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Open Gateways Program - Professional Development Curriculum

Module 4: Word Processing and Graphics

Logistical Preparations for This Workshop

The checklist below summarizes the preparations necessary for you to have everything ready for the workshop:

- Familiarize yourself with the display unit you will be using.
- Have enough handouts for all of the teachers. Those you need include:
 - Student lesson plans (5th Grade Geography Newsletter, 8th Grade Bill of Rights)
 - Copies of the Glossary (glossary.html)
- Review the lessons before the workshop to anticipate questions that may arise and prepare answers.
- Review the training slides and the talking points for the module. Also, see the summary table for the training slides.
- Post the agenda prominently at the beginning of the workshop. The print should be large enough to read across the room.

Skills Checklist

To be effective for this workshop, you should:

- Understand how to use the operating system: how to save files, find saved files, rename files, move files, and delete files.
- Be able to use the font features in the word processing program: change fonts, alter text attributes (bold, italics), and change font color and size.
- Know how fonts can be used most effectively in documents, such as using serif and sans-serif fonts and avoiding too many fonts and text in all capitals.
- Understand how to set margins, paragraph styles, footnotes, headers, page numbers, and other document format features.
- Be proficient at cutting and pasting images from other applications into a text document, and understand how to anchor an image, wrap text around images, and position images.

Overview

This module concentrates on using word processing and graphics as effective communication tools to encourage teachers to help students express ideas to different audiences. Word processing and graphics are basic tools that students in all grades need to master. They will continue to use these tools throughout their careers, not only in academic settings but also in almost any workplace.

Learning Goals and Objectives

All participants will learn to perform basic word processing tasks, such as saving files, checking spelling, printing documents, and incorporating graphics into a document. Note that you will be working with two different groups of teachers: beginners in computer use and intermediate/advanced users. One agenda is provided for both groups; however, you should adjust the agenda as necessary to allow for more review, question, and discussion time when working with the beginning group. This word processing module delivers a lesson plan – the Geography Newsletter.

Dividing each class into teams, such as Think-Pair-Share, Four Corners, or Jigsaw experts, will help you know the general skill level and diversity within the class. It will also enable you to leverage the skills of teachers with more experience than their colleagues.

Here are the keys to working with a diverse group of teachers:

- Know your audience
- Know their grade level
- Encourage collaborative learning
- Ensure they are able to meet the basic outcomes
- Be flexible

Establish that the goal and objectives will be covered during four hours, in two sessions of two hours each. Inform the teachers that they will have time to review the elements from the first session in the follow-up workshop.

By the end of this workshop, all teachers should:

- Have some clear ideas or plans for integrating word processing and graphics into their own curriculum.
- Realize the importance of teaching students about word processing.
- Be able to plan cooperative learning lessons that use management techniques necessary to ensure effective computer usage by small groups of students.
- Understand that word processing tools are similar in most software packages.
- Be able to create a new document, save the document, and print the document.
- Know how to format text within documents, including changing fonts, font styles, and paragraph styles.
- Be able to copy and paste graphical images for use in text documents.
- Know how to copy and paste images from the Internet into text documents.
- Understand how to use the rectangle tool and drawing features of the text program in StarOffice.
- Have a clear understanding of how to insert images and wrap text around images.

New Vocabulary

The following vocabulary may be new to the participants:

- text box
- color selection tool
- rectangle tool
- column separator
- gradient
- selection handles
- wrap

Agenda

Give teachers 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.) Here is the agenda for teachers who are taking the workshop in two segments:

First Session

5 minutes	Introductions, overview of goals, agenda, and norms
10 minutes	Summary of research and integrating word processing into the curriculum
5 minutes	Review group activity as classroom management technique for training
5-10 minutes	Break into jigsaw partner expert groups
15 minutes	Introduction to StarWriter (whole class)
10 minutes	BREAK (Optional)
15 minutes	Hand out lesson; review and discuss
20 minutes	Jigsaw partners to create experts, Content and Page Layout
20 minutes	Regroup into teams to practice skills and teach each other

