Module 4

Discovering Word Processing

Description: The objective of this module is for you to learn word processing as you explore word processing software, discuss word processing skills, and identify word processing resources. You will complete an activity that will require you to develop your word processing skills to create a product that will be useful in your role as a classroom teacher. The product you create may improve your productivity, and completing the activity will give you direct experience with 21st century teaching and learning skills and approaches.

Pair and Share: Reflecting on Module 3

Share your answers to the Take-Home Exercise: Reflecting on Module 3 with a colleague and the whole group as directed. Record any new and good ideas on the lines that follow.

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Exercise 1: Exploring Word Processing Software

For the technology explorations, volunteers can share responses.

What are some common writing projects or assignments that you must do? What tools and materials do you use to write them? Pencils, pens, and typewriters are tools that help us write. Another tool that can help us is a computer with word processing software. Word processing software allows us to make fast and easy changes to the way our words look as well as helps us to add pictures and even create Web pages.

Attempt the tasks through trial and error.

Several word processing software applications are available, including Microsoft Word* and OpenOffice.org Writer*. Sharing one computer, work with a partner to start word processing software. Spend 10 minutes completing the tasks that follow.

1. Type your names.

2. Change the way your names look.

3. Make copies of your names without retyping them.

4. Move your names to the middle of the page without retyping them.

Discussion: Share and discuss answers with the whole group.

5. Use the remaining time to discover what else you can do with word processing software.

Exercise 2: Discussing Word Processing Skills

1. What skills did you learn to do with the word processing software?

2. How does writing on a computer differ from writing on paper?

3. What activities or projects could you use word processing software to do?

Exercise 3: Using the Help Guide

The Getting Started approach to technology literacy involves learning by doing. This means that, although your trainer sometimes shares information or knowledge with you, you are strongly encouraged to find answers to your questions. You will come to learn that problems can be solved by asking your colleagues for help. You can try and explore different features and resources on the computer. You can search for help online or in books. One such resource that can help you is the Intel® Education *Help Guide.* In this CD-ROM or web-based guide you can find step-by-step directions for how to complete certain skills.

The *Help Guide* is used to learn how to do certain tasks on the computer, much in the same way that dictionaries and encyclopedias are used as a reference at the time of need, rather than for reading cover-to-cover like a book. **[Note: If you plan to use the older print or CD version of the *Help Guide,* the localization team must localize this section and check *Help Guide* skill names and numbers in the entire manual.]**

Take a few minutes to review the *Help Guide* by browsing the technology areas in the left navigation pane. Write your answers to the following questions and be prepared to share as directed.

1. How is the *Help Guide* different from other skill books, manuals, or tutorials that you have seen or used?

   _____

   _____

   _____

2. What is one new skill that you are eager to try?

   _____

   _____

   _____

Exercise 4: Identifying Word Processing Resources

Step 1

To learn more about word processing skills, check the *Help Guide* as you complete the exercises, activities, and action plan. The Word Processing section consists of 12 skill groups:

- **Word Processing Group 1:** Getting to Know Word Processing Software (**Note:** This group name will change depending on the *Help Guide* version being used.)

- **Word Processing Group 2:** Typing and Changing Words

- **Word Processing Group 3:** Changing the Look of Your Words

- **Word Processing Group 4:** Making Paragraphs and Lines of Words Look Good

- **Word Processing Group 5:** Adding Pictures to Your Pages

- **Word Processing Group 6:** Designing Your Pages

- **Word Processing Group 7:** Working with Tables

- **Word Processing Group 8:** Working with Charts and Graphs

- **Word Processing Group 9:** Working with Diagrams

- **Word Processing Group 10:** Using Preset and Advanced Features

- **Word Processing Group 11:** Reviewing Documents

- **Word Processing Group 12:** Creating Web Pages

Step 2

What is one word processing skill that you would like to learn how to do? In which skill group might you begin looking to learn how to do that skill?

Exercise 5: Using Word Processing Skills

You will have an opportunity to learn and use word processing skills as you complete one required activity and at least one elective activity from the following list:

- **Required Activity:** Assessment Handout

- **Elective Activity:** Weekly Lesson Planner

- **Elective Activity:** Newsletter

- **Elective Activity:** Diagram

- **Elective Activity:** Certificate

Now you will learn about the required word processing activity, Assessment Handout. You will develop word processing skills to create a product that may improve your productivity, and you will gain direct experience with 21st century teaching and learning skills and approaches. Turn to the next page to see the Assessment Handout activity, and wait for further direction.

