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Microsoft Word Basic Skills Workshop

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Abstract

This project is an instructional lesson. The purpose to develop this workshop is to teach Chinese college students Microsoft Word (Office 97) basic skills through distance learning. The author uses distance education basic principles as this project's foundation to create a workshop site and participants. It will include the brief history of distance education, the definition and concepts of distance education, some major advantages and limitations of distance education, lesson plan, needs analysis, workshop goal and objectives, methodology, media selection, and project evaluation (includes learners and lesson's evaluation). It encloses eight appendixes also. At meanwhile, the author will create a web page with this workshop which will include front page, syllabus, processes, schedule, tests, assignments, links, and questionnaires.

Microsoft Word Basic Skills Workshop

A graduate project

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Master of Arts

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By: Rui Wu

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Abstract

This project is an instructional lesson. The purpose to develop this workshop is to teach Chinese college students Microsoft Word (Office 97) basic skills through distance learning. The author uses distance education basic principles as this project's foundation to create a workshop site and participants. It will include the brief history of distance education, the definition and concepts of distance education, some major advantages and limitations of distance education, lesson plan, needs analysis, workshop goal and objectives, methodology, media selection, and project evaluation (includes learners and lesson's evaluation). It encloses eight appendixes also. At meanwhile, the author will create a web page with this workshop which will include front page, syllabus, processes, schedule, tests, assignments, links, and questionnaires.

Introduction

Distance education has existed more than 150 years and has been widely used in the field of education as a new area which seems to have something to offer to almost everyone, overcoming the barriers of distance between learners, instructors, and materials in order to improve teaching and learning through the application of information technology (Keegan, 1993). In 1833, a Swedish newspaper offered an opportunity to study "composition through the medium of the post" (Simonson, Smaldino, Albright, & Zvacek, 2000, p.35). In the United States, from 1883 to 1891, the state of New York offered mail courses by Chautauqua College of Liberal Arts, which was considered the first time distance education available in the United States (Rumble, 1989).

Distance education is considered as an efficient instructional system which is highly appreciated by many learners because it can maximize their interaction with both instructors and other learners regardless of geography. Increasingly, educators are applying technology to increase the access of the distant learner to the local classroom, to improve access of all learners to resources, and to make the experience of the remote student comparable to the experience of the local learner. Distant education offers a framework, as well as advice and feedback from an instructor to students, while maintaining many of the advantages of self-directed, self-planned learning. (Clark, 1983; Verduin & Clark, 1991).

With the increasing demands of our technological society and the complexities of modern life, such as the constant pressure of both work and living, the different job locations, the juggling of time and responsibilities, etc., it is necessary to seek alternative forms of learning other than the traditional ones so as to meet the diverse needs of the

learners-especially the adult learners. Distance education is one of the best choices for the adult learners to overcome distance barriers due to job or living locations away from the schools. Meanwhile, distance education can be seen as formal instruction in which a majority of the teaching occurs while educator and learner are at a distance from one another. Distance education is carried out by an organization that develops educational media to unite teacher and learner and provides appropriate evaluation of the learning. (Verduin & Clark, 1991).

China is the biggest developing country. There are not enough schools for all other learners in China-especially the adult learners. The Chinese government found out that distance education is an effective and efficient way to educate people. Thus, China tries hard to build up a distance education system to cover whole country (Zhang, 1998). Distance education, however, has not been fully applied in China in many places. For example, although there are television networks in bigger cities, the remote areas are largely not connected to the television medium because of technical, and financial problems (Zhang, 1998). The Chinese use radio, audio, television, and computer network, etc. to serve distant learners.

The computer network is the newest and most effective way to help distance learners. It can connect teachers, students, and materials widely and efficiently (Zhang, 1997). But, what are the most basic skills for using computer network? According to Zhang's study, he found out that many Chinese educators chose Microsoft Word and Internet research skills as the basic skills to train the distance learners. The reason to use Microsoft Word is because they believe the word processing skill is the basic computer skill for distance learners (1998). This paper describes an instructional plan to instruct

Chinese distant learners at the college level to use Microsoft Word (Office 97) basic skills via a distance workshop, incorporating print handouts, web-based information, telephone, email and traditional mail.

Distant Education Characteristics

Distance education is different with traditional education. Its definition and characteristics are unique. Separation of the student and the teacher is a fundamental characteristic of distance education. Keegan (1990) characterized distance education in the following manner: It has a semi-permanent separation of teacher and learner; it is influenced by the educational organization in both the preparation of the teaching materials and the support of the students; it uses technical media; it is a two-way process; it has a semi-permanent absence of a learning group collected in.

Distance Education Defined

The term distance education may have first appeared in the 1892 catalogue of the University of Wisconsin (Rumble, 1986) and was later used by Moore (1986) at a meeting of the International Council for Correspondence Education. Simply speaking, distance education refers to “any formal approach to learning in which a majority of the instruction occurs while educator and learner are at a distance from one another.” (Verduin & Clark, 1991. p. 8). Distance can be defined in terms of geographical distance and time difference (Keegan, 1986).

However, distance education in this paper will be defined as ‘institution-based, formal education’ where the learning group is separated geographically, and where interactive telecommunication systems are used to connect learners, resources, and instructors (Simonson, Smaldino, Albright, & Zvacek, 2000). It includes three basic

types: same time and different place (ST-DP); different time and same place (DT-SP); different time and different place (DT-DP). Same time and different place means that distant learners take classes at the same time but in different locations. For example, Iowa Communications Network (ICN) television classrooms are designed for this purpose. Different time and the same place means that distant learners take courses in the same classroom or virtual place but at different times. For instance, video classrooms are built up for students to watch video based courses at a different time. Different time and different place means that distant learners study their courses at different locations and different times, such as Internet courses where students work on their own time for completing tasks.

Distant Education Concepts

Generally speaking, distance education includes the concept of equivalency and the concept of learning experience (Simonson, 1996). The concept of equivalency suggests that local and distant learners have fundamentally different environments in which they learn; therefore, it is the responsibility of the distance educators to design learning events that provide experience with equal value for learners. The experiences of the local learner and the distant learner should have equivalent value even though these experiences might be quite different. Keegan (cited in Simonson, Smaldino, Albright, & Zvacek, 2000) stated that "the more equivalent the learning situation of the distant learner is to the learning situation of the traditional learner, the more equivalent are the learning outcomes" (p.36).

The concept of a learning experience is anything promoting learning, including what is observed, felt, heard, or done (Simonson, 1996). Different learners at different

locations, learning at various times, may need different combined learning experiences. The goal of instructional planning is to make the sum of experiences for each learner equivalent. Thus, instructional design procedures should attempt to anticipate and provide the collection of experiences that will be most suitable for each student or group (Holmberg, 1986).

