alleviate the problem of excessive documents being stored on the hard drive. ❑ Post general rules for using the computer. ❑ Make basic troubleshooting cards that can be laminated and put in a box beside the computer. These instructions can include information such as how to turn the computer on and off, how to save to a disk, how to print, how to open a program, how to adjust the volume, and other basic operating instructions. Encourage students to use these troubleshooting cards before asking you a question. ❑ Create a rotating schedule to ensure that all students will have the chance to participate. ❑ Give students adequate time to prepare for their center assignment before coming to the computer. ❑ Give directions to the whole group before sending students to the computers. If possible, post a list of written directions near the computer for students' reference when completing their task. ❑ Give students plenty of table space to do written work, or provide them with lap desks. <p>Management</p> <ul style="list-style-type: none"> ❑ Remind students to bring all necessary equipment to the computer to complete their assignment.

Read more about moveable technology carts at http://www.techlearning.com/db_area/archives/WCE/archives/hamilt2.htm

An on-line dictionary can be found at www.merriam-webster.com

- ❑ Have a check-off sheet for students to use when they have completed the task.
- ❑ After students have completed their time on the computer, ask them to record a few sentences in a class journal, stating what they accomplished and what they learned. This will keep students on-task and focused on completing their project.
- ❑ Computers can become mobile if placed on a rolling cart. This enables you to move the technology to different places throughout the room as you see fit (mobility will be limited if you are working with the Internet).
- ❑ Group more proficient students with those who need extra help so they can serve as peer tutors and helpers.
- ❑ Designate several student "computer experts" to whom students can go to ask questions if you are busy with other students.

Language Arts Center Suggestions

- ❑ Type a list of spelling or vocabulary words using different fonts and sizes in a word processing program.
- ❑ Using KidPix, draw a scene that illustrates the main idea of a paragraph and write a brief description.
- ❑ Create an award to give to a hero from a fictional literature selection.
- ❑ Make a postcard from a character in a book that includes details about the setting and events of a story.
- ❑ Have students read a story from a Living Book CD and use Inspiration webbing software to map out the story elements (setting, characters, events, problem, solution).
- ❑ Allow students to look up vocabulary words on an on-line dictionary and type their definitions. You may choose to have them illustrate several of these words in KidPix or another drawing application.

Mathematics Center Suggestions

- ❑ Do an activity involving probability by rolling the dice and using a spreadsheet to chart the results. Compare individual results and make a class graph.
- ❑ Have students take a poll of their favorite foods and graph the results in Graph Club or a spreadsheet.

- ❑ Make an Inspiration web with the names of geometric shapes and examples or attributes in the connecting boxes.
- ❑ Create a picture in KidPix using only geometric shapes.
- ❑ Make a symmetrical picture in KidPix.
- ❑ Illustrate a number sentence.
- ❑ Create a pattern using stamps in KidPix or another drawing program.

Social Studies/Science Center Suggestions

- ❑ Have students research a particular area of study on the Internet and prepare a multimedia presentation using KidPix or PowerPoint.
- ❑ Ask students to interview a family member and create a timeline of important events in their life using TimeLiner.
- ❑ Students can create a map of their neighborhood using Neighborhood Map Machine.
- ❑ Using a drawing program, illustrate various landforms in a scenic picture and label.
- ❑ Use Inspiration to create a web showing a food chain. Import graphics from the Internet to use with the web.
- ❑ Create a database of animals and their characteristics after researching the animals on the Internet.
- ❑ Find e-mail pals from around the world and communicate with them. Keep track of their home countries on a world map.

Rules for Using the Computer

1. Keep food and drink away from the computers.
2. Keep the mouse on the pad.
3. Treat the equipment with respect.
4. Follow directions carefully.
5. Ask your group leader or teacher if you have questions.
6. Only print with permission from your teacher.



Sample Student Rotation Schedule

This is an example of a scheduling chart for centers. Assign students to mixed ability groups. Rotate the groups through different centers or stations throughout the week so each student is able to take a turn at the computer.

<u>Blue Group</u>	<u>Yellow Group</u>	<u>Red Group</u>	<u>Purple Group</u>	<u>Green Group</u>
Bob	Austin	Daryl	Renee	John
Dawn	George	Diane	Latisha	Jill
Kyle	Mike	Bill	Jason	Erin
Barbara	Byron	Pamela	Gary	Doreen
Manuel	Joe	Carol	Juan	Ahmed

Station/Center	Monday	Tuesday	Wednesday	Thursday	Friday
Small Group with Teacher	Red	Purple	Green	Blue	Yellow
Computer	Purple	Blue	Red	Yellow	Green
Media Center/Research	Blue	Red	Yellow	Green	Purple
Writing Workshop	Green	Yellow	Blue	Purple	Red
Math Center	Yellow	Green	Purple	Red	Blue

Troubleshooting Cards

Your toolbars have disappeared in Microsoft Word:

Click on View at the top and Toolbars. Click on the appropriate toolbar that you wish to view. Click on it and drag it to the top of your screen.

Your computer has frozen up:

Instead of turning off the switch on the CPU, do a Soft/Warm Boot. Press Control, Alt, and Delete at the same time and your computer will restart.

You can not access the Internet or print from a network printer:

Try restarting the computer from the Start Menu.

You need to adjust the volume:

Click on the speaker icon in the lower right hand corner of the bottom tool bar or click on the Start button, Programs, Accessories, Entertainment, and Volume Control.

The Monitor is blank:

Check to make sure that the monitor is turned on. You can also check to make sure that the cord to the monitor is plugged in securely.

You can't find your document:

Click on the Start button, Search, and For Files or Folders. Type in the name of your file and click Search Now.

Related Resources	Assessing a Technology Infused Lesson
<p>Rubric Generators: RubiStar http://rubistar.4teachers.org/ Teach-nology Rubric Generators http://www.teach-nology.com/web_tools/rubrics/</p> <p>Project Based Learning Checklists http://4teachers.org/projectbased/checklist.shtml</p> <p>Ways to record</p>	<p>Evaluation is an essential part of the teaching-learning process. Not only does evaluation allow you to see what students have learned, but it also allows you to determine the effectiveness of your teaching. Traditional forms of evaluation only assess factual content and students' progress in academic areas. Because of the hands-on nature of technology, few traditional assessments can accurately reflect the amount of creative and critical thinking that goes into a technology-infused lesson. Performance-based evaluations, such as those that follow, are usually more effective.</p> <p><i>Making the Choice</i> Assessing students' progress should not be an isolated event. Assessment should be incorporated into your lesson. Before you decide on the best way to assess your project, consider the following points:</p> <ul style="list-style-type: none"> □ What do you want your students to know? □ How are you going to find out what they have learned? □ Who needs to know this information- teacher, students or parents? <p>After considering these points, choose the assessment tool that will most effectively evaluate your students' learning.</p> <p><i>Rubrics</i> Because of the nature of technology infused lessons, rubrics are very effective ways of determining if students have mastered the skills. A rubric includes a set of criteria for evaluating student products. There are several on-line rubric generators that allow you to create and customize printable rubrics.</p> <p><i>Learning Checklists</i> Checklists can be used by teachers to evaluate students' work or as a self- evaluation tool for students. When creating a checklist, list the skills and outcomes that you expect students to demonstrate. An easy way to create a checklist is to use an on-line generator.</p>

