

**Summer 2007 3E Institute
West Chester University
Unisys Corporation Partner
Content in Action
Information Technology Lesson**

Name: Chip Horner

Subject: Business Education

Grade Level: 9

Time Needed to Teach: Between 15 to 30 minutes per week for each assigned week during the semester.

Standard Category: 3.6 Technology Education and 3.7 Technological Devices

Technology: Computer and PC Open Source Software

Equipment: Computer, Internet, Open Source Software,

Brief Overview of the Lesson: Students will learn how about high tech approaches that can lead to high tech communication environments that are used in the business world.

I. Standard Statement 3.6.10B & 3.7.10B&C

Apply knowledge of information technologies of encoding, transmitting, receiving, storing, retrieving and decoding.

- Describe the proper use of graphic and electronic communication systems.
- Apply a variety of advanced mechanical and electronic drafting methods to communicate a solution to a specific problem.
- Apply and analyze advanced communication techniques to produce an image that effectively conveys a message (e.g., desktop publishing, audio and/or video production).
- Illustrate an understanding of a computer network system by modeling, constructing or assembling its components.

Utilize computer software to solve specific problems.

- Identify legal restrictions in the use of software and the output of data.
- Apply advanced graphic manipulation and desktop publishing techniques.
- Apply basic multimedia applications.
- Apply advanced word processing, database and spreadsheet skills.
- Describe and demonstrate how two or more software applications can be used to produce an output.
- Select and apply software designed to meet specific needs.

Apply basic computer operations and concepts.

- Identify solutions to basic hardware and software problems.
- Apply knowledge of advanced input devices.
- Apply knowledge of hardware setup.
- Describe the process for basic software installation and demonstrate it.
- Analyze and solve basic operating systems problems.
- Apply touch keyboarding skills and techniques at expectable speed and accuracy.
- Demonstrate the ability to perform basic software installation.

II. Objectives

1. Students will be examining the various aspects of IT driven dynamics impacting organizations.
2. Students will gain exposure to current & useful communication technologies & web resources.
3. Students will gain an understanding of computer assisted collaboration tools available & and when to use them.
4. Students will review and assess virtual influence methods of communication.

III. Content

1. What is a blog?
 - A kind of open source software.
 - Another meaning is non proprietary software.
 - Read about blogs www.blogspot.com .
2. What is Open Source Software?
 - Non-proprietary software.
 - Software available to all from the free software community.
 - Open source Software is available free of charge, if any change or upgrade is made with any open source product the change must be reported to the Open source community.
3. What are EIQ and Learning Styles Inventories?
 - These are groups of questions that are organized in such a way that results give indications of a person's personality, emotional intelligence, and learning style. These indications can have an influence on the use of technology is used in general as well as in specific environments.
- 4 What are Instant messaging, Chat Rooms, News Groups, Listservs, and Wiki's?
 - These are web resources that all have a communication orientation.
5. What are Games & Simulations for Training & Education?
 - These are Web/software driven environments that allow learning adventures to take place.

6. What is Global reach of technology & global outsourcing?

- Read about the global climate

<http://globalequations.com/Global%20Outsourcing%20Report.pdf> and the implications of global reach technology.

7. What is Social Bookmarking?

- Read about social bookmarking sites

<http://www.blogmarketingtactics.com/social-bookmarking/social-bookmarking-top-links.html> .

8. What are some WinXP Tools & what is Virtual Leadership?

• Read about virtual leadership www.21stcenturycollaborative.com , click on resources.

- Look at various WinXP tools

<http://www.microsoft.com/resources/documentation/windows/xp/all/proddocs/en-us/ntcmds.mspx?mfr=true> .

IV Assessment (Blog Comments)

Assessment Criteria

- Advanced: All blog assignments were completed and produced with ease.
- Proficient: All blog assignments were almost completed and were produced with little effort.
- Basic: All blog assignments were somewhat completed and were produced with minor problems.
- Below Basic: No blog is complete and little if any assignments were produced.