Media have been used to provide equal learning experiences to all distant learners in order to enhance equivalency. In the past, people have used many levels of technologies to support distance education, such as postal service, radio, telecommunications networks, new updated telephone and satellite transmissions, cable transmissions, and computer networking. The history has shown that advances in technologies have promoted the main changes in distance education. These changes have been most evident in the fast development of electronic communications in present years (Holmberg, 1995; Simonson, Smaldino, Albright, & Zvacek, 2000).

Advantages of Distance Education

Distant education is a creative idea and it may change, even restructure education, but only if it is possible to make the experience of the distant learner as complete, satisfying, and acceptable as the experience of the local learner. With the coming of the highly informational and technological era, the traditional face-to-face education is not enough to meet the diverse needs of all students, especially the adult learners because their special schedule, place, and skills needs. The UNESCO statistic shows that more than 10 million students study at a distance in every country of the world (Keegan, 1993). Therefore, It is necessary to input distance education into the education system. Once the

equal learning experiences are met for both the distant and local learners, distant education can help the students to strive for the best.

Now, distance education becomes a very important education format. Take China as an example, in the early 60s, only a few Chinese universities such as Beijing University, FuDang University, Chinghua University, and Shengyang Normal University offered a few distance courses, but they gave those courses up a few years later due to the start of the Cultural Revolution (Ding, 1995). During the Cultural Revolution, education was no longer as much valued as before. A great many intellectuals even quit the educational research; many schools were closed, teachers were sent to countryside as farmers. People were told that someone was bad because he/she had knowledge. However, after the Cultural Revolution in 1978, China established The Chinese Center Radio and TV University that included three and four year programs of study. By 1985, one-fifth of all Chinese college students studied at the TV University. During 1996-1997, 836 of 1032 universities in China had initiated distance education programs. Furthermore, many vocational schools offered distance education programs. By the end of December 1996, there were 2,130,000 students who had graduated from these schools, which comprised one third of the graduation rates for all colleges and universities in China. Presently, 2,140,000 distance learners (including four-year, three-year, vocational school, and training programs) are still studying in these programs (Zhang, 1997). The number keeps increasing yearly. It is difficult to imagine that without distance education how many Chinese students would not get into higher-level education programs. Distance education helps and strengthens educational opportunities for many learners.

In addition, in distance education settings, learners can direct their learning depending on their needs. They can use technology to help them review study materials; they can record the materials from radio, audio, telephone or television, and copy information from the Internet, Web sites, or E-mail (Verduin & Clark, 1991). More significantly, they can study them as often as necessary. Based on the opinions of Verduin and Clark (1991), some distance technologies are really useful for students. They suggested that distance technologies, such as audiocassette, could be used repeatedly and wound back and forth to match corresponding jumps from one place to another in the content and match easily with pictures and diagrams. For example, a new Chinese student in a Midwest university may not understand what the teacher said as a new freshman. Within one semester, it is possible for this student to experience a class through Internet. From this Internet class, the student can print all the course materials required, even copying classmates' discussions. After the materials are printed, the student can choose to read these materials as many times as necessary to understand them. Therefore, distance education provides distance students a way of addressing their learning needs (personal observation in 1998).

Distance education can be an effective and acceptable approach to instruction (Purdy, 1978; Riel & Harasim, 1994; Simonson, Smaldino, Albright, & Zvacek, 2000). According to Riel and Harasim (1994), it is hard for the students to be successful in a class without repeated study of materials after the field observation of the students' study. For this reason, distance education must be carefully designed instruction in order to be effective. Meanwhile, the designer must be concerned with content, the nature of the learners, the learning and methodology, the learning environment, the materials and

technologies, and the meaning for assessing the learning experience. The instructor should provide clear guidance to all distance learners, even the novice distance learners to make sure the outcome is more efficient and effective (Simonson, Smaldino, Albright, & Zvacek, 2000).

Take telecourses as an example. Purdy (1978) reviewed the effectiveness of telecourses and pointed out that “in the few cases where there were significant differences between performance of television students and classroom face-to-face students, the differences were more often in favor of the television students than others” (p.3). Also, Whittington (1987) observed over 100 students of telecourse versus conventional achievement, he found that practically all of telecourse students showed equal or superior overcomes. Indeed, distance education is as effective and workable an approach to instruction.

Distance education has special characteristics that provide opportunities for students to study at different times and places. First of all, distance education is a flexible system for learners. Distance education has more schedule and place flexibility to be chosen by different learners. According to what Coldeway (cited in Simonson, et al, 2000) pointed out, the purest form of distance education occurs at different times and in different places. This means that distant learners can choose when and where to learn and when and where to access instructional materials. The flexibility meets the needs of the students who have a very busy work schedule while taking care of his/her family. Therefore, studying at a school through distance learning can make it possible to accomplish career goals or job requirements. Secondly, distance education offers place flexibility. Simonson and his colleagues (2000) point out, “in fact, the distant instruction

can be sent over long distances, or stored for learning at different times and places for distant learners” (p.71). If people have their own location difficulties and can not go to schools at regular times or regular places, they can always rely on the distant education to help them with meeting their learning needs at their own locations away from the instructional sites.

More importantly, distance education can be an effective way to reduce educational expenses too. Distance learners can save money in transportation expenses. The government or schools can save money by not spending funds for the maintenance of existing buildings or the construction of new ones. One of the major reasons for the Chinese to build radio and television university is to save money. According to Zhang's study (Zhang, 1998), one regular face-to-face university graduate student needs to spend on average \$30,000-\$40,000 dollars for his/her bachelor's degree in China. One distance student needs to spend on average \$10,000-\$20,000 dollars for the same degree. Following this idea, from 1978-1997, the Chinese government and universities have saved at least \$426,000,000,000 by graduating the 2,130,000 students who attend school at a distance. Therefore, distance education is an effective and efficient way to save money (Zhang, 1997).

Limitations of Distance Education

Most distance education instructions must depend on media to carry out their directions. This has been a challenge to the places where some special equipment cannot be found, such as telephone, television, video, tape, cable connection, satellite dish, and computer network to communicate the instruction between teachers, students, and materials. It is equally difficult to buy some software requirements for such things as e-

mail and Web-based learning. Bates (1984) pointed that distance education requires some special technologies which are so cheap, reliable, and easy to use that it can be found nearly everywhere because without media, distance education becomes inefficient and impossible. For example, in most of the rural places in China, such equipment as video, telephone, or cable connections, is hard to find in the places close to these people. Hence, it is impossible to talk about media.