<p>Observations: http://www.temple.edu/CETP/temple_teach/observe.html.</p> <p>Graphic Organizer Generators http://www.teach-nology.com/web_tools/graphic_org/</p> <p>Using Concepts Webs for assessment: http://www.temple.edu/CETP/temple_teach/concept.html.</p> <p>Electronic portfolios: http://www.ash.udel.edu/ash/teacher/portfolio.html</p>	<p><i>Teacher Observation</i> Anecdotal records and behavior checklists are excellent ways to use teacher observation as an assessment tool. To evaluate students with a checklist, you need to create a chart that includes the tasks and behaviors that you expect of students and evaluate them while they work. If you are assessing students on a series of basic technology skills, you can create a checklist and note as they accomplish each item on the list. Anecdotal records are written comments about a student's behavior and academic progress.</p> <p><i>Concept Webs</i> A Concept Web is a diagram that demonstrates a relationship between concepts or ideas. A concept web helps students organize information and make connections between the information that they have learned. Inspiration software is an excellent way for students to complete this form of assessment on the computer. If this software is not available at your school, try an on-line Graphic Organizer generator to create webs that you can print.</p> <p><i>Portfolios</i> Student portfolios are collections of student work. Portfolios can include essays, artwork, reports, digital photographs, graphs, charts, audiotapes, multimedia presentations, etc. They can be printed and stored in a folder or they can be electronically stored on a disk. Portfolios can be easily transferred to VHS tapes to share with parents who do not have computers at home.</p> <p><i>Audio and Video Tapes</i> Audio and video recordings give teachers the chance to create an academic and social growth record throughout the year. Videotape students as they interact in groups, class plays, work in centers, and on other special occasions such as field trips. Audiotapes can be a great way of keeping track of students' progress in reading expression and fluency from the first of the year to the last.</p> <p><i>Journals</i></p>
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<p>Sample peer evaluation forms: http://www.potsdam.edu/educ/GLC/ike/group.html; http://www.ncsu.edu/midlink/rub.mmproj.htm</p>	<p>When doing lengthy research-based projects, students can be evaluated on their progress using journals. Have students keep a written record of what they know about the topic before the research begins, what they learn about the subject as they work, and what they have learned as a result of the project. In their journal, they can share with you what technology experiences were useful and which were not as successful. Journals are not usually evaluated for accuracy, but are a very useful tool for students to reflect on their own work on a project.</p> <p><i>Peer Evaluations</i></p> <p>When working on group projects, students can be given the opportunity to evaluate their groups' effectiveness. This can motivate students who are reluctant to participate and gives students who may do the majority of the work opportunity to share that fact with the teacher.</p> <p><i>Self Evaluations</i></p> <p>Students should occasionally be given opportunity to evaluate their own work and reflect on their effort and performance. In a self-assessment, students should be able to rate their performance, explain reasons for choosing the processes they used, and identify any changes or improvements that they could make to their project.</p>
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Related Resources	Reaching Students through Cooperative Learning
<p>Jigsaw Classroom http://www.jigsaw.org/ - information about how to use the Jigsaw technique in your classroom</p> <p>GLC Eisenhower Project</p>	<p>Students receive many academic and social benefits from cooperative learning activities. As they collaborate with their peers, students gain a deeper understanding of the content, think more creatively, take leadership in completing tasks, and learn group responsibility.</p> <p>Cooperative Learning Strategies</p> <p><i>Jigsaw</i></p> <p>Using the jigsaw technique, each student has the task of learning one part of the lesson and then "teaching" it to the rest of the group. Tasks can be individualized so that some group members can be provided with more challenging materials to read than less skilled classmates. The most important thing is that the entire group benefits from the efforts of each individual. Steps in the jigsaw process include:</p> <ol style="list-style-type: none"> 1. Divide students into heterogeneous jigsaw groups of 5 or 6 students. 2. Appoint one student from each group as the leader. 3. Divide the day's lesson into 5-6 segments. 4. Assign each student to learn one segment. 5. Form "expert groups" by having one student from each jigsaw group join other students who are studying the same lesson segment. Give the expert groups time to discuss the main points. 6. Bring students back together with their jigsaw groups. 7. Ask each student to present his/her segment to the group. 8. Add some form of assessment at the end to evaluate students on each segment of the lesson to make sure that they mastered all subject matter. <p><i>Standards Teams Achievement Division (STAD)</i></p> <p>STAD is a simple way to introduce cooperative learning to your students and a great starting place for teachers who are new to cooperative learning. STAD has five components: class presentations, teams, quizzes, individual improvement scores, and</p>

<http://www.potsdam.edu/educ/GLC/ike/stad.html>

Instructions on how to prepare and carry out a STAD lesson.

team recognition. Steps in a STAD lesson:

1. The process begins with the teacher or an audiovisual presentation introducing the subject matter to the whole group through direct instruction.
2. Then students are divided heterogeneously into groups of four or five students. Teams meet to study worksheets and material to prepare each other for the quizzes that follow.
3. Each student is given a quiz individually, and is therefore held responsible for their individual learning.
4. Students are given individual improvement scores, which are performance goals that the student can reach. Students earn points for their team based on their improvement over their past scores.
5. The final stage is team recognition. Teams can earn certificates or other awards if their average scores exceed a certain criterion.

Think-Pair-Share

This cooperative strategy allows students to think about a question or idea and share their thoughts with a partner before discussing the concept as a class. In a partner arrangement, students are free to share their thoughts and have their ideas are validated by a peer. This method also enables students to express their thoughts and ideas to class members outside their peer group. The steps in this process are:

1. Identify the question or concept to be discussed.
2. Allow students time to think individually.
3. Pair students and have them share ideas.
4. Have pairs communicate their ideas to the whole group and record all ideas.
5. Use the list of ideas for future work or research.

