

The Design and Implementation of EDET 445

Instructional Design

I. Problem Identification

Undergraduate students in Education Technology 445 need to integrate technology in their teaching curriculum. Having an understanding of how to implement usable technology to our current instructional methods will enhance the fundamentals of teaching. Too often, instructional technology may be avoided by public school faculties and is considered only as computer hardware. In reality, computer hardware and software represent a small subset in the field of Instructional Technology Design and Development. An educational technologist created a definition trying to encapsulate this field into a meaningful definition. "...the devices which deliver information and serve as tools to accomplish a task – but those working in the field use technology to refer to as a systemic process of solving problems by scientific means"(Ely, 1999). Technology such as WebCT and Macromedia Breeze can assist online learning. These online learning applications allow users the freedom to learn anywhere because web-based applications present an alternate way to disseminate content to students. The lack of multimedia instruction may foster low interests in subject matter and could led student to absenteeism. Integrating Microsoft PowerPoint slides will enhance the learning experience by providing a rich environment for students to experience multimedia presentations. The final area of concern will be the area of file management. Organization is the key to success. By having superior file management skill, educators will not only conquer the classroom but also their virtual desktop. These topics are some of the key elements that educators need to focus on and be aware of in becoming a technology oriented faculty. Educators in the past may not have had the luxury to learn and benefit from having these tools in class. The educators of today will rapidly adopt new ways of teaching public school students. The lack of knowledge and hands-on experience might be potential culprits when integrating technology in classrooms.

Perceivably, there is a discrepancy in public schools all over the country with the use of classroom technologies. This concern is related to the educator's knowledge in software, which may vary from beginner to the expert level. By introducing numerous topics with hands-on activities, educators would be able to supplement classroom instructions with multimedia

presentation. The benefit of having educational technology is that it enables a multitude of teaching approach. With this education technology course, educators can feel comfortable in applying what they have learned into their classroom. In light of things, they may inspire some of their students after having this course. The goal of this course would be to heighten the knowledge of educators by using various tools. Teachers will be taught the idea of instructional technology from an educational perspective with classroom activities. The educators will then have a greater appreciation in applying educational technology.

II. Goal Analysis

Students should be knowledgeable in a variety of internet resources and navigation, file management skills, internetworking proficiencies, computer protective measures, downloading and installation processes, web development applications, be able to use a secure web browsing technology, and a working knowledge in creating online content as an education professional.

Students should be instructed on how to utilize word processing applications, image manipulation skills, scanning, and external peripheral devices in order to create a meaningful school newsletter.

Students will be able to gain the knowledge of Visual Literacy through understanding the depths, perceptions of polygons along with the proper usage of color, and the proper method in creating an Instructional Design for their classes.

Students should have a fundamental knowledge of online learning applications.

III. Learner and Contextual Analysis

This course is intended to develop, improve, and enhance school educators' understanding in applying technology to enhance the learning process of youths. This will allow our audience (senior college students) exposure in using technology, an ability to search for solutions with the help of online search engines, an understanding at online threats, and the ability to create an online learning webpage. There is an absence in applying multimedia presentations in the course of a lecture. The youths of today expect more from today's educators than in any other period in our history. Many other industries have been shifting and there is no

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point for educators to lag behind the forefront of education with our youths. Having the knowledge of utilizing multimedia presentation is just the beginning in gaining the attentions of youths. To create interest in any subject, an educator must find unique ways to bring out what interests youths most in a classroom. The classroom has been changing at a fast pace in keeping up with technology. Our classrooms in the future will most likely be in the comfort of our own homes or even at a virtual computer lab. It is essential that educators becomes familiar with diverse teaching applications with the proper training in learning the various tools available before they are able to competently create their own effective way in educating youths. Our seniors will be overwhelmed by the vast quantity of the material we will cover in these twelve weeks, but this will most likely be the information our audience need to know in order to comprehend the use of technology.

Inexperienced new teachers should focus more on using alternate routes in educating youths than the traditional methods of teaching. We will not only demonstrate the usage and applicable applications to our audience, but in addition we will assist in their learning. With the limited amount of time in the educational technology 445, we will present to future educators the needed skills and applications to interest the youths of tomorrow. We will also commit ourselves in assisting students so they can better prepare for their portfolio.