As you complete each activity, save your files to the appropriate folder—Word Processing, Multimedia, Spreadsheets, or Action Plan.

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49

Assessment Handout

Teachers have many responsibilities. One important responsibility is to assess student learning. What are some ways to assess student learning? What types of written assessments might you give your students? How might you use a computer to create written assessment handouts?

✎ Plan It

Create an assessment handout that is based on the content you teach your students. Look at the following example:

Name: _____ Date: _____

Antarctica Quiz

1. Which country is closest to Antarctica?
   a. Australia
   b. Chile
   c. New Guinea
   d. South Africa

2. Antarctica is one of the seven continents on Earth.
   ☐ True
   ☐ False

3. The average temperature in Antarctica during the summer is _____ degrees celcius. The average temperature during the winter is _____ degrees celcius.

4. How is global warming destroying the environment in Antarctica?

   _____

   _____

   _____

5. Which type of animal **does not** live in Antarctica?
   a. Penguin
   b. Elephant
   c. Seal
   d. Walrus

6. Most people travel to Antarctica by boat.
   ☐ True
   ☐ False

7. The total area of Antarctica is _____ square kilometers.

Assessment Handout Example

Think about the following questions, and if working with a partner, discuss your ideas. Writing your ideas on a sheet of paper might be helpful.

- On what content might you assess your students?

- What multiple-choice, true/false, fill-in-the-blank, and short answer assessment questions might you ask? Think of at least one of each of these four types of questions to ask students. For the multiple-choice question, be sure to think of three or four answers for students to choose from.

- How might you use the computer to create an assessment handout?

For help on how to do certain tasks, look at the following groups in the *Help Guide:*

- **Word Processing Group 2:** Typing and Changing Words

- **Word Processing Group 3:** Changing the Look of Your Words

- **Word Processing Group 4:** Making Paragraphs and Lines of Words Look Good

Do It

1. Start the word processing software, and open a new, blank document.

2. At the top of the page, type an appropriate title for the assessment handout.

3. Change the font, size, style, and color of the new title. You might also want to change the left/right position, or alignment, of the title on the line.

4. Press the **Enter** key twice to move the cursor down two lines. If needed, change the alignment so the cursor is positioned on the left side of the page. Then, type a multiple-choice question that you decided on during the planning stage.

5. Move the cursor down two lines. Then, type a true/false question.

6. Two lines down, type a fill-in-the-blank question. To create a blank line, hold down the **Shift** key and press the **Dash** key as many times as needed.

7. Move the cursor down two more lines and then type a short answer question.

8. Highlight the four questions, and change the font and size of the text. Then, turn the four questions into a numbered list. (**Note:** If the blank lines are also numbered, simply position the cursor on the blank lines and press the **Backspace** key to delete the number. Be sure to keep the blank lines. The numbering should automatically adjust accordingly.)

9. Position the cursor on the empty line below the first numbered question. Since this is the multiple-choice question, type the first possible answer choice that you decided on during the planning stage. (**Note:** If you are using OpenOffice.org Writer, press the **Tab** key before typing your answers.) Press the **Enter** key and type the next answer choice. Continue in this manner until all answer choices are added. Make sure each answer choice is on its own line. When you are finished with the list of answers, press the **Enter** key again.

10. Highlight all of the answers for the multiple-choice question. Then, turn the answers into a numbered list. This time, use letters instead of numbers at the beginning of each list item.

> **Challenge:** If you want to change the left/right position of the items in the numbered or lettered lists, select the lines and drag the first line indent and left tab markers on the ruler. (See the Challenge Example at the end of this section.) (For help, refer to Word Processing Skill 4.6: To make a numbered list of information.)

11. The second numbered item in the list will be a true/false question. Position the cursor on the line below the second numbered item in the list. (**Note:** If a number appears on this line, simply delete it.) Make sure you have access to the feature in the word processing document that allows you to create a form.

12. Add a check box form field. Then, press the **Spacebar** key and type "True". On the line below, add a second check box form field. Press the **Spacebar** key and type "False". (**Note:** If a number appears on this line, simply delete it.) (For help, refer to Word Processing Skill 10.10: To create a form.)

13. Since the third question (fill-in-the-blank) is complete, go to question four. This question requires students to write their own short answer. Position the cursor on the empty line below the fourth numbered list item. Press the **Enter** key to add another blank line. (**Note:** If a number appears on this line, simply delete it.) Then add a custom border to the bottom of the paragraph. (For help, refer to Word Processing Skill 4.8: To add a border around words or paragraphs.)

14. Position the cursor down two more empty lines, and add another custom border to the bottom of the paragraph. Repeat this step one more time to add a third line.