Peer Tutoring

This technique turns students into teachers and provides great benefits to both the tutor and the learner. Peer tutoring involves a peer "expert" instructing a "novice" in a particular subject or skill. Peer tutoring is successful because children often speak the same "language" and know how to communicate with each other more effectively than adults. The tutor learns

GLC Eisenhower
Project

<p>http://www.potsdam.edu/educ/GLC/ike/think.html - A sample lesson on that uses Think-Pair-Share</p> <p>Cross-Age and Peer Tutoring http://www.indiana.edu/~eric_rec/ieo/digests/d78.html - Contains detailed instructions on how to start a peer-tutoring program in your school.</p> <p>Explanations of group roles: http://www.potsdam.edu/educ/GLC/ike/role.html</p> <p>See the Group Role Badges that follow</p>	<p>how to effectively communicate with peers while the content or skill that they are teaching is reinforced in their own mind. The learner gains content knowledge, as well as individual attention.</p> <p>Assigning Roles Within cooperative groups, students are often assigned special roles. This holds students accountable for specific content and helps them feel a sense of ownership in the final project.</p> <p>Dividing Students into Heterogeneous Groups Heterogeneous grouping enables all students to get the most out of cooperative learning. Cooperative groups should include students from varying ability levels, genders, and ethnic backgrounds. There are many ways to divide students into groups. Here are a few examples:</p> <ol style="list-style-type: none"> 1. Have students number off. 2. Divide students into teams based on the colors that they are wearing. 3. Have students draw slips of paper with group numbers written on them. 4. Group students whose last names begin with the same letter of the alphabet. 5. Create picture puzzles and distribute them to students. Those students whose pieces complete the same puzzle make up a group. 6. Print sentences or phrases on strips of paper and pin one to each student's back. Students must find their group members by asking questions of their classmates. 7. Pass out candy and have students form groups based on the type of candy they received.
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Group Role Badges

Print and copy these badges onto sticker paper.

Summarizer	Checker of Understanding	Accuracy Coach
Elaborator	Research Runner	Recorder
Encourager	Observer	Time-Keeper
Praiser	Harmony Coach	Noise Monitor
Energizer	Reporter	Encourager of Participation

Related Resources	Planning a Technology Infused Lesson
<p>Three Components of Effective Computer Use: http://www.essdak.org/tool/components.html</p>	<p>Several years ago, a few teachers began integrating technology into their classroom with a Macintosh IIe computer in the back of the room. This computer often served as a center for drill and practice games, which at the time, was very high-tech. But with the computer revolution, computers have moved from the back of the room to the forefront of education and have become an exciting and engaging tool for both educators and students. Here are points to keep in mind when planning a technology infused lesson.</p> <p>Content</p> <p>The easiest way to begin using technology with your students is to integrate it into your tried and true lesson plans. Use plans that you have taught before and know are successful on their own merits, regardless of the technology component. This way, if the technology fails, you will have another plan on which to rely. Consider plans that involve:</p> <ul style="list-style-type: none"> ❑ Research on a particular topic ❑ Comparing and contrasting information ❑ A multicultural or country study ❑ Researching and writing a report ❑ Using graphics and art ❑ Collecting and analyzing data ❑ Making a presentation <p>Once you become more comfortable with technology, you will be able to create technology infused lessons based on a particular piece of technology or software and be more confident about each lesson.</p> <p>Technology</p> <p>There are three effective ways to use computers in your classroom:</p> <ul style="list-style-type: none"> ❑ Teaching Content: Students gain knowledge in content area subjects. ❑ Enhancing Critical Thinking: Students are engaged in

<p>See examples of how to integrate the Internet into your curriculum at Tech Learning http://www.techlearning.com/db_archive/archives/WCE/archives/kenroy.htm</p> <p>Determine your students' learning styles: http://www.mxctc.com/net.edu/clc/survey.htm</p> <p>See the list of teaching strategies at Discover http://www.discover.tased.edu.au/english/strategy.htm for more suggestions.</p>	<p>higher level thinking while using the computer.</p> <ul style="list-style-type: none"> ❑ Teaching Computer Skills: Students can gain technical skills while working at the computer. <p>Each of these three components can be incorporated separately or together to create a lesson that uses technology on a number of different levels.</p> <p>When deciding what technology to use, think of ways that you can use it to enhance and extend the content that you are teaching.</p> <ul style="list-style-type: none"> ❑ Would students benefit from an on-line field trip? ❑ Can students organize their data in the form of a graph or chart on a spreadsheet? ❑ Can students create a multimedia presentation to share their knowledge of a content area? ❑ Can students illustrate a concept using a drawing program? <p>Method</p> <p>Just like other lessons that you teach in your classroom, you must determine the way in which the lesson will be taught and what role you will play in the instruction. When determining this, consider your students' learning styles and make sure that you address all those learning styles within the lesson. A few methods to consider are:</p> <ul style="list-style-type: none"> ❑ Whole group or small group ❑ Cooperative grouping or independent work ❑ Pair/share activity ❑ Each one, teach one ❑ Jigsaw technique <p>You must also decide what your role will be in instruction. Determine whether you will serve as instructor by demonstrating a piece of software to a whole group or be a facilitator to students as they work individually or in small groups.</p> <p>Assessment</p> <p>After determining what you will teach and how you will teach it, you need to think about how students will be evaluated. Assessment serves two purposes: to inform you of how well students are mastering the concept being taught, and to let you</p>
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<p>Authentic Assessment: Performance Tasks and Rubrics- http://www.skyliqhtedu.com/neighbor/articles/article002.html</p> <p>For more information about each type of assessment tool, go to Assessment Strategies and Definitions (http://www.rmcdenver.com/useguide/assessme/definitioni.htm)</p>	<p>evaluate the effectiveness of your instruction. Traditionally, students are assessed on knowledge level questions using paper and pencil tests. Because technology infused lessons often involve higher level thinking, students should be evaluated on several different levels.</p> <p>Technology-infused lessons are more effectively evaluated using performance-based assessments. Rubrics checklists are excellent forms of assessment for evaluating this type of lesson. Some other possibilities include:</p> <ul style="list-style-type: none"> Electronic Portfolios Student Portfolios Journals Conferences Discussions Attitude Surveys Peer and Self-Evaluations <p>Prior Knowledge</p> <p>After deciding what to teach and how to teach it, you need to consider the prior knowledge that your students will need in order to be successful at their task. If you are planning a lesson using the Internet, be sure to do an introductory lesson demonstrating how to use the Internet. In most cases, it is beneficial to spend one class period introducing the technology or software before teaching your lesson. Then students will be comfortable with the technology and the focus will be on the lesson, and not on how to use the technology.</p> <p>Location</p> <p>Depending on the technology available at your school, you may have several locations where you can teach your lesson.</p> <ul style="list-style-type: none"> ❑ Whole Group lesson with one computer and a scan converter ❑ Small group lesson centered around one computer ❑ Computer lab situation with students working individually or in pairs ❑ Center activity with one or two students working independently
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<p>On-line access to Technology infused lesson plans:</p> <p>EdHelper.com- http://www.edhelper.com/</p> <p>Teaching 'N Technology- http://twister.coe.du.usf.edu/tnt/</p> <p>Computer Lesson Plans- http://www.mississippi.net/~lamarelm/technolo.htm</p> <p>Tech Lessons- http://www.bonnydoon.santacruz.k12.ca.us/apple_core/techless/techless.html</p>	<p>Materials</p> <p>Once you have finalized your lesson and determined the equipment you need, check to make sure that everything is working and that you are familiar with the operation of the equipment. If working with a specific web site on the Internet, check the link at the beginning of the day to be sure that it is working. Because of the changing nature of the Internet, web sites can experience difficulty for a few hours and be out of operation during that time.</p> <p>You also need to check on the availability of the equipment. If you are depending on a digital camera, make sure that it is available for check out on the day that you need it.</p> <p>Planning a technology-infused lesson takes organization and preparation, but students' learning will be enriched and they will gain valuable critical thinking skills. Here are several sites that feature technology infused lessons to help get you started.</p>
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Conclusion