Another limitation of the distance education is connected to the shortage of the professionals. For example, some types of distance education equipment may require some experts who know how to use them. Most of the time, the distance classrooms have been designed and installed by the expertise, which makes it hard for others who do not know the subject to use the equipment. This problem limits the effective use of the distant education. Therefore, it is essential to develop an expanded set of skills for most teachers and learners so as to achieve the effective use of distance education classrooms. Teaching through technology to students who are not physically located in the same place where the teachers and materials are requires a more different set of skills and competencies than in traditional education settings (Eddy, Burnett, Spaulding & Murphy, 1997; Simonson, et al, 2000). As Barry and Runyan (1995) noted that technology assisted education (TAE) has been in existence for over forty years and this distance learning system needs some technical experience to operate it effectively. Therefore, some distance education equipment needs to be operated by experienced people; otherwise, you cannot see the effective and efficient of the instructional design.

Distant Education In China

Distant education is harder to administer to all the students than regular classroom settings in China. As Zhang (1998) pointed out that it is hard to control distant learners individually in Chinese distance education due to the complicated reasons. One of the main reasons is that teachers do not possess sufficient oral communication skills with distant learners as they do in regular instruction. Another reason is that distant learners are not provided with enough group activities as they are in the regular classroom settings. Distant learners lack physical relationship with teachers and classmates. For instance, in 1997, about nine percent of distant students dropped from Yunnan Radio and Television University. This drop-out rate percentage is much higher than in traditional education (4%). Phillips (1999) said that " It's very easy to sign up for an online class, then get busy and forget to go back and complete it"(cited in Reena, 1999, p.119). This showed the reality of the distant learners because they are not strictly supervised by the teachers as they are in the regular classroom settings because no one marks down their names. In fact, most of the learning in the distant education is self-disciplined and the students have to demonstrate that they have mastered the material by themselves.

Therefore, distance education is harder than regular instruction to administer to students.

Summary

Distance education has a long history and has become more important in recent years. Distance education as an alternative format of instruction is necessary to help meet the diverse needs of the students. It can actually enhance the regular education system. It offers not only schedule flexibility but also space convenience. People can get into distance courses from home, office, and anywhere. More advanced technologies are also

available to students for distance education and the purpose of using technologies is to try to provide learning experiences to all distance learners that are equal face-to-face instruction. Although distance education has its certain limitations, its advantages far outweigh the limitations. Even distance education utilizing limited resources provides so many opportunities to expand education resources to students.

Still, traditional education settings have been the main format that stands in the educational system presently in China. However, with the open-door policy of China, with the advanced technologies, and the recent quickening steps toward modernization, the author of this paper has the vision that distance education will become more and more important in China.

Project

This project design is based on distance education basic principles, Such as preparing equivalent learning experiences, visible observation and feeling. The idea to develop this lesson is to teach Chinese college students Microsoft Word (Office 97) basic skills through distance learning.

In Fall, 1999, a questionnaire was sent to eight Chinese students who were new at a midwest university in USA (see Appendix A). The questions focused on which computer software was more important for them. The Chinese students seemed to lack skills in how to use effective computer software such as Word, Excel, and PowerPoint for their classes. Fifty percent of them indicated their level of skills are poor in using those software. Twenty-five percent of them felt average. Seventeen percent of them felt not at all able to use these computer software programs. Only one person responded that he was comfortable using all of the computer software. This meant that ninety two percent of new Chinese students indicated they could not use Word, Excel, and PowerPoint well. The only one person who could use them well was a computer science major. Another result of the survey was that almost all students wanted to learn Microsoft Word.

In addition, this author has a colleague who is a coordinator of the English department in Yunnan Normal University, Yunnan province, P R China. He indicated that his freshmen majoring in English were poor in using the computer, such as using Microsoft Word to type and print an academic paper. During winter 1999, the same questionnaire was used to question his 15 students. One hundred percent (15) of the students needed to use Microsoft Word to accomplish their academic work. Forty percent (6) of the students felt that they were using Microsoft Word well. Twenty-seven percent

(4) felt average proficiency and thirty three percent (5) of them had a poor level of proficiency or were not using Microsoft Word at all. Fifty-three percent (8) students felt interested in learning Word and seven percent (7) students felt highly interested about Word (see Appendix B). It was decided that students needed to develop basic skills in using Microsoft Word for both Chinese and English papers.

Therefore, a Microsoft Word (Office97) Basic Skills Distance Workshop was designed to teach Chinese students to use the Microsoft Word program. Also, a Web page with all instructions and handouts for them to read or print out was created (see Appendix C). The purpose was to help the students understand how to use Microsoft Word (Office 97) to write and edit a paper and to use this strategy as a foundational technique to build up their computer skills.

Plan

The plan is going to engage one or two people in China to help students develop Microsoft Word (Office 97) basic skills through the Web page, hard copies, e-mail system, mail, and even telephone. These people would serve as assistants on-site while the majority of the instruction will occur online. The assistants will print out the workshop handouts and questionnaires from the Web page, e-mail and send them out to learners before or during the workshop. Learners will be asked to practice the word process activities which will be designed. Moreover, the assistants will use this design to display, question, tutor, and consult those learners during the distance workshop. In the meaning time, the author will be available on-line to solve any problems the students may have.

This project has been developed with the intention of organizing two, two-hour distance workshops to introduce Microsoft Word (Office 97) basic skills to Chinese students majoring in English, showing them the capabilities and possibilities of this program. The instruction has been designed in an interesting and efficient way to motivate students to study computer technology and to improve their computer skills.

Needs Assessment

Conducting a needs assessment is very important for this project. Dick and Carey (1996) pointed out that a needs assessment is a significant key for a project design. To this end, it is important to identify those students who are really poor in using the computer software and which software is really useful or important for them to use. Also, it helps to know what time of day is good for them to learn the software. And it is valuable to know the equipment available to them. Therefore, this data is generated (see Appendix D).

The needs assessment for this project is conducted to determine:

- Do the students need to learn computer software?
- Which software program do the students need to complete their projects/papers for their classes?
- Which software program is most important/useful for them?
- How receptive are English teachers, Director of the English teachers, Educational Technology Coordinators, previous instructors, and The President towards using computer technology in teaching areas?
- How interested and motivated are the students in using computer software?

- How interested are English teachers in using computer software for their English teaching job?
- Whether computers are available and accessible to these students?
- How receptive other teachers are towards using computer software to facilitate and motivate their students using computers?
- How receptive are the director, coordinator, and president towards using computer software in their work areas?
- What time is good for students to take distance classes during the day?
- What time is the best time for students to take distance classes in using computer software during the semester?

(See Appendix E)

Goal and Objectives

The goal of this workshop is to introduce the basic features and processes of Microsoft Word (Office 97) to the students majoring in English in Yunnan Normal University, Yunnan province, P R China, and to enable them to enter, write, edit, correct, save, and print out a Microsoft Word (Office 97) document.