IV. Audience Definition

General Characteristics

Our audience consists of students who are pursuing initial teaching licenses in the College of Education and Human Development at Radford University. Our students will be of college seniors who are currently pursuing their internship starting with kindergarten through secondary schools. We can assume our audiences will have either no training in computer technology to a minimal skill set. With their internship at local public schools, they will be able to see first hand what an educator will need to use to teach effectively at any given school.

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Area of Interest:

Our audience will be students who are in the block schedule attending class at Radford University and acting as a teacher's assistant in observing students in a classroom environment. With first hand knowledge of various software and hardware used in the public schools, we can train our students to suggest useful applications that specifically target or enhance that particular teacher's teaching style. It will be helpful for students to share their experiences with fellow students.

V. Task Analysis

Students should be aware of and be able to utilize internet resources, demonstrate basic computer basic computer proficiencies and create web documents in a school environment.

1. Be familiar with a variety of Internet search engines, and which engine would be best to use for finding material.
 - a. Locate a web browser
 - i. Point your browser to this website:
<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/ToolsTables.html>
 - (1) Three types of search engines and navigate your browsers to them.
 - (a) Robot (Spiders)
 - (i) Navigate the different categories of www.google.com
 - (ii) Navigate the different categories of www.yahoo.com
 - (iii) Navigate the different categories of www.teoma.com
 - (b) Human create
 - (i) Navigate the different categories of <http://www.lii.org/>
 - (ii) Navigate the different categories of <http://infomine.ucr.edu/>
 - (iii) Navigate the different categories of <http://www.about.com/>
 - (iv) Navigate the different categories of <http://www.dmoz.org/>
 - (c) Invisible search engines
 - (i) These are your private databases such as ERIC and PsyINFO
 - (ii) Anything Google may have indexed at one point but is not accessible a second time
 - (iii) This may also include many of the U.S. government military databases.
 - b. Navigate the following search engines
 - i. Meta-search engine www.dogpile.com
 - ii. Indexed search engine www.google.com
 - iii. Multi-media search engine www.alltheweb.com
 - iv. Kids search engine www.ajkids.com/

2. Demonstrate the various ways in saving files, creating directories, using the H: drive, and backing up files.
 - a. Saving Files
 - i. Open any Microsoft application such as Word.
 - ii. Type in a sentence in the new document
 - iii. On the menu bar
 - (1) Click on 'File'
 - (2) Select 'Save As...'
 - (3) Enter the filename
 - (4) Click save
 - b. Creating Directories (Two Methods)
 - i. Starting from the central location 'C:'
 - (1) Click on "My Computer"
 - (2) Click on "Local Disk C:"
 - (3) Right Click on the white spaces
 - (4) Select 'New', then 'Folder'
 - ii. From your desktop
 - (1) Right Click on the desktop
 - (2) Select 'New', then 'Folder'
 - c. Using the Samba share Directory at Radford University
 - i. Click on the icon on the desktop which indicated the 'H:'
 - ii. Double Click on the icon
 - iii. Drag files from or out of the share directory
3. Demonstrate how to connect an Ethernet cable to the Ethernet port as well as to test connectivity to get online or be able to browse the web.
 - a. How to connect an Ethernet cable to the computer and to the port attached to the wall
 - i. Obtain a cat 5 cable from one of the school computer technician person, this cable tended to be blue, grey, or yellow in nature.
 - ii. Use one end of the cat 5 cable to connect to the back of a desktop PC.
 - iii. Use the second end of it to connect to the wall jack located nearby.
 - b. How to test the network connectivity of any single computer which connected to a school network
 - i. Once your computer is up and running
 - ii. Click on "Start"
 - iii. Click on "Settings"
 - iv. Click on "Network Connections"
 - v. Select the one icon said "Local Area Connection"
 - vi. Right click it and Select "Disable" if this option is available otherwise select "Repair"
 - vii. Right click it and Select "Enable" if this option is available otherwise select "Repair"
4. Demonstrate the use of proper computer protective measures on school computers for preventing malicious activities.
 - a. Make sure either McAfee Antivirus or Norton Antivirus is installed
 - b. Make sure that your computer's firewall is turned on