When using computers is new to students:

- Begin slowly and watch how many steps you are asking them to complete.
- Allow time for exploration and the sharing of discoveries.
- Make sure directions are clear.
- Make sure the activity will allow students to practice a skill or concept that fits with the instructional goals in the classroom.
- Ensure that all students get the opportunity to do the activity.
- Realize that young children use computers differently than adults.

When using computers and other technology is new to you:

- Begin slowly- flashy projects that take forever to complete may not be the best use of the resources you have.
- Integrate one new piece of software or technology skill at a time.
- Test the directions of any assignments you create.
- Plan for technology usage like you do for any other teaching resource.
- Establish goals for what you want your students to do with technology that fit with your educational goals.
- Choose grouping options that best fit the instruction.
- Work with administrators and parents to choose the resources that will best suite the needs of your students- that includes software, peripherals such as scan. converters or digital cameras, or fee- based Internet content.
- Take advantage of technology literate parents to assist students at planned times.
- Establish with students what they do if they are having trouble.
- Try- once you begin your students will astound you with what they can do!

Setting up a Eudora E-mail Account

Getting Started:

- Open up your Internet browser.
- Click in the Location Box to highlight the URL.
- Type: www.eudoramail.com
- Press Enter on the keyboard.
- Click on Sign-Up for your own free personalized E-mail!
- This will take you to Eudora Web Mail Terms of Use.
- After reading (or not) the Terms of Use, click on "I Accept".



Setting Up an E-Mail Account:

- Click in the box by User Name to place the cursor.
- Type your first initial and last name (example: tsmith).
- Press the Tab key to move to the next field.
- Choose a password and type it in the Choose a Password box.
- Press tab to get to the next field.
- Type in the password again in this box.
- Choose your time zone from the pull down menu.
- Choose a password hint from the next pull down menu.
- Click in the box below and type the answer to the question.
- Press Tab.
- Enter the necessary information in step 2.
- All fields with a red dot are required fields and must be answered.
- After completing all required fields, click on Register.

Completing the E-Mail Setup Procedure:

- Your assigned E-mail address will appear on the screen.
- Type in your password and hit Enter.
- This will take you to the Eudora Web-mail screen.
- You will now be at the In-Box where you will receive your mail.

Receiving and Sending E-Mail:

- If you have new mail, it will be listed in the In-Box.
- Click on the highlighted blue text to open your e-mail.
- To send an e-mail, click on the New Message button at the top of your screen.

- Type in the Address of the person to whom you will send the message and press the Tab key.
- Type in a Subject for the e-mail. Example: "Technology Training".
- Click in the message box to place the cursor and start typing.
- Do a Spell Check with the button at the bottom of the screen (scroll down).
- After you have completed your e-mail message, click on Send.
- You will receive a confirmation message.
- Click on Inbox mailbox to return to the main screen.

CC: Stands for Carbon Copy- if you wish to send e-mail to several different people, list them in the CC section. The other recipients will see a list of the people who received the message.

BCC: Stands for Blind Carbon Copy- If you wish to send e-mail to several different people, but prefer that they do not know who else received the e-mail, list them in the BCC section. The recipients will not see a list of the other people who received the message.

Attachments: You can send a file along with your e-mail message. Simply click on Attach File in your new e-mail message. Click Browse to locate the file and then click attach.

Replying to a Message: If you would like to reply to a message sent to you, click on the reply button at the top and type your message. A reply goes back to the sender.

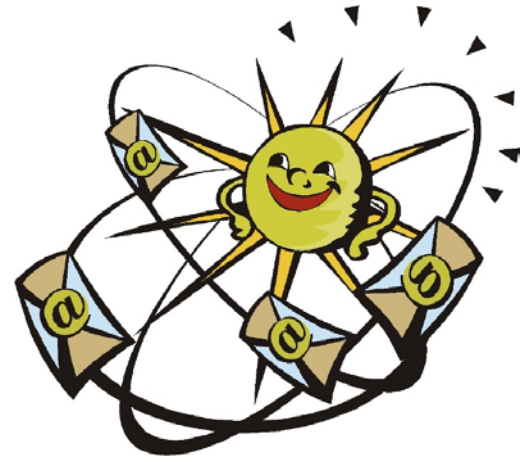
Forwarding a Message: If you would like to forward a message to someone else, click the forward button at the top. Forwarding a message just sends that same message that you received to a different person.

Accessing Eudora Mail after registration:

- Type in www.eudoramail.com in the location box of your Internet browser.
- In the Registered Users box, under username, type your e-mail name.(example: tsmith).
- Type in your password. Press the Enter key.
- You will be taken to the main screen where you can send and receive e-mail.

Classroom E-Mail Activities

E-mail has opened up a whole new world of communication that links adults and children internationally. Because e-mail has become such an integral part of communication, it is important that students be given the opportunity to share ideas and thoughts with their neighbors around the world. Here are some suggestions for using e-mail in your classroom:



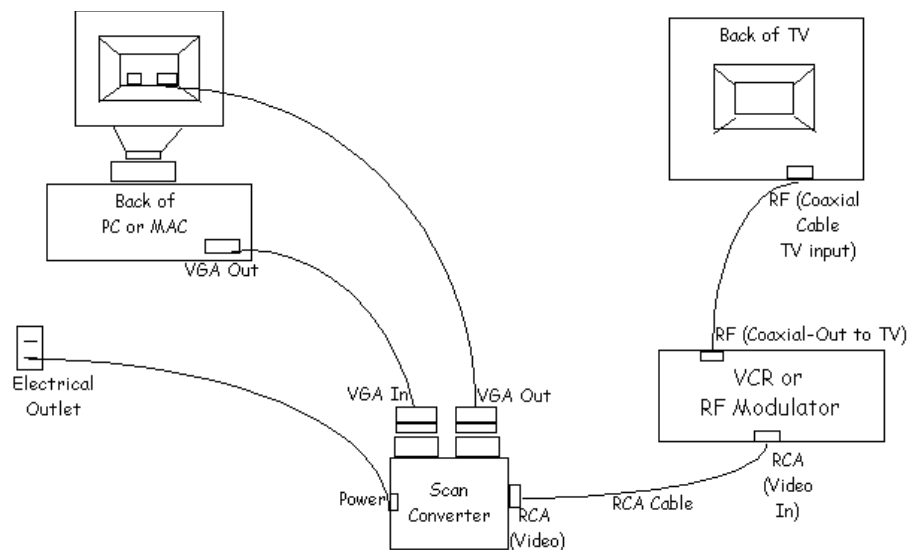
- ❑ Find an e-pal from another state or country and exchange information about cultural differences. Locate e-pals on <http://www.keypals.com/> or <http://www.epals.com/>.
- ❑ Send weekly e-mail messages to all students that include your weekly schedule, reminders, homework assignments, and special project information.
- ❑ Allow students to e-mail writing projects to each other for peer editing. The editor can make changes in red type and return the document to the author.
- ❑ Students can share writing, thoughts, or technology projects with parents and guardians by attaching them to an e-mail message.
- ❑ E-mail experts to ask questions students formulate about content area subjects and units of study.
- ❑ Participate in on-line collaborative projects with other schools.
- ❑ Communicate with congressional leaders in Washington at <http://www.mrsmith.com/index2.html>.
- ❑ Ask students to write fan mail to their favorite athlete or sports team. You can locate e-mail addresses for most sports teams and athletes on their homepages.
- ❑ Send e-mail to Santa at <http://www.north-pole.net/>.

Whole Group Learning with your PC

The Scan Converter

The easiest and cheapest way to accomplish whole group learning in your classroom with a PC is by hooking up a scan converter. Scan converters are small devices that translate the scan rate so the image on your computer screen can be seen on your TV. Now this may sound simple, and it is, but the final quality depends on several factors. If you have a new(er) TV and new(er) PC you should be in pretty good shape. Older TV's/PC's will require a bit more work and the quality will be lower.

It is impossible to address the myriad of possible set-up configurations, so below you will find drawing of a basic set-up. Do your best to follow these or consult the Web resources or your technology professional in your school or district.



Web Resources:

10 Questions to ask

before buying a scan converter. <http://www.vgav.com.au/convertors.htm>

The Data Projector

This piece of hardware is quickly becoming the choice of educators for whole group instruction in their classroom. The data projector is the equivalent of the movie projector except instead of film being projected on the wall it projects what's on your computer. These used to be so expensive that districts were lucky to have just one. Recently manufacturers have broken the \$1000 floor on some models. Now it is not uncommon to see new schools being built with these built-in to all classrooms. Even though these can be purchased for under \$1000 plan to spend about \$1200-\$1600 for one of these for your classroom.

Web Resources:

<http://www.becta.org.uk/teaching/pedagogy/technologies/projectors.html>

Software Helpers

Software Helper

Windows Basics

The first screen that you see after starting your computer is called the Desktop. It is where you do all of your work. There are certain items on your desktop that are there to facilitate your work. These items can be customized to meet your own needs.

Items on the Desktop:

- **My Computer**- This icon enables you to have access to your hard, floppy, and CD drives. You can also access your printers and the control panel.
- **Network Neighborhood**- Provides access to shared resources, such as printers and networked computers.
- **Recycle Bin**- A temporary holding bin for files that you want to delete. Files placed in the recycle bin can still be recovered until they are permanently deleted.
- **Start Button**- Provides access to the Start Menu. From the start menu, you can access programs, documents, settings, help, and search options.
- **Taskbar**- This is the horizontal bar located at the bottom of your Desktop. All of your open applications are shown on the taskbar and it enables you to move easily between applications. The taskbar also displays the clock, the Start button, and may house some shortcuts to programs.

Turning the Computer On and Off

To turn the computer on, check to see how the computer is plugged into the electrical outlet. If the CPU, monitor, speakers, and printer are all plugged into a power strip, simply turn on the power strip. If each part is plugged into a different outlet, turn on the monitor first, then the CPU and finally the speakers and the printer.

To turn the computer off:

Close all programs, windows, and folders

Click on Start, and then Shut Down

Click on Yes.

Wait until the computer gives you the message that it is safe to turn off the computer.

Then either turn off the power strip, or unplug the parts in this order: monitor, CPU, speakers, printer.

Executing a Program

- Click on Start and drag the arrow to Programs.
- Draw the pointer to the folder where the program resides and to the name of the program.
- Click to start the program.

Installing a Program

Most CDs will automatically open up in the Install Mode. You will simply follow the on-screen instructions. If it does not, follow these steps:

- Click on Start.
- Drag the pointer to Settings, then click on Control Panel.
- Double-click on Add/Remove Programs.
- Click on Install.
- Insert the CD or Disk into the drive.
- Click on Next.
- Follow the on-screen directions.

To Create a Folder on the Desktop:

- Right click anywhere on the blank desktop.
- Click on New and then on Folder.
- Type in the name for the folder. (Example: name it "Applications")
- Press Enter
- A folder entitled "Applications" should appear on the desktop.

To Create a Shortcut to a Program:

A quick and easy way to access programs is by making a shortcut on the desktop or in your applications folder.

- Double click on the Applications folder to open it.
- Click on File, then New.
- Click on Shortcut.
- Click on Browse (you may need to change the drive to "C")
- Find the program for which you want to make a shortcut (for example KidPix Studio)
- Look for the file name that has .exe at the end (Picker.exe)
- Click on Picker.exe and then Open.
- Click on Next and type a name for the shortcut. (KidPix Studio)
- Click on Finish.
- Find your new shortcut and test it out by double clicking on it to open the program. Close the program by clicking on File and Quit.

To Format a Disk:

Most new blank disks will not need to be formatted. In the case that it does:

- Double-click on My Computer.
- Insert a floppy disk into the "A" drive.
- Right click on the "A" drive icon.
- Click on Format, under Format Type, click on Full.
- Click on Start.
- Click on Close.
- Close the My Computer window.

To Copy a Disk:

- Double-click on My Computer.
- Insert the disk you want to copy into the "A" drive.
- Right click on the "A" drive.
- Click on Copy Disk and then Start.
- When the message "Insert the Destination Disk", put the blank disk to want to copy to into the "A" drive.
- Click on OK.
- Click on Close when you get the message, "Copy Completed Successfully."
- Close the My Computer window.

To Create a System (Start Up) Disk:

- Double-click on My Computer, then on Control Panel.
- Double click on Add/Remove Programs.
- Click on the Start Up Disk tab.
- Click on Create Disk.
- Insert a disk into the A drive.
- Click on OK, then OK again.
- Click on the X in the title bar to close the Control Panel
- Close the My Computer window.