10 minutes Questions and answers, reflection on feelings

Second Session

5 minutes Overview of goals and agenda for the workshop
5 minutes Review group activity as model for training as performed in the first session
10 minutes Discussion of lesson plan
10 minutes Demo/Reminder of StarWriter tools (whole class)
20 minutes Jigsaw partners to create experts, Content and Page Layout
10 minutes BREAK (optional)
20 minutes Regroup into teams to practice skills and teach each other
10 minutes Process, Q&A, demo
20-30 minutes Finish newsletter in teams
15 minutes Reflection on feelings

Beginning Session 1

If you haven't worked previously with these teachers, begin your session by introducing yourself and telling a little about your background. Put up your agenda for the workshop and briefly explain it. If you want, you can establish your norms for the workshop. (See ideas in Module 1.)

Word processing is the one computer application most teachers are already familiar with, so you will not need to provide much of a conceptual background for the topic. Instead, you will want to tap into the knowledge that the participants already possess, helping them to apply general concepts about using a text processor to the specific software. More importantly, you will want to help them use the workshop time to think about and plan ideas for using word processing lessons in their own curriculum.

Introduction to Integrating Word Processing into the Curriculum

View the Word Processing and Graphics slide show at
http://www.sun.com/aboutsun/comm_invest/lessons/slides/wordproc.html.

Discuss the implications of what the Summary of Research means to the teachers in a practical sense. Many teachers already have some experience with integrating word processing into the curriculum, but other teachers may be unfamiliar with this task.

Lead a brief discussion of the many areas in which word processing may be applicable to curriculum.

Note that teachers of lower grades will use more complex word processing when putting together portfolios for students. If the school uses portfolios for assessment, the skills the teachers gain in practicing the steps in this lesson can be valuable.

If you are working with a very beginning group, display training slide 7, which lists some of the concerns teachers may have:

- Current student writing skill levels
- Student keyboarding, networking, and other computer skills
- Printing issues (print or not print? publish on Web? color or black and white?)

Discuss these concerns and other concerns the teachers express. As new concerns are raised, turn the issues back to the group to come up with solutions to problems. Little discussion is necessary for the more advanced teachers who already use word processing.

Jigsaw Partners: Create Experts

Review group activity as a model for training:

- Minimize direct teaching

- Maximize participant's hands-on time

Get to know your audience and their grade levels. Ask a few questions to determine their experience with word processing - for example, familiarity with writing letters, reports, or newsletters and use and manipulation of graphics. Determine the best group management technique for your particular audience.

For instance, line up the teachers in the group from least-experienced to most-experienced in using computers. Then curve the line so that the most experienced is partnered with the least experienced. Now, pair them in teams of two (possibly three, if you have an odd number). Explain that you are going to create experts, and they are going to teach and help each other. The beginners will become layout experts, and the more advanced partners will become content experts.

Explain that you will begin by demonstrating some of the StarWriter document basics to the whole group. The pairs will then split. The more advanced individuals will begin work on the lesson by acquiring content via the Internet, while you train the beginning group in formatting and layout techniques.

Remember, the key to successful implementation of this workshop is to minimize the direct teaching that you are doing and maximize the participant's hands-on time on the computers.

Introduction to StarWriter

Demo of tools and comparison to other software they have used

Give the class an overview of the StarWriter software. You may want to use training slides 9-14 as a reference; however, do not spend too much time in this lecture mode. Run through the basic tools, showing them the icons for the tools in the training slides and then giving them a quick demo of the main tools. Ask them to watch what you do, and explain that they will soon have an opportunity to practice.

Help the teachers in the workshop make sense of this software by comparing it to other software they may have used. Inquire about the word processing software with which they have experience. If you are unfamiliar with a particular program mentioned, tell them you haven't used that software but that they probably will be able to figure out how it is similar to and different from the StarWriter software.