Objectives are written to support the goal. They include:

After the instruction, the learners will be able to:

1. Describe the capabilities and possibilities of Microsoft Word (Office 97) basic skills.
2. Use some computer keyboard function keys, such as open, save, undo and redo, copy and past, spelling check, delete, and print.

3. Know the functions of File, Edit, View, Insert, Format, Tools, Table, and Help.
4. Enter, write, edit, correct, save, and print out a 150-word composition by setting up pages, font, spacing, the left, center, right margins, the head and foot within four hours (two hours each time).
5. Use spelling and grammar checking to check document.
6. Insert the page break and page numbers.
7. Insert table.
8. Use save and save as to save the document.
9. Reopen the document.
10. Print out the document.

Methodology

The methodology for this project is very important. It describes how are you going to teach students and what kind strategies are you going to use. The author will separate the two two-hour workshops into different timing, and uses Gagne's nine events teaching skills as its teaching methodology (Gagne, 1985).

For the first ten minutes, there is an introduction identifying the importance of using Microsoft Word and showing some of its capabilities and possibilities to the students. The next fifteen minutes involves telling the students the goal and objectives of the workshop. The students will be given the pretest. A break is provided. After the break, the students will be separated into five groups of three people each, then they are asked some related questions for stimulating recall. Instruction is provided, displaying how to enter, create, edit, save, save as, print, and return to the document. The instruction

concludes, giving them time for questions. Then, they will send home with homework to do after the workshop.

During the second two-hour block, for the first half hour, the students display their homework while the assistants compare and explain the homework. The students are questioned about which parts are hard, where they need additional instruction, and how long time they need to finish the homework. Specific questions are addressed. Again, students are provided a break. The posttest is given. The remaining time is spent to compare and assess the performances, rewarding students, and providing individual guidance.

An instructional strategy describes the general procedures that are used to elicit particular learning results from learners. This Microsoft Word (Office 97) basic skills distance workshop design is primarily based on Robert Gagne's (1985) nine events of instructional strategy model.

Gagne's events include the following:

I. Gaining attention.

The most important and crucial step to successful instruction is to gain the attention of all the students. Students need to concentrate on what teacher is going to say. Otherwise they will not understand the instruction well, or they may even misunderstand it.

II. Informing the goals and objectives.

This is essential that learners have a clear understanding of what they can expect to obtain from the workshop. Therefore, before the instruction actually starts, the learners

should be shown or explicit explanation of the instructional goal and objectives, so they will be very clear about what is expected of them from the workshop.

III. Stimulating recall of prerequisite learning.

It is important to state what prerequisite skills are necessary to participate in the workshop. Learners must have some basic computer skills such as opening, typing, and making new folders.

IV. Presenting stimulus material.

Microsoft Word (Office 97) is relatively new and interesting to all the learners.

The design of the instruction should explain the functions of the software and show students the function of each tool. Students will be asked to follow a step-by-step model and thus have a real experience for writing a document (See Appendix F).

V. Providing learning guidance.

Dividing the whole class into few small groups with each group composed of 2 or 3 members will make it easier for students to learn. Using a cooperative learning strategy, learners can help each other. When learners are practicing, assistants will circulate in the computer lab to see if anyone needs extra help and to show them individually.

VI. Eliciting performance.

After all learners have understood the whole process, assistants use overhead projection to show three images and ask each group to compose a 150-word story related to the content of the images (See Appendix G). This assignment will take a large part of the workshop time because the learners will need time to discuss the content of the images, to frame their ideas, to enter, to type, to edit, to correct, to save, and to print their stories.

VII. Providing feedback of the performance.

The distance workshop will be followed by the discussion of the group assignments. Assistants should draw attention of learners to something they have done well. Also, it is import to recognize things they might have forgotten. Checking their mistakes and getting feedback will help learners improve their writing skills.

VIII. Assessing performance.

Learners are given both a pretest and a posttest. Before the instruction, assistants test learners' entry behaviors and skills about using Microsoft Word (Office 97). The pretest included opening the software, trying to use Microsoft Word to type some sentences, editing and spell checking, making new folder, saving, and printing. After the workshop presentation, assistants tested them again to identify their progress. The assessment of their overall performance was based on the final assignment. Students' ability to open the program, to create a 150-word story, to correct the document, to save and print out a copy, to retrieve the document was all being assessed. When the posttest was completed, assistants compared students' performance on the two tests with the learners to show them their improvement.

IX. Enhancing retention and transfer.

In order to achieve the effectiveness of learning and high retention of what is learned, there is a need to provide remediation and enrichment activities. For those learners who have not mastered instructional the goal and objectives, assistants will group them together and give them additional guidance. For those learners who have done well on the posttest, they will be given another assignment to practice more.

Media selection

The media selection is important. It fits the learners' needs of the distance workshop and can ensure their success. The media selected was:

1. 15 personal computers (PCs) with Internet, e-mail, and Microsoft Word (Office 97) programs already loaded
2. LCD projection system
3. An overhead projector/transparencies
4. Printer/paper
5. One blackboard and some chalk
6. Printed texts (Handouts)

The PCs with Internet e-mail, and Microsoft Word (Office 97) programs are indispensable in the distance workshop since they are required to present what is to be learned and to provide learners with hands-on practice vital to the mastery of knowledge to be learned. The LCD projection system is also necessary throughout the whole distance workshop for the assistants to display for the learners the steps and to show the skills to be learned. Students are required not only to open the program by moving the mouse, but also to comprehend the meaning of each step and to create a meaningful Word document. The overhead projector/transparencies are used to show the learners the three images, some key points, and the assignments. The printer and paper are indispensable for learners to print their completed papers. The chalk and blackboard are useful for assistants to list the important procedures of entering, writing, editing, saving, correcting, reopening and printing documents, if needed.

Learner Assessment

Learner assessment takes the form of a pretest and a posttest (See Appendix G). The pretest was done before the instruction to test the students' entry-level skills and the posttest was done at the end of instruction to test students' mastery of the knowledge learned. Both tests are similar in content, style, and amount of time to complete. In addition, each learner was asked to demonstrate turning on the computer, opening the Microsoft Word program, creating a new file, typing a title and 150-word document, editing, correcting, saving, retrieving, and printing. All this is done within one hour. The performance was graded based on the final product, using an A B or C grade. The students' ability to create Word products with 92% correctness demonstrated their understanding and competency and thus earned an "A", with those who completed 92%-78% correctness earned a "B", those below got a "C".

Formative Evaluation

The formative evaluation of the project was conducted in two parts (See Appendix H). The first part was the assessment completed by the students. The second was the comments from the subject method experts, the president, the director of English teachers, the educational technology coordinator, the ordinary teachers, and the previous assistants of the distance workshops.