- c. Speak with the resident IT security professional about how to be vigilant about the school networks
 - d. Visit some of the antivirus website for early warning of various malicious active viruses
 - e. Be aware of computer performances, and if dramatic report it to the local IT technician
 - f. Ask about the IT concerning the possible measures a faculty would need to be aware of
 - g. Install anti-spy software if possible to prevent malicious activities
5. Demonstrate an ability to download software and be able to install these applications.
- a. Let us use the example of downloading Inspiration application
 - i. Download the application from this website:
http://www.inspiration.com/freetrial/index.cfm?fuseaction=insp_qual_form
 - ii. Fill out the necessary information and click “submit”
 - iii. Save the downloaded application onto your desktop
 - iv. Double click on the icon
 - v. Read the instructions and take all of the default values
6. Be familiar with various types of Web Development applications (FrontPage, HTMLKit, SciTE)
- a. FrontPage
 - i. It should already be installed on the computers in the computer labs in Peters hall
 - b. HTML Kit
 - i. Download from : <http://www.chami.com/html-kit/download/>
 - c. SciTE
 - i. Download from: <http://gisdeveloper.tripod.com/scite.html>
 - d. HTML Reference Website
 - i. http://www.w3schools.com/xhtml/xhtml_reference.asp
7. Be able to use a secure web browser to improve surfing security when doing online transactions.
- a. Download and install a more secure internet browser
 - i. Having a more secure browser will increase the overall school networking system
 - (1) Internet browser such as Mozilla or Firefox will disable the pop-ups or pop-up windows from opening
 - ii. Users will receive less troublesome issues concerning internet security from school IT technicians
8. Gaining a working knowledge in creating online contents as an education professional
- a. Using FrontPage to develop a simple web page
 - i. Requirements are to add text in the body, a simple picture, link and a email address link
 - (1) Creating a simple page
 - (a) Once you have accomplished the following, you should have a simple page
 - (2) Adding text in the body
 - (a) Start Typing
 - (3) Adding a picture in the body
 - (a) Click on “Insert” on menu bar

- (b) Click on “Picture” in the list
 - (c) Click on either from “Clip Art” or “From File”
 - (d) Browse to your images and click “Insert” once the image is found
 - (4) Adding a link to the body
 - (a) Click on “Insert” on the menu bar
 - (b) Click on “Hyperlink”
 - (c) Edit the “Text to display” field to display the proper text appeared for the site
 - (d) Edit the Address field for the actual web link
 - (5) Adding a email link to the body
 - (a) Click on “Insert”
 - (b) Click on “Hyperlink”
 - (c) Click on the very left panel for “email address”
 - (d) Enter in some text you want to display on “Text to Display”
 - (e) Enter in your email address on the following textbox
 - (f) Enter in information about the “Subject” if needed
9. Gaining an ability to setup a mail profile on any computer on the Radford campus
- a. Using Outlook 2003 to send and receive mail on the Radford mail server
 - i. Creating a IMAP profile on a computer
 - (1) Open Outlook 2003
 - (2) Click the 'Tools' menu, and select 'E-mail Accounts...'
 - (3) Select 'Add a new e-mail account,' and click 'Next.'
 - (4) Choose 'IMAP' as your server type by clicking the radio button, and click 'Next.'
 - (5) Fill in all necessary fields to include the following information:
 - (a) Enter “Your Name”, “E-Mail Address”
 - (b) Enter “Incoming”: mail.radford.edu
 - (c) Enter “Outgoing”: mail.radford.edu
 - (d) Enter “Username” and “Password”
 - (e) Click 'Next,' and then click 'Finish.'
 - ii. Creating a POP3 profile on a computer
 - (1) Open Outlook 2003
 - (2) Click the 'Tools' menu, and select 'E-mail Accounts...'
 - (3) Select 'Add a new e-mail account,' and click 'Next.'
 - (4) Choose 'POP3' as your server type by clicking the radio button, and click 'Next.'
 - (5) Fill in all necessary fields to include the following information:
 - (a) Enter “Your Name”, “E-Mail Address”
 - (b) Enter “Incoming”: mail.radford.edu
 - (c) Enter “Outgoing”: mail.radford.edu
 - (d) Enter “Username” and “Password”
 - (e) Click 'Next,' and then click 'Finish.'
10. Gaining the ability to create a spreadsheet with test and quiz grades for calculating averages
- a. Create a 2-Dimentional grade chart with Student name, name of Tests and Quizzes
 - i. Enter in random test, and quiz scores
 - ii. Make a column for test average
 - iii. Make a column for quiz average