V. Activity (Active Learning)

1. Create a blog using www.blogspot.com .

• Use the tutorial and the help function to learn about how to create and maintain your blog.

- Make sure you turn on comments for anyone.

• Complete a minimum, one weekly entry to describe the lesson work you have done for each of the following topics, how much time you spent and what you have learned about the topic that week.

• Read <http://campustechnology.com/articles/47775/> . Research the subject of the blogging checklist record comments in your blog.

2. Look at these open source web sites, two for education <http://www.osef.org/>, <http://www.schoolforge.net/> and one for business <http://apache.org/> .

• Pick a piece of software from each site and reflect how that software is used. Blog your comments.

3. Emotional Intelligence Quotation and Learning Style Inventories.

- Complete an EIQ and a Learning Style Inventory on yourself. Use these websites for starters <http://www.ldpride.net/learningstyles.MI.htm> , http://www.eiconsortium.org/research/eci_clusters.htm , google the topic to find additional resources. Record reflections in your blog and email the teacher with Inventory comments.

4. Instant messaging, Chat Rooms, News Groups, Listservs, and Wiki's.

- Use the www.webopedia.com to learn about what each of these is. If you are already experienced in the use technologies, reflect on the use of these technologies and how you may use them personally. Record reflections in your blog.

- If you have no experience with these technologies, go to www.im.com and use Aim Express to establish an account and schedule an instant messenger chat room exchange with someone in class. Go to this site <http://www.learnthenet.com/english/html/26nwsgrp.htm> and learn about and try out some news groups. See if there are any listservs that are of interest to you. Go to <http://en.wikipedia.org/wiki/Wiki> and learn about wiki's. Reflect on use of these technologies in your blog.

5. Games & Simulations for Training & Education.

- Do the activities in the games document and then use your web blog to discuss aspects of using games and simulations in the workplace based on your reading and web activities.

- Read the article: <http://campustechnology.com/articles/49280/> Then reflect on whether there current applications of games or simulation are ones you could consider using in your blog entry.

6. Global reach of technology & global outsourcing.

- Obtain this DVD from the Instructor ([Thomas L. Friedman Reporting: The Other Side of Outsourcing](#)); follow the viewing instructions and post your blog comments.

7. Social Bookmarking.

Research this topic and explore implementations such as <http://del.icio.us/> . If Social Bookmarking is an unfamiliar term for you go to http://en.wikipedia.org/wiki/Social_bookmarking . Document your experiences with this technology and possible applicability in your life in your weekly blog entry.

8. WinXP Tools & Virtual Leadership.

- Follow the document and complete the activities and report on your experience in your blog.

VI. Adaptations/Accommodations (Diversity in Learning)

Teacher adaptations/accommodations for students with Impairments:
Partner reciting instructions of what is to be accomplished
Second partner to observe and support the first partner

VII. Additional Resources (including books, website, videos, etc.)

Documentation

Adapted from: ORG620, Leadership and Information Technology, Immaculata University, Ms. Valerie Martin, Summer 2007, vmartin@immaculata.edu

Activities

6 Corporate Games & Simulations

Games & Simulations for Training & Education - Do the activities in the games document and then use your weblog to discuss aspects of using games and simulations in the workplace based on your reading and web activities. Then reflect on whether there current applications of games or simulation at your company. .

1. Print the first page of this document so you have it as a reference. Open a Word document in one window.
2. Go to the various web links and interact with the material.
3. As you go through this learning experience, jump back over to your word document periodically to type in your observations [your likes, dislikes, thoughts & reactions] about the gaming experience. You will then post these in the WebCt discussion.
4. Please note that you may want to choose other game than I suggest, please do that AFTER you have done what I have outlined here. I want the class to have some common base of experience. Go to:

<http://www.games2train.com/site/html/javafirst.htm>

Choose **Move-It**

then choose **Ethics or Sexual Harassment**

then click on **Help** so you will understand how the game works

Then choose **Pick it**, and compare against **Move It**

Note: If you choose **The Challenge**, please note it works here on campus but it is resource intensive and may not play at your home or office (either due to resource demands or firewall actions).