Conclusion

All in all, distance education is a very significant educational format for society. It helps and enhances the traditional education system. Distance education has more than 150 years history and has been improving as a necessary education system in present years. Through media, people can get into distance learning anywhere and anytime. More advanced technologies have been developing for distance education. The purpose of using technology is to provide as much equivalent learning experiences as possible to all distance learners.

Distance education has many advantages which the traditional education format can not reach. Its limitations can be overcome by carefully designing instruction and using advanced technologies. Distance education will become more important in Chinese education systems. More people will understand and choose distance learning as their learning channel to get their degrees, certificates of continued training, or even vocational or special skills. The educational system needs to be flexible to insure that education is available for all learners. It is wise for educators to maximize the potential of distance education in instruction.

This project is an attempt to see how effective and efficient distance education is. Author did the distance education literature preview, reviewed the history of distance education, and defended the terminology and the concepts of distance education. Furthermore, the advantages and limitations of distance education were compared. Based on the principles of distance education, the author created a distance workshop lesson plan to teach Chinese college students the Microsoft Word (Office 97) basic skills. This instruction included a survey result, strategic lesson plan, and additional needs analysis.

The author presented the goal and objects to Chinese students. He used Gagne's teaching events as his methodology, selected some necessary media for this workshop. Finally, he designed a learners and lesson's evaluation to assess his workshop which is useful for future progress.

This workshop will be tested by the Chinese college students in future. Eventually, it will be more mature and complete.

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Yunnan Radio and Television University.

Appendix A

To: The new Chinese students at Midwest University of USA.

Please answer the following questions with the best of your knowledge. Your time and effort will be highly appreciated. Thank you! (Please mark them with "x" if needed)

1. Which software program do you need to complete your projects/papers in classes?

(8) Microsoft Word, (3) Microsoft Excel, (7) Microsoft PowerPoint, Microsoft Photo Edit, Adobe PhotoShop, Adobe PageMaker, FileMaker, Other _____.

2. Select the **one** software program that is most important/useful to you?

(8) Microsoft Word, (4) Microsoft Excel, (8) Microsoft PowerPoint, Microsoft Photo Edit, (3) Adobe PhotoShop, Adobe PageMaker, FileMaker, Other _____.

3. Generally speaking, what is your using computer software skill level?

8% Very Well, 25% Average, 50% Poor, 17% Not at all.

4 Please Rank the following software programs by how interested you are in learning about them (1-7, 7=highest interested level, and 1=lowest interested level).

	1	2	3	4	5	6	7
Microsoft Word		1		1			6
Microsoft Excel		3	1		1		3
Microsoft PowerPoint			1				7
Microsoft Photo Edit	6	1	1				
Adobe PhotoShop	6	1					3
Adobe PageMaker	7			1			
FileMaker	6	1	1				
Other							1

Appendix B

To: The new student at Yunnan Normal University.

Please answer the following questions with the best of your knowledge. Your time and effort will be highly appreciated. Thank you! (Please mark them with "x" if needed)

1. Which software program do you need to complete your projects/papers in classes?

(15) Microsoft Word, (10) Microsoft Excel, Microsoft PowerPoint, Microsoft

Photo Edit, Adobe PhotoShop, Adobe PageMaker, FileMaker,

Other _____.

2. Select the **one** software program that is most important/useful to you?

(15) Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft

Photo Edit, Adobe PhotoShop Adobe PageMaker, FileMaker,

Other _____.

3. You know how to use each of the software

	Well	Average	Poorly	Not at all
Microsoft Word	6	4	3	2
Microsoft Excel	1	3	3	8
Microsoft PowerPoint				15
Microsoft Photo Edit				15
Adobe PhotoShop				15
Adobe PageMaker				15
FileMaker				15
Other				

4. Please Rank the following software programs by how interested you are in learning about them (1-7, 7=highest interested level, and 1=lowest interested level).

	1	2	3	4	5	6	7
Microsoft Word				8	4	1	2
Microsoft Excel			4	2	1		
Microsoft PowerPoint							
Microsoft Photo Edit							
Adobe PhotoShop							
Adobe PageMaker							

FileMaker							
Other							

5. When is the best time for you to take a class?

 15 Morning(8-11a) Afternoon(1-4p) Evening(6-9p).

6. When is the best time for you to take classes in using software?

 15 Start of semester Middle of semester end of semester.

Appendix C

Microsoft Work (Office 97) Basic Skills Web page

Microsoft Word (Office 97)

Basic Skills Workshop

Dear friends, this Web page is a workshop guideline that leads you to learn and to teach the Microsoft Word (Office 97) basic skills. I set the lesson title, time,, course overview, goals, objectives, media selection, learners evaluation, and my telephone number, e-mail, address, etc. into the Syllabus. Putting the lesson plan, teaching strategies, and working processes into the Processes. Setting the workshop schedule into the Schedule. Setting the three images, pretest, and posttest into the Tests. Setting the related books, articles, Internet resources, and some hot links into the Links. Putting the workshop evaluation questionnaire and computer software questionnaire into the Questionnaires. I hope that you will enjoy this page and come back again. Thank you very much!

- Syllabus
- Processes
- Schedule
- Tests
- Links
- Questionnaires

If you have any question, please e-mail me at:

wur6320@uni.edu



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Syllabus

- **Title:** Microsoft Word (Office 97) Basic Skills Workshop
- **Time:** Two, two-hour
- **Where:** Computer Lab
- **Grade Level:** Freshmen
- **Instructor:** David Rui Wu
- **Phone:** 1-319-266-4071
- **Fax:** 1-319-266-1002
- **E-mail:** wur6320@uni.edu
- **Address:** 2422 College St. Cedar Falls, Iowa.
- **Web address:** <http://www.uni.edu/~wu15>

Click home to go back to main page

Course	Goals	Objectives	Media	Evaluation		
Home	Syllabus	Schedule	Links	Processes	Test	Forms

(For teachers and students)

Course overview

The information explosion of the twentieth century has produced a demand for well-planned information resources. Recent developments in computer technology have made it possible to quickly create professional-quality documents. This lesson is designed for English major freshmen in Yunnan Institute of Economics College, Yunnan province, P. R. China to acquire the skills to produce and edit documents and print out a professional paper.

Goals

The purpose of this workshop is to introduce the basic features and processes of a computer software program to the freshmen

and to enable them to enter, write, edit, insert, correct, save, and print out a Microsoft Word document. Therefore, the freshmen can use those strategies as a foundational techniques to build their computer skills.

Objectives

- Describe the capabilities and possibilities of Microsoft Word basic skills.
- Use some computer keyboard function keys.
- Identify the functions of the Word menu such as File, Edit, View, Insert, Format, Tools, Table, Window, and Help.
- Enter, write, edit, save, and print out a 150-word composition through setting up page, font, style, spacing, the left, right margins, the head, foot within four hours.
- Can use Spelling and Grammar checking to check document.
- Insert the page break and table.
- Be able to save and save as to save the document.
- Retrieve the document.
- Print out the document.