To Rename a Folder or File:

- Double-click on My Computer.
- Double click on the drive that contains the folder or file to be renamed.
- Click on the file you want to rename and then click again (softly).
- This will highlight the old name and a cursor will appear.
- Type in a new name.
- Press Enter.
- Close the My Computer window.

Deleting a File or Folder

- Double click on My Computer and the drive in which the folder is located.
- Click once on the item you wish to delete and highlight it.
- Press Delete on the Keyboard.
- It will go to the Recycle Bin, you can retrieve it until you permanently delete it.
- To retrieve the item, double click on the Recycle Bin, and click on the folder you wish to restore. Click on File, and then Restore. It will return to its original location.

Moving a Window

- In an open window, click on the Title Bar and drag the window to the desired location.

Resizing a Window

- Put the pointer on the lower right corner of the window (you will see a diagonal arrow). Click and drag to make the window smaller or larger.

Copying and Moving Files

- Double click on My Computer and then on the drive where the file is located.
- Double click on the drive where the file is to be moved or copied.
- Move the open windows so you can see both of them clearly.
- Find the file you want to copy and click on it.
- If you are copying a file, click and drag the file to the appropriate drive. You will now be able to access the file in both places.
- If you are moving a file, hold down the Shift key as you drag and drop the file.

Playing an Audio CD

- Open the CD ROM drive by pressing the button.
- Insert your CD.
- Press the button again to close the door.
- The CD should begin playing automatically.
- The CD player will be shown on the taskbar.
- Click on the CD player to open the window.

- Place the arrow on the various buttons in the CD player to see the different options.
- The "Stop" button is the black square, the "Play" button is the black triangle.
- Click on the "Minimize" button (-) to place the CD Player back on the Taskbar.
- Click on the "Close" button (X) to exit the CD Player. (Be sure to stop the CD before you exit.)

Volume and Sound Controls

There are two places to adjust the volume:

Check to make sure that the speakers are turned on and plugged in.

- Click on the speaker icon in the lower right hand corner of the Taskbar.
- Move the lever up or down to adjust the volume accordingly.
- Click on Start, drag to Programs, Accessories, Multimedia, Volume Control, and click. Adjust the volume in the same way.

Changing the Desktop Wallpaper (Background):

- Right click anywhere on the blank desktop.
- Click on Properties.
- Click on the Background tab if it does not come up automatically.
- Under Display, click on Tile.
- Under Wallpaper, click on the various patterns you can use on your desktop. Select one that you like and click on it.
- Click on Apply and then OK.

Changing the Screen Saver:

- Right click anywhere on the blank desktop.
- Click on Properties.
- Click on the Screen Saver tab.
- Click on the down arrow to see a list.
- Click on the various screen savers, find one that you like and select it.
- Click on Preview.
- Click on the screen to return to the Properties window.
- Choose how long you want your computer to be idle before the screen saver comes on. Choose 1 minute in the Wait option.
- Click on OK.

To Change the Number of Colors that the screen uses:

If your computer should give you a message stating that the program you are trying to run only runs in 256 colors, follow the directions below.

- Right click anywhere on the blank desktop.
- Click on Properties, then on Settings.
- Under Color Palette, select 256 colors and in the desktop area, the setting should be 640x480 Pixels.
- Click on OK.

Software Helper

Windows 95

How Do I:

Clear items from the Documents menu:

- Click Start, Settings, Taskbar, Start Menu Programs, Clear
- Or right click on the Taskbar, Properties, Start Menu Programs, Clear

Bring up the Taskbar:

- Press Control + Escape on the keyboard

Create a new folder on the Desktop:

- Right click on the Desktop, then click New Folder

Open Programs:

- Click on Start, then Programs

Switch from one program to the next:

- Click on the name of the program on the Taskbar

Close a window:

- Click on the X in the window or...
- Press Alt + F4 on the keyboard

Close all the windows in sequence:

- Press the shift key and click on the X

Minimize all windows at once:

- Right click on an empty spot on the Taskbar, and click Minimize all Windows.

Quickly Maximize and restore a window:

- Double click on the title bar of the window

Tile Windows:

- Right click on an empty spot on the Taskbar, click on Tile Horizontally or Vertically

Keep Multiple windows from opening:

- Double-click on My Computer, then View, Options, Folder, and Browse folders by using a single window.

Move to a Previous Window:

- Hit the backspace key on the keyboard.

Change the Window Display:

- Click on View, then choose Large Icons, Small Icons, List or Details.

Move icons on the Desktop then they seem to be "locked":

- Right click on the Desktop, then Arrange Icons. Take the check mark off of Auto Arrange.

View File Extensions:

- Click View, then Options. Take the check mark off of Hide MS-DOS extensions.

Customize Taskbar options:

- Click on Start, Settings, Taskbar, then Taskbar Options

Move the Taskbar:

- Click on the Taskbar and drag it to a new location.

Resize the Taskbar:

- Drag on the edge of the bar.

Shut Down the Computer:

- Click on Start, Shut Down, then Yes

Warm boot the Computer:

- Click on Start, Shut Down, and Restart the computer.

Start the Computer in DOS mode:

- Click on Start, Shut Down, and then Restart the computer in MS-DOS mode

Log on as a different user:

- Click on Start, Shut Down, and then Close all programs and log on as a different user.

Restart the Computer in Safe Mode:

- Press F8 on the Keyboard.

Get Windows Help:

- Click on Start, then Help.

Find a File:

- Click on Start, Find and choose Files or Folders.

Save a file in a folder on the Desktop:

- Click on File, Save As, then Desktop. Double click on the appropriate folder.

Open a file in a folder:

- Double-click on it

Choose a program in which to open a file:

- Press the Shift key on the keyboard, right click on the file and choose Open with...

Insert a Special Character:

- Click on Start, Programs, Accessories, Character Map, Wingdings, Pick a Character, Select, and close the window.
- Click on Edit, Paste (You need to have the insertion point at the place where you want the character to appear. You also need to change to Wingdings in the application)

Set a Default Printer:

- Click on Start, Settings and Printers. Right click on the printer and set as Default.

Install a Printer:

- Click on Start, Settings, and Printer. Double-click on Add Printer.

View the Clipboard:

- Click on Start, Programs, Accessories and Clipboard Viewer.

Change the Date or Time:

- Double-click on the clock on the Taskbar, and make the needed changes. Close the window.

Change the Wallpaper:

- Right click on the Desktop, Properties, Background Tab, and Wallpaper or...
- Click on Start, Settings, Control Panel, Background Tab and Wallpaper.

Change the Background Color of the text on the Desktop:

- Right click on the Desktop, Properties, Appearance, Item-Desktop
- Choose the Color then click Apply and OK.

Change the Screen Saver:

- Right Click on the Desktop, Properties and Screen Saver Tab or...
- Click on Start, Control Panel, Display and Screen Saver Tab.