5. Read the article on Putting games to work
<http://www.computeruser.com/articles/2302,1,2,1,0201,04.html>
6. Why consider simulations and gaming in organizations? Read the White paper Why games work at:
<http://www.learningware.com/clients/gameswork.html>
7. Go to:
<http://www.meridiaars.com/>
Read up on a couple of success stories there.
8. Visit Second Life at <http://secondlife.com/businesseducation/>
9. Do your weblog posting for the week.

Windows XP useful tools:

To use **Speech Recognition** with Office XP products

1. Open Word
2. click on tools
3. Click on Speech
4. Follow directions to activate and train your computer to recognize your speech
5. Use your microphone headset to train your speech recognition and then try dictating a short document.

To use basic **text reading**

1. click on start
2. click on all programs
3. click on accessories
4. click on accessibility
5. click on narrator

To use **Photo Editor**:

1. click on start
2. click on all programs
3. click on Microsoft office tools
4. Click on Microsoft photo editor
5. click on file then on open
6. Select the photo file you want to work on.
7. Use help to familiarize yourself with the options.
8. Use the menu bar to find tools you want to use
9. Use the 'sun' in the tool bar 'Image balance' to brighten, darken or change contrast. Use the undo button if you don't like the effect.

To **capture sound as wave files** for use in programs like PowerPoint you can use Sound Recorder

1. click on start
2. click on all programs
3. click on accessories
4. click on entertainment
5. click on sound recorder
6. Record the sound segment
7. Save as a wave file.

To **create short movies** for home or office use: Windows Movie Maker 2

1. Do the Windows Movie Maker 2 Training : How-to for Beginners go to:

<http://www.microsoft.com/windowsxp/moviemaker/getstarted/default.asp>

Go through the training particularly the Section on create Your Movie. Watch the video if you have a hi speed connection. Read through the info about story board, etc.

2. If have version **one** of moviemaker go to Section Four: Download Windows Movie Maker 2 for Windows XP and do that download. If you have Movie Maker version 2 (which is likely if you have been keeping up with windows updates) you are ready to go.
3. **When you are ready to create a movie Click on Start, All Programs and then moviemaker (sometimes moviemaker is in accessories, entertainment). Initially**

create a very short movie with just a couple photos and use the sample.wmv file that comes with Windows, you can use the Windows search to find it.

Build a Storyboard

To build a storyboard:

Import video and/or stills to your PC. You'll see your clips in the Collections view.

Double click on each clip to see how it looks in the preview window.

Once you've decided which ones you want to put in your movie, click and drag the clips to the Storyboard in the order in which you'd like them to appear in your final movie.

The Storyboard

To rearrange your clips or stills on the storyboard, just drag and drop them to a different location.

Edit Your Clips Trim your clips to get exactly the footage you need.

To edit clips:

In the Timeline view, click on the clip you'd like to trim.

In the Preview window, drag the scroll bar slowly and watch as the video progresses.

Stop at the point where you want to trim the clip.

On the Clip menu, click Set Start Trim Point.

Now continue to drag the progress indicator until you reach the desired end point of your clip.

On the Clip menu, click Set End Trim Point.

You will now have your trimmed clip.

Add Audio

A soundtrack can really draw your audience in and add fun to your home movies. Just import your favorite clips and then drag them to the timeline.

To add audio: In the Taskpane, click on Import audio or music.

Navigate to the music track you'd like to add to your movie .

Click on Import. The music track will appear in your Collection view.

A music clip in the Collection view

Click on Show Timeline button in the Storyboard section of your screen.

Drag your music track to the Audio/Music level of the Timeline

Entering Titles and Credits

Here's how to use title and credit features of Windows Movie Maker 2:

On the Tools menu, click Titles and Credits. –or–

In the Movie Tasks pane, under Edit Movie, click Make titles or credits.