Media Selection

- 15 IBM computers with Internet, E-mail, and Microsoft Word (Office 97) programs.
- LCD Projection system.
- An Overhead projector/transparencies.
- Printer/paper.
- One blackboard and some chawks.
- Printed texts (Handouts).

Evaluation of student performance

- Class attendance, participation, and preparation.
- Pretest and posttest comparison.
- Evidence of completion of performances.

Grading Scale	Percentage of correctness
A	100-95
A-	94-90
B+	89-85
B	84-80
B-	79-75
C+	74-70
C	69-65
C-	64-60

[Course](#) [Goals](#) [Objectives](#) [Media](#) [Evaluation](#)

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Processes

Microsoft Word (Office 97) basic skills workshop process includes a lesson plan and a working procedure. The lesson plan includes a time separation and teaching strategies. The working procedure includes opening a word file, creating a new file, Editing a document, inserting a table, saving and saving as the document, printing out the document, and retrieving the document.

[Click home](#) to go back to main page

Lesson Plan

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[Plan](#) [Strategy](#) [Open](#) [Create](#) [Edit](#) [Insert](#) [Save](#) [Print](#) [Retrieve](#)

Time Separation (For teachers)

First two hours:

- 1-10 minutes, telling the importance of the Word and showing some capabilities and possibilities to the freshmen.
- 11-15 minutes, telling the freshmen the goals and objectives.
- 16-55 minutes, giving them the pretest.
- 56-65 minutes, the break time.
- 66-75 minutes, separating the freshmen into five groups (each group is three people), then asking some related questions for stimulating recall.
- 76-110 minutes, displaying how to enter, create, edit, save, save as, print and return the document.
- 111-120 minutes, giving them a question time then send out a homework to ask them to do it after workshop.

When one teacher is displaying, another teacher will walk around to see if anybody needs special help.

Second two hours:

- 1-35 minutes, letting the freshmen display their homework while the assistants will compare and explain the performances.
- 36-55 minutes, asking question about which is hard part, where needs to pay mare attentions, and how long time they need to finish the homework, etc., then answering some specific questions.
- 56-65 minutes, the break time.
- 66-95 minutes, the posttest.
- 96-110 minutes, displaying, comparing and assessing the performances.
- 111-115 minutes, rewarding students and individual guidance.
- 116-120 minutes, summarizing the workshop.

Teaching Strategies (For teachers)

This instruction is going to be accomplished by Robert Gagne's nine events of instructional strategy model (Gagen, 1985).

- Gaining students' attention.

The most important and crucial step to a successful instruction is to gain the attention of all the students. Students need to concentrate to what teacher is going to say. Otherwise they will not understand the instruction well, or even misunderstand it.

- Informing the students of the goals and objectives.

This is essential that the teachers display the goals and objectives at the beginning of instruction, so that learners have a clear understanding and clue of the information and knowledge

they can expect to obtain from the workshop. Therefore, before the instruction actually starts, the teachers should provide explicit explanation of the instructional goals and objectives of setting this workshop, so that learners will be very clear about what to expect from this workshop and what is expected of them from the workshop.

- Stimulating recall of prerequisite learning.

It is important to state that learners have prerequisite skills necessary to participate in the workshop. The learners need some basic computer skills but not necessarily a good computer person.

- Presenting stimulus material.

The teachers should explain the functions of the new technology and show students the function of each tool on the screen. When it explains step by step, students should follow and thus have real experience of making a document.

- Providing learning guidance.

Dividing the whole class into few small groups. Each group is composed of two or three members. Using cooperative learning strategy to let learners help each other. When learners are practicing, the teachers will circulate in the lab to see if anyone or group needs extra or special help and show them individually as facilitators and guides.

- Eliciting performance.

After all learners have understood the whole process, the teachers will use a overhead projector to show 3 images what this Web page has designed for the workshop and ask each person to compose a 150-word story according to the content of the images, then give out a brief seminar. This assignment will take a large part of the workshop time because the learners will need time to discuss the content of the images, to frame, to enter, to type, to edit, to correct, to save or save as and to print it out.

- Providing feedback about the performance.

The workshop will be followed by the discussion of the assignments that each person has accomplished. As this procedure goes on, the teachers should draw the attention of all the learners to something they have done well. Also, something they might have forgotten. Checking their mistakes to get feedback on how the learners think about using word to improve their computer skills.

- Assessing performance.

Designing two tests for learners. They are pretest and posttest. At the first time instruction, the teachers will test learners' entry behaviors and skills about using Microsoft Word (Office 97) basic skills. This is called pretest. It includes opening computer, trying to type 150-words about one of the three images, edit and spelling check it, make new fold, save or save as, correct, and print it out in forty minutes. After the second time workshop presentation, the teachers are going to test them again to see what are their progress. This is named posttest. The learners can compare what level they actually are now. The assessment of the performance will be based on comparing the final and the first performance which they will turn in. Their ability to enter the program, to create a 150-word story, to correct the document, to save and print out a copy, to retrieve the document with half-hour will be concerned. When the posttest is done, the teachers will compare their performance in the two tests along with the learners and show them the improvement.

- Enhancing retention and transfer.

In order to achieve the effectiveness of learning and high retention of what is learned. The teachers will provide remediation and enrichment activities. For those learners who have not mastered instructional goals and objectives, the teachers will group them together and give them individual guidance. For those learners who have done well on the posttest, they will be given another assignment to practice more, such as to create a new document in their actual text, to describe another picture, etc.

Working Processes

(For teachers and students)

Open the Word

- Turn on the computer.
- Choose 'Microsoft office' from the Start and click it.
- Find the Word and click it.

This is ready to create a file

Create a new file

- Drive mouse to choose 'New' from the File.
- Click 'New'.
- Click 'OK'.

This is ready to edit a document.

Edit a document

- Choose 'Page Setup' under the File.
- Choose 'Margins' and click 'OK'.
- Choose 'Font' under Format then click it.
- Choose 'Font/Size' style then click 'OK'.
- Click 'Paragraph' under Format and click it.
- Choose 'Spacing' then click 'OK'.
- Type some sentences.
- Delete wrong things (using the delete function or backspace key).
- Click 'Spelling' under Tools.
- Click 'Start'.

- Click 'Change' if it is wrong.
- Click 'Ignore' if it is right.
- Click 'OK' when it is finished.

This is ready to insert a table the document.

Insert a table

- Chose 'Table' from 'Insert' then click it.
- Choose 'Rows' and 'Columns' then click 'OK'.
- Highlight the table and click 'Delete' if you want to delete it.

This is ready to save the document.