15. Now, add lines where students can write their name and the date. Go to the document header and type "Name:". Change the look of the text. (For help, see Word Processing Skill 6.16: To add repeated information at the top and bottom of your pages, or to add headers and footers.)

16. Make sure the ruler is displayed at the top of the page. Find the center point on the ruler and set a tab if one is not create by default. Set the tab's leader option to create an underline when you press the **Tab** key. After the tab is set, make sure the cursor is positioned after the word *Name:*, and then press the **Tab** key on the keyboard. (For help, see Word Processing Skill 4.4: To set and use a tab to space your words from left to right.)

17. Press the **Spacebar** and then type "Date:".

18. Find the far right point on the ruler and set a tab if one is not created by default. Set the leader option to create an underline when you press the **Tab** key. After the tab is set, press the **Tab** key on the keyboard.

19. Use the skills that you just learned to add more questions to the assessment handout. For example, you might copy and paste the question and answer choices for item number one to add another multiple-choice question. You might also copy and paste item number two to add another true/false question. Replace the text with other questions that you decided on during the planning stage.

Step 14: Adding a border around a paragraph that does not contain any text may seem confusing. Notice the paragraph markers in the document showing that paragraphs exist even though no text has been entered.
If the paragraph markers are not showing, choose to display all formatting marks by customizing the view options.

Steps 16 and 18: Depending on a software application's default settings and the last tab settings used, the center tab setting and the far right tab setting may automatically appear when setting a new tab. If this is the case, simply confirm that the measurement numbers are correct.

Step 19: When you copy and paste your numbered questions, the new questions may start at number one again instead of number five. If this is the case, format the bullets and numbering options so that the numbering does not restart.

> **Challenge:** If your assessment handout flows onto two pages, you might want to add a page number in the document's footer. (See the Challenge Example at the end of this section.) (For help, see Word Processing Skill 10.2: To put page numbers into a document.)

20. If needed, use the forms feature to remove the gray shading from the check boxes. Then, protect the form.

21. Save your work as directed.

Name: _____ Date: _____

Antarctica Quiz

1. Which country is closest to Antarctica?
   a. Australia
   b. Chile
   c. New Guinea
   d. South Africa

2. Antarctica is one of the seven continents on Earth.
   ☐ True
   ☐ False

3. The average temperature in Antarctica during the summer is _____ degrees celcius. The average temperature during the winter is _____ degrees celcius.

4. How is global warming destroying the environment in Antarctica?

   _____

   _____

   _____

5. Which type of animal **does not** live in Antarctica?
   a. Penguin
   b. Elephant
   c. Seals
   d. Walrus

6. Most people get to Antarctica by boat.
   ☐ True
   ☐ False

7. The total area of Antarctica is _____ square kilometers.

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Assessment Handout Challenge Example (Page 1)

Name: _____ Date: _____

8. What do you think life would be like if you lived in Antarctica?

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Assessment Handout Challenge Example (Page 2)

Review It

Look over your assessment handout. Make sure it has the following elements:

- Lines at the top of the page where students can write their name and the date

- An appropriate title

- A numbered list of various types of assessment questions including multiple choice, true or false, fill in the blank, and short answer

If any elements are missing, add them to the assessment handout now. You should also make other desired changes. Remember to save your work when you are finished.

✋ Share It

Be prepared to discuss your answers to the following questions during sharing time:

- What types of assessment handouts might you create for students in your own classrooms? Which types of questions are you most likely to include? Why?

- Which new word processing skill that you learned today is the most difficult? Why?

- Which of the computer skills that you learned today might you use for other types of tasks?

Take-Home Exercise: Reflecting on Module 4

Reflect on the exercises, activities, skills, and approaches addressed in this module. Record your answers to the following questions and be prepared to share your answers at the beginning of the next module.

1. How did the cycle of planning, doing, reviewing, and sharing help you think critically and collaborate meaningfully? How might you incorporate this approach to activity design for your students?

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2. Read and review the four elective word processing activities beginning on page 61. Which one or two activities interest you the most and might best enhance your productivity as a teacher? Why?

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3. What resources would you want available for use as you complete the one or two activities that interest you most? How could the resources help? Remember to bring the resources with you to the next course session.

Module 4 Summary

Step 1

What did you accomplish in this module? List your ideas and those of others as directed on the lines that follow.

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Step 2

What key points are addressed in this module? List your ideas and those of others as directed on the lines that follow.

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Step 3

Ask any questions and share any comments. Learn about and prepare for Module 5: Applying Word Processing.

Notes:

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