- iv. Use the built-in functions to calculate the average
11. Students will be able to compare and contrast Desktop computer prices and components to build a computer of their design
 - a. Supplying this website: <http://www.dell.com/>
 - i. Design your PC by customizing your personal computer
 - b. Supplying this website: <http://www.alienware.com/>
 - i. Design your PC by customizing your personal computer
12. Students will be able to explain what are some of the computer components for desktop systems
 - a. Graphic Card
 - i. Identify this online
 - ii. Be able to explain the purpose of this device
 - b. Networking Card
 - i. Identify this online
 - ii. Be able to explain the purpose of this device
 - c. Central Processor Unit (CPU)
 - i. Identify this online
 - ii. Be able to explain the purpose of this device
 - d. Motherboard
 - i. Identify this online
 - ii. Be able to explain the purpose of this device
 - e. Random Access Memory (RAM)
 - i. Identify this online
 - ii. Be able to explain the purpose of this device
 - f. Hard Drive
 - i. Identify this online
 - ii. Be able to explain the purpose of this device
 - g. ROM drives
 - i. Identify this online
 - ii. Be able to explain the purpose of this device
13. Students will be able to format any external USB storage devices
 - a. Formatting the USB device using windows FAT32 file system
 - i. Plug in the USB device
 - ii. Click “My Computer”
 - iii. Click on one of the devices show up on the Removable storage area “USB device”
 - iv. Right Click on the USB device
 - v. Select “Format...”
 - vi. Keep the default and Click on “Format”
14. Students will be able to burn data onto blank CDs for archiving
 - a. Burning CDs using EasyCD Creator
 - i. Click on “Start Menu”
 - ii. Select “EasyCD Creator”

- iii. Select “Create Data CD”
- iv. Insert a blank, writable or rewritable CD in the recordable/rewritable CD drive
- v. Select the files you would like to put on the CD by browsing the ‘C’ Drive or save the files you would like to burn on the Desktop
- vi. Once you have found those files or directories, Click on the button “Add”
- vii. Click on the **RED** button on the toolbar
- viii. The CD Creation Setup box appears
- ix. Make sure to select the right writing speed
- x. Click on the bottom right hand which said “Finalize CD...”
- xi. Click OK to start recording.
- xii. The system will run a test and then it will start the recording phase.

Students will be able to create meaningful documents such as flyers, newsletters or even certificates with Microsoft Word or Publisher.

1. Be familiar with the functionalities in MS-Word on how to create tables, locate various other toolbars, select proper templates and format text.
 - a. Locate MS-Word by looking through the Program list
 - i. Once MS-Word has opened, open up a browser to point it to this website.
 - (1) <http://office.microsoft.com/en-us/templates/default.aspx>
 - ii. Find the temple by browsing or by searching using the search box
 - iii. Once found, Save the temple into a folder
 - iv. Manipulate the flyer as you see fit
 - v. For creating Newsletters, flyers or certificates with Publishers
 - (1) Follow the above information in creating those types of documents
 - b. Creating Tables using MS-Word
 - i. On a black word document
 - ii. On the menu bar, Select ‘Table’
 - iii. Select ‘Insert Table’
 - iv. Select ‘Table...’
 - v. On the Dialog box
 - vi. Pick the number of column and rows which please you
 - vii. Finally, Click on ‘OK’ to create the table automatically
 - c. Opening other toolbars such as the Art toolbar
 - i. Place you cursor on the menu bar
 - ii. Right click your right mouse button
 - iii. Select the toolbar you would like to use, in our case
 - iv. Select the last item which is ‘Drawing’
 - d. Utilizing and the manipulation of Fonts
 - i. On the blank word document, enter in text for font manipulation
 - ii. Select the paragraph of text that you want to manipulate
 - iii. On the Formatting toolbar above select the font, and the size you would like for text to change to.
2. Demonstrate the ability in minimizing image size using Photoshop
 - a. Converting an image to a 640*480 or smaller