Save the document

- Choose 'Save' or 'Save as' under the File then click it.
- Select 'A' if you want to save the document into the drive A.
- Select 'C' if you want to save the document into the drive C.
- Name the document and click 'OK'.

This is ready to print out the document.

Print out the document

- Choose 'Print Preview' from File then click it.
- Click 'Close' to close the preview.
- Choose 'Print' under 'File' and click it.
- Select 'Copy Page' numbers.
- Click 'Print' to print out the document.

This is ready to retrieve the document.

Retrieve the document

- Choose 'Close' under 'File'.

- Decide if saving change or not.
- Click 'No' to return to the document.

You have finished your Word document!

Plan	Strategy	Open	Create	Edit	Insert	Save	Print	Retrieve
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If you have any question, please e-mail me at:

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Schedule

This schedule page is for the four-hour workshop. It is separated into two lessons and each lesson is two-hour (For teachers and students).

Time	Activities	Objectives
First two hours	<ul style="list-style-type: none"> • Introduction 	<ul style="list-style-type: none"> • Gain attention
	<ul style="list-style-type: none"> • Pretest 	<ul style="list-style-type: none"> • Display goal and objectives
	<ul style="list-style-type: none"> • Displaying 	<ul style="list-style-type: none"> • Display information
	<ul style="list-style-type: none"> • Participation 	<ul style="list-style-type: none"> • Practicing
Second two hours	<ul style="list-style-type: none"> • Reflection 	<ul style="list-style-type: none"> • Recalling
	<ul style="list-style-type: none"> • Participation 	<ul style="list-style-type: none"> • Practicing
	<ul style="list-style-type: none"> • Posttest 	<ul style="list-style-type: none"> • Assessing,
	<ul style="list-style-type: none"> • Remediation 	<ul style="list-style-type: none"> • correcting, • enhancing

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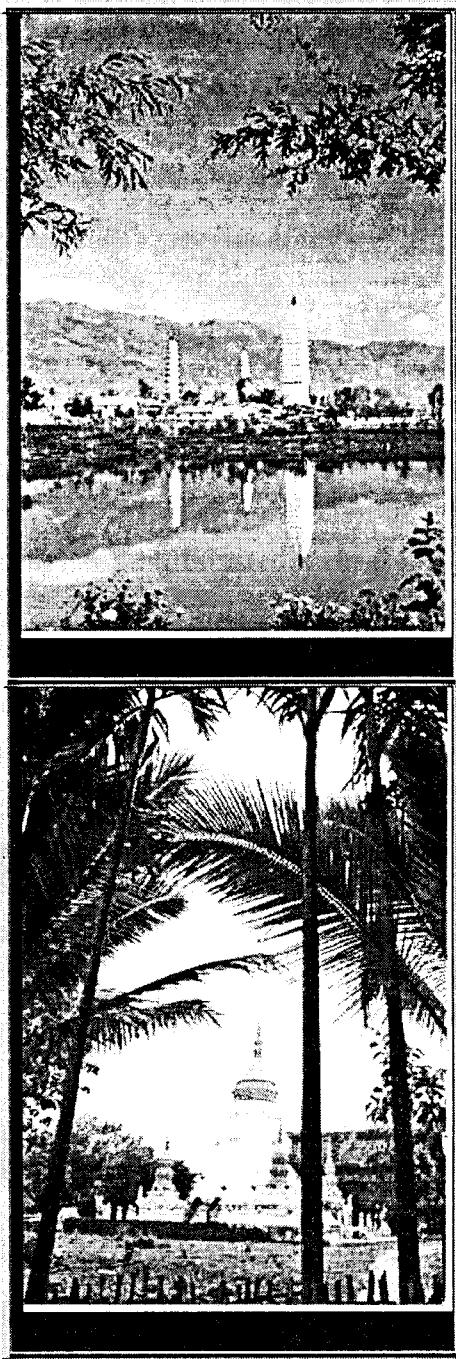
<http://www.uni.edu/~wu15>

Test

This page is set for the Pretest, Posttest, and three images. Please describe one of the following three images in 150 words and consider by what you see and what you know. (For teachers and students).

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Pretest

Try to use one of these three images to write a 150-word document. Be sure that you can 1. open a new file, 2. set up a page, 3. set up the margins, 4. set up the font, size, and space, 5, use the spelling, grammar check, 6, insert a table (include rows and

columns), 7, print it out, and retrieve the document in 40 minutes.

Posttest

Use one of these three images to write a 150-word document. Be sure that you can 1. open a new file, 2. set up a page, 3. set up the margins, 4. set up the font, size, and space, 5. use the spelling, grammar check, 6, insert a table (include rows and columns), 7, print it out, and retrieve the document in 30 minutes.

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Links

The links' page includes the resources that relate to this workshop, and some information you may need. (For teachers and students).

(If you need to view Chinese programs, Download the software [here](#).)

[Books](#) [Internet](#) [eric](#) [Hotlinks](#)

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Related Resources

Books, Articles

- Dick, W & Cary, L (1996). The systematic and school learning. Fourth edition. Harper Collins College Publishers.
- Bloom, B. (1976). Human characteristics and school learning. New York: McGraw-Hill.
- Gagne, R. (1985). Conditions of learning. New York: Holt Rinehart and Winston.
- Thomas, R. (1991) ClassWork: Microsoft Works for the Classroom. International Society for Technology in Education.
- Dyrli, E. E., & Kinnaman, D. E. (1995). Moving ahead educationally with multimedia. *Technology and Learning*, 15(7), 46-51.
- Simonson, M., Smaldino, S., Albright, M. and Zvacek, S. (1999). Distance education. Columbus, OH: Merrill/Prentice Hall Publishers.
- Strategic Planning for Distance Education. <http://www.wested.org/tie/dlrn/plan.html>. WestEd (Sep 27,1999).

Internet information

- <http://www.yahoo.com>
- <http://www.lycos.com>
- <http://www.excite.com>

The ERIC searching

- http://www.ed.gov/databases/eric_digests/index
- <http://www.library.uni.edu>
- <http://www.ericir.syr.edu>
- <http://www.thegateway.org>
- <http://web.lexis-nexis.com>
- <http://www.wested.org>
- <http://www.microsoft.com/education/tutorial/classroom/ok/default.asp>

Hot Links

HOT LINKS

Personal Information	University of Northern Iowa
	Wesley Foundation
	Ruth, Ling-xin Yan
	Zhong-xiang Xai
	Sharon Smaldino
	Leigh Zeitz

	<u>Lisa Hansen</u>
	<u>Microsoft Word</u>
	<u>Virus Scan</u>
News	<u>CNN</u>
	<u>Sinna</u>
	<u>NewsNet</u>
	<u>Feng Hua Yuan</u>
	<u>HXEZ</u>
	<u>Hua Sheng Bao</u>
	<u>People's daily News</u>
	<u>Chinese Army</u>

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Questionnaires

The questionnaires' page includes the Microsoft Word (Office 97) Basic Skills Workshop Evaluation form and the Computer software Question form. (For teachers, leads, and students).