Change the Font of the text on the Desktop:

- Right click on the Desktop, Properties, Appearance and Item-Icon or...
- Click on Start, Settings, Control Panel, Display, Appearance and Item-Icon.

Change Mouse Settings:

- Click on Start, Settings, Control Panel, and Mouse

Add items to the Start menu:

- Click on Start, Settings, Taskbar, Start Menu Programs, and Add...

Remove items from the Start menu:

- Click on Start, Settings, Taskbar, Start Menu Programs, and Remove...

Install a Software Program:

- Click on Start, Settings, Control Panel, Add/Remove Programs, and Install.

Create a shortcut to a software program on the Desktop:

- Right click on the Desktop, click on New, Shortcut and Browse.

Install a Font:

- Click on Start, Settings, Control Panel, Fonts, File, and Install New Font.

Software Helper

Windows 98

Windows 98 is easier to use and more user-friendly. It features icon highlighting, forward and backward buttons, an auto-complete feature and easy to customize Start menu.

4 New Toolbars:

- Quick Launch Pad- Allow easier access to your favorite programs
- Address- Enables you to type in a web address from the toolbar
- Links- A selection of one-click connections to commonly used Web sites.
- Desktop- Enables you to put your entire set of desktop icons on the toolbar.

Start a Program using the Quick Launch Pad:

- Click on an icon on the Quick Launch Pad located at the bottom left of the screen.

Return to the Desktop using the Launch Pad:

- Click on the Desktop icon on the Launch Pad

Add a Program to the Launch Pad:

- Click on Start, Programs and locate the program you wish to add.
- Right-click and drag the icon to the Launch Pad.
- Release and click on Create Shortcut Here.

Change the Length of the Launch Pad:

- Click and drag the line located to the right of the Launch Pad.

Delete an icon from the Quick Launch Pad:

- Right click on the icon and select Delete.

Address Bar (allows you to type an address from the toolbar):

- Right click on the taskbar, click on toolbars and address.
- Click inside the address box and type in your URL

Links Toolbar:

- Right-click on the taskbar, Toolbars and Links
- Click on a link and your web browser will launch the site.

Widen the Taskbar:

- Click and drag the top of the taskbar to make additional room for the toolbars.

Delete a link from the Links Toolbar:

- Right-click on a link and select Delete

Add a link to the Links Toolbar:

- Open your web browser and locate a favorite page.
- Click and drag the location icon to the left of the address onto the beginning of the links toolbar.

Desktop Toolbar:

- Right-click on the taskbar, click on Toolbars and Desktop

Forward and Back Buttons:

- Click on My Computer and Drive C.
- Click on the Windows Folder and then Show Files.
- Click on the Back and Forward Buttons.
- Click on the drop-down arrow on the Back/Forward button.

Change the Background of a Folder:

- Double-click on a folder.
- Click on View and Customize this folder.
- Choose a background picture and click Next
- Select a background picture, click Next and Finish.

Undo Customization:

- Click on View, and Customize this folder
- Click Remove Customization.

To make a graphic from the web your wallpaper:

- Open your Internet browser.
- Locate the graphic you wish to use and right-click on it.
- Choose Set as Wallpaper.

To return the wallpaper back to its original state:

- Right-click on the desktop and click on Properties.
- Click on the Background Tab and select the option you wish.
- Click OK.

To change the Background Themes:

- Click on Start, Settings, Control Panel and Desktop Themes

What is the Active Desktop?

- One of the improvements in Windows 98 is the Active Desktop, which enables the Windows desktop to interface with the Web. This feature enables you to navigate by clicking on links rather than double-clicking icons. You can also use the Active Desktop as an information center, by placing components from the Web on your Desktop to display news, weather, sports and other important information.

How do I turn on the Active Desktop?

- Click on Start, Settings, Folder Options, Web Style, and OK or...
- Click on Start, Settings, Active Desktop, View as Web Page
- The cursor now turns into a hand when you move over icons.
- The channel bar is an indication that the Active Desktop is turned on.

What is a Channel?

- A "Channel" is a web site that is designed to deliver information from the Internet to your computer, similar to subscribing to a Web site. A subscription enables your computer to download updates on a regular basis for you to view at your convenience, without paying connection charges. You don't have to subscribe to view the content on a channel, but you may want to set a schedule for your subscription. Another advantage of channels is that you don't just see the Web page, you see a map of the Web site that enables you to quickly select the information you want.

How do Channels Work?

- Use the Channel Guide on your desktop or in your internet browser to see a list of channels available through the Microsoft Web site. This list is frequently updated with the latest offerings.
- Add channels to your Channel bar. If you wish, you can subscribe to a channel when you add it to your Channel bar however, you don't have to subscribe to a channel to view it.

Add channels to your Channel Bar:

- Click on Channel Bar and Active Desktop items.
- Click on a channel of your choice and Add Active Channel.
- Click NO, just add it to my Channel Bar.

To Delete a Channel:

- Right-click on the channel and click Delete.

Software Helper

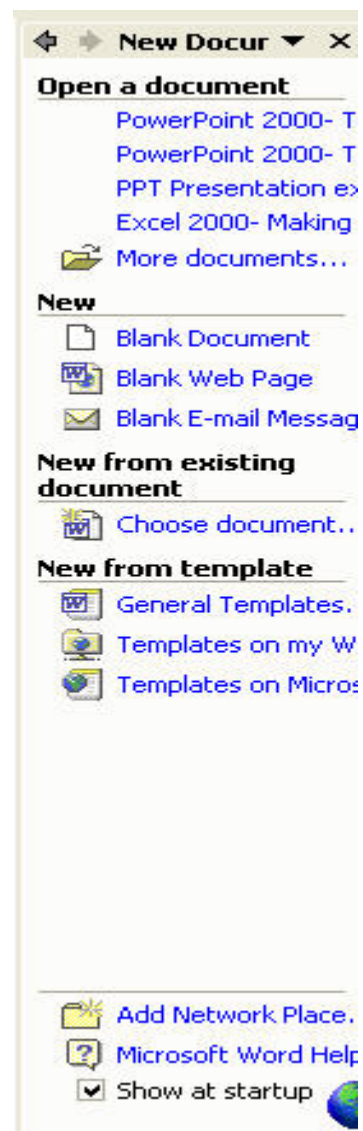
Introducing XP *Things You Might Like to Know*

Microsoft Office XP software is full of features and options. Although many of the features have been in the MS Office software for a while there is some new functionality in this version.

Task Pane

Task Pane is a new feature in Microsoft XP Software. It puts key commands in a panel on the right side of the computer screen. It is specific to the software that you are using so the PowerPoint Task Pane is different from the Word Task Pane although there is some overlap. One nice thing about Task Pane is that it makes visible some options that people might not otherwise find, like templates.