- i. Open adobe Photoshop
 - ii. Open the image for minimization
 - iii. Click on menu bar “Image”
 - iv. Select “image size”
 - v. Adjust the width size, the height will automatically adjust itself
 - vi. Save the file to a folder and name it something
3. Demonstrate the ability to scan images, and import images to any documents
 - a. Scanning prints to digital format
 - i. Place the photo on the scanner
 - ii. Open the scanning application whichever it might be
 - iii. There should be a button called “SCAN” on the screen or somewhere on the menu bar
 - iv. Once you have scanned it and have adjusted the size and rotation
 - v. Save the file to a folder
4. Demonstrate the ability to convert word documents to adobe PDF format
 - a. Converting a Word document to a Adobe format
 - i. Open any existing word document whether it’s a resume or an essay
 - ii. On the menu bar click on ‘Adobe PDF’
 - iii. Click on “Convert to Adobe PDF”
 - iv. Name and Save the file to a safe place.

Students will be able to grasp the fundamental idea of Instructional Design, Instructional Design processes, identify the need for instruction, learner characteristics and tasks analysis.

1. Use Inspiration or Kidspiration to create concept maps
 - a. Install the Application from <http://www.inspiration.com/freetrial/index.cfm>
 - b. Focus on a topic or an idea then branch out to broader perspectives
2. Students will identify and define the key elements of Instructional Design
 - a. Focusing on “Learners”
 - b. Focusing on “Objectives”
 - c. Focusing on “Methods”
 - d. Focusing on “Evaluation”
3. Students will identify and define the nine components of the Instructional Design model
 - a. Focusing on “Instructional Problem”
 - b. Focusing on “Learner Characteristics”
 - c. Focusing on “Task Analysis”
 - d. Focusing on “Instructional Objectives”
 - e. Focusing on “Content Sequencing”
 - f. Focusing on “Instructional Strategies”
 - g. Focusing on “Designing the Message”
 - h. Focusing on “Development of Instruction”
 - i. Focusing on “Evaluation Instruments”

4. Students will develop a problem of instruction, supply learner characteristics, and create a task analysis
 - a. Create a problem statement
 - b. Develop a goal analysis
 - c. Create a learner analysis
 - d. Create a task analysis

VI. Instructional Objectives

Objective 1

Each student will demonstrate their competency in taking a pretest of basic computer knowledge on some of the vocabularies from a list of widely used vocabularies.

FACT – RECALL

Initial Presentation

Show students the terminology of popular key vocabularies related to an educator. We then conduct a brief discussion about each term and come up with an idea to link the terms with visual objects. Student will see the relevance of understanding of some of the basic computer vocabularies in regards to its applications, software or hardware.

Note: Resource 1A – A Handout of listed Vocabularies

Generative Strategy

Allow for learning proper terminology by identifying various pieces of computer equipment and applying it to demonstrate the competency level.

Formative Evaluation

Instruments such as evaluative assessments, rating scales, and rubrics will be used to evaluate the students' performance.

Evaluation instruments:

Pretest - A 25 question test consisting of multiple choice questions will be used to determine the skill level of students' knowledge prior to instruction of various computing vocabularies.

Rating Scale – A rating scale will be used to measure students' competency based on the proficiency of vocabularies, and proper identification of different equipments, software and hardware.

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Once the terminology test has been completed, students will be ready to start learning concepts in foundation of computing.

Objective 2

Students will demonstrate the abilities to create a proper hierarchical file management system.

PROCEDURE – APPLICATION

Initial Presentation

Students will be given a series of structured folders with detailed explanations that show what would be the best way in creating an organized a folder system for class.

Note: WebCT

Generative Strategy

Students will be asked to describe in detail the steps that need to be taken in creating a directory system and to demonstrate techniques.