As you go through the features, compare them to the same features in software they have used. If you are uncomfortable doing this, you can always ask the teachers to help. For example, if you are showing how to justify a paragraph, you can say, "I know you can do this in WordPerfect, too. Does anyone remember how it's done in WordPerfect? Is it in a menu command, or is there a button on the tool bar similar to this one in StarWriter? Even if you are comfortable doing the comparisons, it can be a useful teaching technique to ask the participants such questions to help them think of the comparisons.

Briefly run through the basic techniques they will be using during the lessons. Be certain to include:

- Typing in text (for novices, be sure you explain the I-beam cursor and why text cannot be inserted below the bottom of the current document)
- Selecting text and changing fonts, font size, font styles, and color
- Deleting text
- Cutting, copying, and pasting text
- Saving files and opening saved files
- Printing files

Make sure the teachers understand that all commands and tools are available from the pull-down menus. They should encourage their students to explore the pull-down menus to increase their knowledge and mastery of StarWriter.

Form Groups and Review Lesson Plan

As mentioned previously, the lesson plan is for the fifth grade level. Practicing these skills in a four-hour period is probably more than enough time. Focus on implementation and collaborative learning strategies rather than on exploring new skills.

Hand out the Geography Newsletter with an Immigration Emphasis lesson plan

http://www.sun.com/aboutsun/comm_invest/lessons/immigration.html. Explain that they do not have to work through the whole lesson, but they will use it as a guide to acquire the skills to deliver the lesson to their students.

Review the key points of the lesson. Have everyone follow in his or her materials as you review:

- Goal
- Rationale
- Academic outcome objective
- Social objective

Break them into their groups, and have the teachers read and discuss the skills. They should discuss:

- New technical skills
- Prerequisite technical skills
- Group management
- Technology management

Have the teachers read through the lesson plan. Ask them to meet in their groups and discuss it.

Lead the discussion with questions relevant to these specific teachers - middle school or high school teachers. Is the lesson at the right difficulty level for their students? Will these organizational methods work for their classroom and students? Are the goals appropriate for their students? Do the students in their class have the prerequisite skills? How will they need to modify this lesson to make it work with their students?

Teachers should discuss how they will manage their students in their computer (SunRay) lab and/or classroom.

Encourage open discussion of anticipated difficulties and creative solutions. You might suggest, for example, that although the steps may be too difficult for younger students to perform, the lesson could serve as a cross-age tutoring lesson with students at a higher grade working with students at a lower grade. For example, first grade students could have fifth grade "buddies" to whom they dictate stories, and the fifth grade students could type them in. If there is room in your computer lab, you can have first grade students drawing pictures on paper with crayons to illustrate the stories while their older buddies type in the narrative portion of the story.

Have each group report briefly to the class the results of their discussion. Use a lot of positive reinforcement such as, "Wow! Great idea!" and "Gee! I wish I could be a student in your class!"

Explain that the teachers are going to create their own newsletter using the lesson as a guide. However, the multiple-day lesson will be condensed into a few hours for this workshop.

Jigsaw Partners

In this exercise, all number 1's will become content experts, and all number 2's will become layout experts. Have group 1 search the Internet to find two or three graphics and content related to their lesson. They will use skills they developed in Module 3, Internet Basics. Remind them to use Boolean logic to limit their searches. They should create bookmarks of their selected sites. They can copy and paste text and graphics into a new text document if they are comfortable doing so.

Introduce word processing design skills, so group 2 learns how to:

- Format text (select first): fonts, size, color, highlight, justification
- Use fonts appropriately
- Spell check
- Lay out columns

- Use zoom viewing

Introduce general word processing design skills to group 2. Although the teachers may be familiar with word processing, they may never have thought about the aesthetic aspects of page layout. The training slides introduce some of the major topics, which include page layout (using lots of white space), appropriate use of capitalization, and use of graphical elements.

Regroup the class into Jigsaw partners teams. Have group 1 members show members of group 2 the content they acquired via the Internet. Then have number 2s show number 1s the basic layout techniques they learned.

