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Open Gateways Program - Professional Development Curriculum

Module 2: An Introduction to StarOffice

Logistical Preparations for This Workshop

The checklist below summarizes the preparations you will need to make to have everything ready for the workshop.

- Familiarize yourself with the display unit that you will be using.
- Have enough handouts for all of the teachers. These include:
 - The guided practice activities
 - A worksheet for homework
 - A copy of the Glossary
- Review the guided practice files before the workshop so that you will be prepared to answer any questions that arise.
- Review the slide show and the talking points for the chapter (also, see the summary table for the slide show).
- Post the agenda prominently at the beginning of the workshop.
- This should be printed large enough to read across the room.

Skills Checklist

To be effective for this workshop, you should:

- Understand network basics to explain to the teachers how the network is configured.
- Know how and where teacher's private and shared files are saved on the school network.
- Know the names of the different parts of the StarOffice desktop (Explorer, Beamer, and so on).
- Be able to change the desktop preferences (such as altering icon size, toggling windows on and off, selecting the tool bars displayed, and resizing windows).
- Understand how to open, find, save, move, and delete files on the network.

Overview

Becoming comfortable with working in the StarOffice environment can strongly influence a teacher's willingness and ability to participate in subsequent workshops. This first workshop provides you, the trainer, with an opportunity to explain the StarOffice suite of software, slowly bringing teachers up to speed on important beginning computer skills from using a mouse to understanding networking concepts and the network file management system.

Learning Goals and Objectives

All participants will understand how to log on, use the network to store and retrieve files, and use basic StarOffice desktop features. You will need to point out that the goals and objectives will be covered during four hours. If your workshop is broken up into two, two-hour workshops, inform the teachers that they will have time to review the elements from the first workshop in the second workshop.

By the end of this workshop, all teachers should:

- Have a basic understanding of how to save, locate, and move files on the network.
- Realize the importance of teaching students about operating systems and networks.

- Be able to plan activities for their students that will familiarize them with the StarOffice desktop.
- Understand that the desktop provides more than one way to view the files and the file structure of the network.
- Be able to adjust the desktop elements (icons, tool bars, windows) to employ a particular tool most effectively.

New Vocabulary

In the workshops outlined in this module, the following vocabulary may be new to the participants:

Beamer
 button
 context sensitive
 cursor
 desktop
 drop-down selection
 file (computer)
 floating frame
 function bar
 I-beam
 icon
 LAN (local area network)
 log on
 menu
 minimize
 multimedia
 Navigator
 network
 palette
 password
 resize
 scroll bar
 StarOffice
 stuck frame
 tool bar
 tool palette
 URL (universal resource locator)
 WAN (wide area network)
 working area

Agenda

Provide teachers with an agenda for the meeting. Post it where they can refer to it during the workshop. Do the same thing for the norms. (Refer to Module 1 for a list of possible norms to establish throughout all workshops.) Below is the agenda for teachers who are taking the workshop in two segments of two hours each.

In subsequent workshops, we recommend that you divide your teachers into two groups: novice and intermediate/advanced. However, this workshop can be successful with all of the teachers in one group regardless of their computer experience.

First Session

15 minutes	Introductions, overview of goals, agenda, and norms
10-15 minutes	Log on/Password for StarOffice/Password for secure folder
5-10 minutes	What is a network?
5-10 minutes	Why network?
5-10 minutes	Educational uses for networking
10-15 minutes	Think-Pair-Share activity

10 minutes	BREAK
5-10 minutes	File storage on the network
5 minutes	Introduction to the StarOffice interface
20-30 minutes	Desktop components guided practice
10 minutes	Questions and answers, reflection on feelings

Second Session

10 minutes	Overview of goals and agenda for the session
10 minutes	Review network basics and StarOffice interface basics
40 minutes	More practice with StarOffice guided practice
10 minutes	BREAK
25 minutes	Finish guided practice
10-15 minutes	Structured discussion on guided practice
15 minutes	Questions and answers, reflection on feelings

Beginning Session 1

This workshop will set the framework for the following workshops. On the one hand, you want the teachers involved in training to feel comfortable and not threatened, which will require you to move at a pace that does not overwhelm them. On the other hand, you want the teachers to take their responsibility for learning about this new technology seriously, so that they make substantial progress during training. The pace you set, the modes of interaction you establish, and the understanding about the training goals that you reveal will affect subsequent workshops.

Introduce yourself

Share a personal story

Use humor

Begin your training session by introducing yourself and telling a little about your background. Be enthusiastic. Tell the teachers why you think this is such an exciting opportunity for them and their students. The overall theme of the grant and lessons is "building community." Share a personal story, if you have one, on how technology has assisted you, personally, in building community. A personal story is a good way to break the ice and tells participants what motivates you. Use humor whenever you can throughout the workshop. Remember that many of the teachers feel very nervous about using computers, and the appropriate use of humor will go a long way toward relieving anxiety and putting your audience at ease.

Review agenda

Introduce goals, objectives, norms

Introduce workshop goals, outcome objectives, and norms. Remind them that this is a four-hour workshop that may be divided into two-hour sections and that its goals and objectives are to be accomplished in that time. Once you have covered these two items, explain what the norms (see Module 1) are for the workshop. Point out that these norms apply in all subsequent workshops. You are in charge and you are setting the proper environment for your workshop.