Evaluation Instruments

Checklist – The number of tasks listed in this objective will be the guideline for creating the various materials before diving into the portfolio. An Item checklist will be used to determine if students know how to pursue each of the items listed in this objective.

Once the students are comfortable in creating a well organized folder system for their classes, they will raise their level of comfort in placing files into those folders to prepare for their final project in the class.

Objective 3

Students will demonstrate the abilities how to create web pages.

PROCEDURE – APPLICATION

Initial Presentation

Students would be provided a series of applications with detailed explanations that show which would be the best tool to use in developing a web page. Students will be introduced to the components in creating web pages, and how each part plays an important role when creating a web site.

Tools: FrontPage, SciTe, HTML-Kit

Generative Strategy

Students will be asked to describe in detail the steps that need to be taken in creating a simple web page using FrontPage. Students will be asked to describe in detail the parts needed on their web page, and how would they be able to view their web pages on the samba shared drive at Radford University.

Evaluation Instruments

Exhibition – A demonstration by a teaching assistant of proper procedures for creating a simple web page.

Checklist – The number of tasks listed in a sheet provided to the students will be the guideline for creating this a web page in preparation for the portfolio. An Item checklist will be used to determine if students know how to pursue each of the items listed in this objective. The comprehension by the student will be evaluated using a Rubric.

Once the students are comfortable in creating simple objects, they will raise their level of comfort in combining numerous objects into one single web page for their final project in the class. Once a student is completely familiar with using FrontPage or other development tools, complicated web pages can be easily developed.

Objective 4

Students will demonstrate the abilities in manipulating image files

PROCEDURE – APPLICATION

Initial Presentation

Students will be introduced to Adobe Photoshop in manipulating images, and how image size affects each web page when creating an HTML document.

Generative Strategy

Students will be asked to manipulate a photo taken at the schools which they were assigned and placing it for viewers to see. Before placing the image on the web, students must alter the variations of image size, color, opaqueness and other typical tasks before publishing. Students will need to describe in detail the best image format to use on their web page, and how would they be able to view the original image once the altered image was clicked.

Evaluation Instruments

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Exhibition – A demonstration will be provided by a teaching assistant to show proper procedures for creating a simple web page.

Checklist – The comprehension by the student will be evaluated using a Rubric.

Once a student is completely familiar with using Adobe Photoshop, complicated images can be easily manipulated.

Objective 5

Students will setup a mail client anywhere for their Radford mail account by using Microsoft Outlook 2003.

PROCEDURE – APPLICATION

Initial Presentation

Students will need to be familiar with this mail client which is available at the Radford Bookstore.

Generative Strategy

Demonstrate to the students on setting up this mail client with an IMAP option inside Outlook for delivering mails. This enables students to check their mail anywhere in the country as well as having a fundamental knowledge in configuring any variations of mail clients.

Evaluation Instruments

The evaluation instruments used will be the setting up a functional IMAP client.

Objective 6

Students will create a spreadsheet using Microsoft Excel 2003.

PROCEDURE – APPLICATION

Initial Presentation

Students will need to be familiar in creating a simple spreadsheet with data coming from their students at their assigned school. Templates might be available from the Microsoft website.

Generative Strategy

Demonstrate to the students on how to use the functions of excel when calculating sums, and averages.

Evaluation Instruments

The evaluation instruments used will be Rubric.

Objective 7

Students will locate and use Microsoft Word and Publisher templates for their portfolio.

PROCEDURE – APPLICATION

Initial Presentation

Discuss with the students in the usages of MS-Word and MS-Publisher in creating newsletters, flyers, and certificates. We will incorporate digital photos, links, and graphics to deliver a clear and concise message.

Generative Strategy

Display a pre-built template from the Microsoft website and supply an explanation to the students about the origins of pre-built MS-Word or MS-Publisher newsletter, flyer and certificate templates.

Evaluation Instruments

This is an ongoing project for the portfolio. This enables students to gain first-hand experience in developing a professional newsletter in a school environment. This promotes the use of visual literacy techniques for creating images and shapes.

Objective 8

Students will create a newsletter by using templates from Microsoft.