- ◆ Left and right arrows in the tan bar at the top of the Task Pane window let's you switch to other lists of commands.
- ◆ The drop down arrow in the tan box at the top of the task pane let's you see a list of menus that are available.
- ◆ The X button in the tan box let's you close the task pane and gives you a larger screen space.
- ◆ To prevent Task Pane from opening when you start a program, click on the **View** menu and remove the check next to Task Pane. Another option is to remove the check next to **Show at Startup** at the bottom of the New Document Task Pane window.



Start Button

In XP the interface under the Start button has been redesigned. Things like My Computer and My Documents are now available under the Start Button. Control panel also has been re-organized and given a new look,

Smart Tags



In this latest version of the software, XP attempts to further sense and respond to what you are doing in a document. If you perform an operation that could be handled more than one way, a smart tag appears. When you click on the smart tag your options appear and you can just click on one of them. For instance, if you are pasting text from one document into another a smart tag will appear. What it wants to know is if you want to keep the same formatting or match the pasted text to the formatting of the destination document. Whenever you do something that could be completed in more than one way you will see a smart tag.

Double Down Arrow

The standard tool bar has drop down menus. When you click on the File menu it drops down so that you can see what is in it. A change has been made in this version of XP where they show you the most commonly used items on the menu and then hide the rest. On the bottom of the list is a double arrow pointing down. Click on it to expand the list and see everything in the menu.

If you would rather see everything each time click on the **Tools** menu and then on **Customize**. Under the **Options** tab place a check next to **Always show full menus**. When you click **OK**, that changes your menus. They will now open completely each time.

Software Helper

Word Processing Basics with MS Word

Formatting Text- change the font, size, and style by clicking on Format and font or on the top tool bar.

Spacing Text- Click on Format and Paragraph

Bullets- To automatically start bullets, create an asterisk before your statement and then press return. The next line will automatically make a bullet. To create custom bullets, select the text you wish to appear bulleted. Click on Format and Bullets and Numbering, Word will now insert bullets for the text that you selected.

Viewing Options-

- Normal gives you 100%
- Online Layout helps you see other areas of your document at the same time.
- Page Layout allows you to see the entire width of the page.
- Outline allows you to see your document in an outline form.
- Master Document allows you to organize and maintain a long document by dividing it up into sub documents.

Viewing Toolbars- To see a toolbar that is not visible, click on View and Toolbar and select the toolbar that you wish to see.

Header/Footers- Headers and Footers make it possible to have the same text appear on each page. You can create a header and footer for your document by clicking on View and Header and Footer. They can include both text and graphics and are great for page numbers, date, logo, etc.

Page Numbers- Click on Insert and Page Numbers. Choose your justification.

Symbols- Click on Insert and Symbols to add symbols like ®™↓ and more!

Columns- Great for newsletters! Click on format and Columns. Select the option that you want from the top and click on Line Between if you want Word to draw a line separating the columns.

Footnotes- Put your cursor where you want the footnote to appear. Click on Insert and Footnote. Word automatically numbers your footnote and you can type in your text at the bottom of the screen.

Auto Format- Choose Auto Format from the Format menu. Click on the type of document that you wish to replicate and click Auto Format now. Word will now change the format of your document to match the pre-set preferences of the template that you chose.

Style Gallery- Once your document is formatted, click on Style Gallery from the Format menu. This gives you access to different designs for your document. You can see a preview of each style in the box to the right.

Inserting Text and Graphics:

Adding Graphics- Click on Insert and Picture.

- Clip Art- Choose this to look through the library of graphics within the program.
- From File- Choose this to get art from a clip art disk or pictures that you have downloaded from the Internet.
- Auto Shapes- This will allow you to choose pre-made shapes. The button on the bottom of the drawing toolbar will do the same thing.
- Word Art- Allows you to make banner-type headlines.
- Chart- Make custom charts to add to your word processing document.

Adding Text Boxes- This is useful if you are using many graphics and want to contain your text to a certain portion of the page. You can size text boxes by clicking on the little boxes around the text.

Drawing- You can draw your own shapes by clicking on the tools along the bottom of the screen on the drawing toolbar. If your toolbar is not visible, click on View and Toolbars to select the drawing toolbar.

- **Draw:** Click on the draw menu at the bottom to rotate, align or move shapes.
- **Arrow:** Click on the arrow to select clip art and graphics
- **Auto Shapes:** This option allows you to create custom shapes
- **Line:** Create your own lines. To make a line straight, press the shift key while you draw.
- **Arrow:** Allows you to draw arrows.
- **Rectangle/Oval Tools:** Draws shapes. To make a perfect circle or square, press your shift key while you draw.
- **Text Box:** Creates a box for text. You can move text boxes around like graphics and art.
- **Word Art Tool:** Use this to make creative headings for your papers.

- **Fill Color:** Create a fill color for shapes and graphics that you have created.
- **Paint Brush:** This will change the color of lines that you draw.
- **Font Color:** Change the color of the font. You will need to select the text before choosing the font color to change the existing text.

Text Wrap- Choose Page Layout from the View menu. Click on the graphic that you wish to wrap your text around. Open the Format menu and select the type of graphic you are working with. Click on the Wrapping tab and make your selection.

Other Word Features:

Wizards and Templates: Click on File and New to see the built in templates. Click once on the document you wish to see and a preview will show on the right hand side of the screen. Use wizards and templates for the following things:

- Letters
- Faxes
- Memos
- Resumes
- Reports

Keyboard Shortcuts:

Use keyboard shortcuts for quick and easy access:

Cut	Crtl + X
Copy	Crtl + C
Paste	Crtl + V
Undo	Crtl + Z
Select All	Crtl + A
Bold	Crtl + B
Italic	Crtl + I
Underline	Crtl + U
Left Align	Crtl + L
Right Align	Crtl + R
Center	Crtl + C
Justify	Crtl + J

General Word Processing Tips

- Only hit return at the end of a paragraph.
- Avoid using all caps.
- Titles should be larger than the body of your document and can be in sans serif font. Be creative with your style.
- Rarely underline. Use italics for titles.
- Use tabs to align text- not the space bar!
- Indent or use space between the paragraphs- but not both.
- Add pizzazz to lists by adding bullets or symbols.
- Generally, use not more than two fonts on a page.
- Use italic and bold as rich desserts- fine occasionally, but easy to overdose.
- For signifying A.M. and P.M., use capital letters, periods, and font one size smaller than the rest of the document.
- Avoid abbreviations in addresses, except for states.
- Allow for white space in your document.
- To avoid *widows and orphans*, try making your top and bottom page margins and/or your font smaller.
- Use a spelling checker.
- Always proofread a printed copy of your work.

Print a duplicate copy of your work in gray scale, so you can see how it will look if you plan to duplicate it on the copy machine.