

MS Word for 7th Graders

[Accompanying Website \(Big Blue Marble\)](#)



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Students will gain

- ❑ Curriculum grounded in sound Instructional Design theory
- ❑ Strong foundation in the use of a variety of features of MS Word
- ❑ Transferable computer skills
- ❑ Appreciation for the role of technology in their lives
- ❑ Appreciation of technology as a creative outlet



Overview

- ❑ Six lessons
- ❑ Basic features of WORD broken down into 5 different groups
- ❑ Daily project using those features
- ❑ Daily skills assessment
- ❑ Final all inclusive project
- ❑ Final project rubric/assessment



Technology Integration

- ❑ MS Word- most widely used in world
- ❑ Builds fundamental skills
- ❑ Transferred to other software applications
- ❑ Empowering
 - ❑ Creative
 - ❑ Unique
 - ❑ Control their own learning



Instructional Goals

- ❑ Students will gain a general understanding of the basic features and components of MS Word.
- ❑ Students will gain an appreciation of the practicality of using a word processing program.
- ❑ Students will gain positive attitudes towards using technology for both personal and school productivity and also as a creative outlet.



Target Audience

- ❑ 7th graders
 - ❑ Aged 12-13
 - ❑ Some Keyboarding experience

- ❑ Difficulties
 - ❑ Limited keyboarding skills
 - ❑ Wide range of experience
 - ❑ Limited creativity
 - ❑ Special Needs Students
 - ❑ Accommodations



Learning Standards

- ❑ Massachusetts Technology Standards
 - ❑ 1.13
 - ❑ 1.14
 - ❑ 1.17
 - ❑ 1.18

- ❑ Technology Foundation Standards



Gagne's Hierarchy of Learning Outcomes

Verbal information

Intellectual skills:

- Higher-order rule
- Rule
- Defined concept
- Concrete concept
- Discrimination

Cognitive strategies

Motor skills

Attitudes



Analysis of a Specific Learning Outcome

Class Meeting #4

Students will use WordArt, ClipArt, Symbols, AutoShapes, and Tables

INTELLECTUAL SKILLS

- ❑ Higher Order Rule: Apply WordArt, ClipArt, Symbols, AutoShapes, and Tables to a document.

- ❑ Rule: Apply WordArt to document.

- ❑ Defined concept: Demonstrate knowledge that WordArt is a pre-programmed manipulation of text provided by the user, while AutoShapes are pre-programmed forms to which text may be added.

- ❑ Concrete concept: Differentiate between the physical appearance of WordArt and AutoShapes.

- ❑ Discrimination: Differentiate between the terms WordArt and AutoShapes.

Analysis of Skills Acquired

Verbal Information

Cognitive Strategies

Motor Skills

Attitudes



Conditions of Learning

9 Instructional Events

- ❑ Gaining attention
- ❑ Informing learners of the objectives
- ❑ Stimulating recall of prior learning
- ❑ Presenting the stimulus
- ❑ Providing learning guidance
- ❑ Eliciting performance
- ❑ Providing feedback
- ❑ Assessing Performance
- ❑ Enhancing retention and transfer



Summary

- ❑ Instructional Design
- ❑ Manageable lessons
- ❑ Student ownership and creativity
- ❑ Transferable computer skills



Thank You

- Thank you Dr. Nguyen and fellow classmates for your unique perspectives and constructive feedback.

- We have once again been motivated to challenge ourselves to grow professionally and to improve our teaching strategies to benefit our students.