PROCEDURE – APPLICATION

Initial Presentation

Students will need to be familiar with the different variations of templates available at Microsoft.com. Students will need the basic skills to manipulate pre-built templates.

Generative Strategy

Presentation of Model – Continue to demonstrate to the students on choosing a variety of pre-built templates, and then we will edit the sections and remove any unnecessary text and write our own except about a school day.

The evaluation instruments used will be Rubric.

Objective 9

Students will demonstrate patience in using and applying learned skills when using Word and Publisher.

ATTITUDE – APPLICATION

Initial Presentation

Students will need to show confidence in creating complex newsletters, certificates, and flyers once they have downloaded the Microsoft templates. Much of this confidence will show with experience and familiarity with both of the applications. By providing a dose of individual assistance, this will increase self confidence for students.

Generative Strategy

Present to the students the ways in creating newsletters, flyers, and certificates. Allow students to plan ahead on their contents before working on their publication. Students will feel more comfortable once they know what they wanted to display on their publication.

Evaluation Instruments

The evaluation instruments used will be Rubric.

Objective 10

Students will demonstrate the usage of external storage devices

PROCEDURE – APPLICATION

Initial Presentation

Students will need to be familiar with the different variations of external devices such as a USB storage device, and a read and write enabled CD-ROM. Once these abilities are acquired students will be able to store their files or data on to a USB key or a CD-DISK.

Generative Strategy

Demonstrate to students on using USB storage for storing files, save keeping and accessing them when in appropriate time.

The evaluation instruments will be the comprehension of using one or both of the devices in class.

Objective 11

Students will be able to identify computer components.

PROCEDURE – APPLICATION

Initial Presentation

Students will be familiar with internal computer components and their functionalities and how each individual part played a major role in the computer. Students will also learn how valuable each of the components is when a computer is built.

Generative Strategy

Demonstrate to students the inner components of a generic computer and how it worked well together and how it would not work without all of the parts available.

Evaluation Instruments

The evaluation instruments will be a worksheet identifying each of the parts.

Objective 12

Students will understand how to use safe tools of browsing online when transacting with banking systems and purchasing systems.

PROCEDURE – APPLICATION

Initial Presentation

Students will need to be aware of browsing unsafe websites and its content. By using stronger and more secure browsers, students will be less likely hacked by unknown websites.

Generative Strategy

Demonstrate to students on using more secure web browsers for surfing securely and for communicating with other web users.

Evaluation Instruments

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The evaluation instruments will be the comprehension of using a more feasible and secure web browser.

Objective 13

Students will understand network security in protecting their school infrastructure as well as their personal computer.

PROCEDURE – APPLICATION

Initial Presentation

Students will learn about the basic skills in protecting their computer from getting hack. They will be able to take preventative measures in using advance software for blocking open ports to an open system. They will be aware of various protective measures and software available for them.

Generative Strategy

Demonstrate to students on securing their personal computer and ways to prevent from hackers attacking them.

Evaluation Instruments

The evaluation instruments will be a worksheet identifying the various security measures to take for educators.

VII. Summative Evaluation

This course is intended to provide students with basic knowledge in using publishing software, creating web pages for school and a good understanding on how to create better instructions. To better evaluate the accomplishments or products created by students, we will be using a overall Rubrics to evaluate the work students have created over this twelve weeks. This hopefully will help our students be better teachers and better learners. Our pretest and posttest is a mere evaluative tool in allowing our students to realize the vast knowledge they have gained by the end of the semester. The final product will be the toolkit which we will evaluate to the strictest guidelines.

VIII. Confirmative Evaluation

After having this course, students will gain the ability to create numerous school publications, and create solid instructions. Their understanding of computing and the internet will dramatically increase. This fundamental knowledge will not only assist them in their career, but in addition this course provides a solid building block if these educators were to assist school IT professional to create a simple school web page. The final product will also aid them in having an example of what they have accomplished in mere twelve weeks of time. This document will be tested to its fullest potential and as an instructor we will constantly build on tasks which will work for our students. Our evaluation would be to constantly revise this document to suit the needs of our students. Key methods and other instructional sets will be added to create a rich Instructional Design. Through the use of technology, educators will have tools in their arsenal to occupy students of the twenty-first century.