They will only have a brief period of time to work together to begin formatting their newsletter. They should not be concerned with three-column layout or text boxes. The next session will cover these skills. The teachers should decide on which content to include, spell check it, and apply basic formatting. Final formatting of the newsletter will be done in the next session. Be sure they save their work to access it again in the next session.

Make the rounds of the room, offering encouragement, helping when there are questions, and watching for difficulties.

Ending Session 1

This will take you close to the end of this workshop. Give the teachers time to reflect on what they have done and what remains to be done in this module. Explain that in the next session of the workshop, you will meet with the group 1 content experts and demonstrate additional word processing skills while the group 2 layout experts proceed with the lesson and apply what they have learned.

Beginning Session 2

As this second session starts, reintroduce yourself and review the agenda, goals, and objectives. Ask the teachers to get out their copies of the lesson plan handed out during the last session. Review the previous group activity as a model for training that maximizes hands-on time and creating jigsaw experts. Remind the teachers that they will work together to review content and word processing skills.

Discussion of Lesson Plan

Break into the same groups as in the previous session. If some teachers are missing, pair the remainder accordingly. Make sure that each new pair has at least one member who attended the previous session.

Have each group report briefly to the class the results of their discussion. Pay particular attention to the obstacles to implementation that teachers mention. Help the group brainstorm on solutions to these obstacles and share the results with the class. If a problem cannot be resolved, ask for volunteers to seek a solution to the problem and report to the rest of the group. Suggest they collaborate in using their resources to help find a solution. Encourage the teachers to discuss what they learned in the last workshop and to talk about the jigsaw partner activity. Will they feel this is valuable to implement with their own students? If they had time and lab access, what did they encounter when trying to implement the lesson? If they did not use what they learned with their students, ask them why they did not. Help them focus on adapting one of the two lesson plans to use with their students. Emphasize planning, using a time line, and support from the peer coaches.

Demonstration/Reminder of StarWriter tools

Show the whole class the following pointers:

- Close Explorer window to maximize real estate.
- Right click to access format features.
- Use pull-down menus to access all possible tools and commands.
- Remind them how to insert clip art using Beamer.

Ask if they need a review of how to copy images from the Internet or any other formatting options previously demonstrated.

Jigsaw Partners: Create Experts

Have group 2 take the previous content and format a newsletter:

- Format text (select first) - fonts, size, color, highlight, justification
- Determine appropriate use of fonts for headers and body copy
- Spell check
- Create column layout

Teach group 1, the content experts, the following skills:

- Text wrap around images
- Anchor images
- Outline feature
- Format/numbering/bullets
- Insert text box and create header
- Auto-format/auto correct
- Columns - cut and paste
- Stylist

Regroup into Partner Teams to Practice Skills

View the Guided Practice: Creating and Editing Images at

http://www.sun.com/aboutsun/comm_invest/training/GPmodule4.pdf.

Number 1s show number 2s what they have done. Number 2s show Number 1s what they learned, using words rather than hands as much as possible.

Teams should work on their newsletter, doing the following:

- Show how you created outlines and bullets
- Practice outlining and bullets
- Organize main points, introduction, and conclusion using outlines and bullets
- Show how to set up columns
- Use Stylist to format text
- Text wrap around graphics
- Anchor image
- Show draw function
- Insert a heading
- Cut and paste columns
- Print

Process: Open Discussion

Take time to regroup and assess progress. Do the teachers have enough technical information to proceed? Answer questions as necessary. Make sure to give other teachers the opportunity to answer these questions as well. Demonstrate as necessary.

Demonstrate how to use tables.
Review draw functions and use of color.

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?
- How would they present this information to their students?
- Are they comfortable with the group activity model? Would they create experts or use lecture style?
- 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 would they modify to make it work with their students?
- Remind them of the resources that are available to meet their goals of learning to use the software and implementing the unit successfully.