Once you begin the workshop, pay attention to the teachers' reactions as you are presenting. If their body language tells you they may not have understood what you have just shown them, then stop and ask if there are any questions. If questions are posed, don't always attempt to answer them on your own. Depending on the nature of the question, it may provide an opportunity for the teachers to interact. As noted in the first module, it is always appropriate to point out what an excellent question it is and to suggest discussing it with the colleague next to them. Give them a minute or two to discuss it and then solicit a response. This gives participants time to process the information and to look for a solution themselves. Limit the discussion and move on to the next item to reinforce the fact that you are in control of the workshop's content and timing.

Introduction to Network Computing

Many teachers have never worked in an environment in which computers were networked. This is where you begin the content of your workshop. We have prepared a slide show that introduces the concepts of network computing and describes:

- How to log on to the network in the school
- What a network is
- The benefits of using a network
- Where files are stored

Pass out materials for the upcoming activities.

Assign computers

Introduce log on procedures

First, introduce the procedures to log on to the network and then on to StarOffice, walking them through the log on steps. Explain each step ("First, you will log on to the network. This gives you access to the software on the network. Next, . . ."). Also, explain how the procedure will work for the students. Each teacher should be assigned to a computer. (If there are not enough to go around, double them up and then have them switch places so each gets a turn to try the activity.) This is a low-stress introduction to using some of the equipment in the workshop.

Explain what a network is

Have teachers discuss in Think-Pair-Share format

Now you are ready to introduce the StarOffice interface and explain where files are stored. Again, start with your slides and move on to the activity, which gives the teachers hands-on experience in using the software. Guide them slowly through this activity, and make sure to leave time after the break for questions and answers.

Introduction to the StarOffice Interface

To present the following information visually, view the StarOffice Desktop Basics slide show at http://www.sun.com/aboutsun/comm_invest/lessons/slides/staroffice.html.

Explain the interface

Your workshop participants are now ready for an introduction to the interface of the software. Indeed, many are probably wondering by now what many of these new features do. Start with the demonstration of the StarOffice interface contained in your training slides. This will describe:

- The components in the desktop
- How file systems work on a computer (folders within folders, files within folders)
- How to open and close the various windows
- How to use a scroll bar and drop-down selection
- How to use a menu

Guided Practice: Introduction to the StarOffice Interface

http://www.sun.com/aboutsun/comm_invest/training/GPmodule2a.pdf.

Use the guided practice activity so the teachers can gain hands-on experience. The best way for them to go through this activity is for you to guide them slowly through the exercise: demonstrate a step for the teachers, then stop and let them do the same step. Wait until all the participants are with you before moving to the next step. Listen for comments and questions and then announce to the class the answer to the question. Teachers who are novice computer users, often have questions that they are embarrassed to ask, and you need to create an environment in which the teachers do not feel rushed and are comfortable asking any question. (Note that 'novice' here refers to experience with computers, not with teaching.) Comments such as "Good question! I'm glad you asked that" and "I'm sure many others have that same question. Let me answer that for you" help create a positive experience for the teachers.

Also, help the teachers gain a working vocabulary for talking about the technology. For example, a teacher may ask, "Why does this box get bigger when I click this thing?" Rephrase the question as you answer it: "I'm glad you pointed that out. I forgot to explain that feature! That button is called the 'maximize' button. When you click on the maximize button, this box here, the 'work area' window, expands."

Ending Session 1

Present questions for teachers to discuss

This will take you close to the end of this workshop. It is important to give the teachers time to reflect on what they have done and what remains to be done in the next session. Use the questions supplied for reflection in a Think-Pair-Share format (in the Module 2 slide show). Open discussion for general sharing and be ready to write down questions to be addressed in the follow-up session.

Beginning Session 2

At the start of this second session, reintroduce yourself. Review the agenda, goals, and objectives.

Review network basics

Bring up your training slides on the network basics, and conduct a ten-minute review. Have the teachers use the guided practice Introduction to the StarOffice Interface from the last workshop. Encourage them to ask questions as you are reviewing. Remind participants about how files are stored, what a folder is, how to get onto the network, and so on. Remember, some participants may be new to this technology, and it may take some time for them to become familiar and comfortable with the concepts and terminology.

Review StarOffice interface

Use the Module 2 training slides on the StarOffice interface to review the basics. Ask the teachers to have in front of them the activity on the interface from the last workshop, and encourage them to ask questions as you are reviewing.

Guided Practice: More Practice with StarOffice

http://www.sun.com/aboutsun/comm_invest/training/GPmodule2b.pdf.

Now you're ready to begin the guided practice activity. Work with your teachers at a pace comfortable to them. As in the previous session, go through the lesson slowly, giving all participants a chance to catch up on each step. Encourage your more experienced teachers to assist their less experienced peers. You may also want to encourage advanced teachers to experiment with the interface.

Ending Session 2

Reflect on workshop

Provide time at the end of the workshop for the teachers to reflect on the process that they just went through. Important points to reflect on include:

- How do they feel about it?
- Are they comfortable with what they have learned, or do they feel they need more time to practice?
- What concerns do they still have?
- Do they feel prepared to implement this lesson with students?
- If not, what do the teachers feel they need?
- What do they want to modify to make it work with their students?
- Help them understand the resources that are available to meet their goals of learning to use the software and implementing the unit successfully.