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Microsoft Word (Office 97) Basic Skills Workshop Evaluation

To: The learners of the Microsoft Word (Office 97) Basic Skills Workshop

Please answer the following questions carefully.
Your cooperation will be highly appreciated. Thank you very much! (Please marking with "x" if needed)

1. What do you feel about this workshop instruction?
_____ Interesting _____ OK _____ Dull
2. What do you feel of the Internet design?
_____ Interesting _____ OK _____ Dull
3. Do you understand what you were expected to learn?
_____ Yes _____ Not sure _____ No
4. Are the goals and objectives appropriate?
_____ Yes _____ No
5. Are the handouts directly related to the objectives?
_____ Yes _____ No
6. Do the hands-on experience sufficient?

_____ Yes _____ No

7. Do you think that you have improved your new computer skills?

_____ Yes _____ No

8. What do you like most during this workshop?

_____.

9. What do you like least?

_____.

10. How would you change the instruction if you can?

_____.

11. Do the tests measure your ability?

_____ Yes _____ Not sure _____ No

12. Do you have any questions with any part of the instruction? If yes, which part?

_____ Yes _____ No Which part? _____.

13. Is this workshop difficult?

_____ Yes _____ So so _____ No

14. Do the instruction provide helpful feedback?

_____ Yes _____ No

15. Is the assignment appropriate?

_____ Yes _____ No

16. Any other comments?

_____.

To: The new Chinese student at University of Northern Iowa.

Please answer the following questions to the best of your knowledge. Your time and effort will be highly appreciated. Thank you! (Please mark it with "x" if needed)

1. Which software program do you need to complete your projects/papers in classes?

Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Photo Edit, Adobe PhotoShop, Adobe PageMaker, FileMaker, Other _____.

2. Select the **one** software program that is most important/useful to you?

Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Photo Edit, Adobe PhotoShop, Adobe PageMaker, FileMaker, Other _____.

3. You know how to use each of the software

	Well	Average	Poorly	Not at all
Microsoft Word				
Microsoft Excel				
Microsoft PowerPoint				
Microsoft Photo Edit				
Adobe PhotoShop				
Adobe PageMaker				
FileMaker				
Other				

4. Please Rank the following software programs by how interested you are in learning about them (1-7, 7=highest interested level, and 1=lowest interested level).

	1	2	3	4	5	6	7
Microsoft Word							
Microsoft Excel							
Microsoft PowerPoint							
Microsoft Photo Edit							
Adobe PhotoShop							
Adobe PageMaker							
FileMaker							
Other							

5. When is the best time for you to take a class?

_____ Morning(8-11a) _____ Afternoon(1-4p)
 _____ Evening(6-9p).

6. When is the best time for you to take classes in using software?

_____ Start of semester _____ Middle of semester
 _____ end of semester.

Name: _____ **Major:** _____ **Phone:**

E-mail: _____ **Address:**

Evaluation**Questions****Home****Syllabus****Schedule****Links****Processes****Test****Forms**

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Appendix D

The questionnaires for students, instructors, teachers, and Leaders at Yunnan**Normal University** (use it before workshop).

Please answer the following questions with the best of your knowledge. Your time and effort will be highly appreciated. Thank you! (Please mark them with "x" if needed)

1. Which software program do you need to complete your projects/papers in classes?

- Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Photo Edit, Adobe PhotoShop, Adobe PageMaker, FileMaker, Other _____.

2. Select the **one** software program that is most important/useful to you?

- Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Photo Edit, Adobe PhotoShop, Adobe PageMaker, FileMaker, Other _____.

3. You know how to use each of the software

	Well	Average	Poorly	Not at all
Microsoft Word				
Microsoft Excel				
Microsoft PowerPoint				
Microsoft Photo Edit				
Adobe PhotoShop				
Adobe PageMaker				
FileMaker				
Other				

4. Please Rank the following software programs by how interested you are in learning about them (1-7, 7=highest interested level, and 1=lowest interested level).

	1	2	3	4	5	6	7
Microsoft Word							
Microsoft Excel							

Microsoft PowerPoint							
Microsoft Photo Edit							
Adobe PhotoShop							
Adobe PageMaker							
FileMaker							
Other							

5. When is the best time for you to take a class?

_____ Morning(8-11a) _____ Afternoon(1-4p) _____ Evening(6-9p).

6. When is the best time for you to take classes in using software?

_____ Start of semester _____ Middle of semester _____ end of semester.

Name:

Major:

Phone:

E-mail:

Address:

Appendix E

Needs Analysis

To: The President of Yunnan Normal University (use it before workshop)

The Educational Technology Coordinator

The Director of English Teachers

The Subject Method Experts

Please answer the following questions to the best of your knowledge. Your time and effort will be highly appreciated. Thank you! (Please mark with "x")

1. How often are computer workshops held for teachers in your school?

_____ Once a semester _____ Twice a semester

_____ Every month _____ Few

2. Are the workshops compulsory teachers?

_____ Yes _____ No

3. How do you rate the responses of teachers to this workshop?

_____ Very good _____ Good _____ Average _____ Poor

4. How do you rate the attitudes of the teachers toward learning the computers?

_____ Vary good _____ Good _____ So so _____ Poor

5. What is the average number of participants in each session?

_____ Over 20 _____ 20-15 _____ 15-10 _____ Under10

6. How many of the participants in each session are English teachers?

_____ Over 20 _____ 20-15 _____ 15-10 _____ Under10

7. How do you rate the interest and attention of the participants in each session?

_____ Vary good _____ Good _____ So so _____ Poor

8. Is the computer lab accessible to all teachers and students?

_____ Yes _____ No

9. Do you have the following equipment in the lab?

- Large screen TV along with Projector ()
- Video player ()
- CD-ROM ()
- Laser printer ()
- Overhead projector ()
- Blackboard ()
- Others _____.

10. How many computers installed with Word does the lab have?

_____.

To: The Previous Computer Workshop Instructors in Yunnan Normal University (use it after workshop)

Please answer the following questions to the best of your knowledge. Your cooperation will be highly appreciated. Thank you! (Please mark with "x")

1. What kind software have you used in your workshop?

_____.

2. Are the workshops compulsory for all the teachers?

_____ Yes _____ No

3. How do you rate the response of the learners to the computer workshop?

_____ Very good _____ Good _____ Average

4. Do you think that computer can motivate learners learning?

_____ Yes _____ Ok _____ No

5. Do you think that the computer software available can easily be integrated into the English teaching in your school?

_____ Yes _____ No

6. How do you rate the attitudes of the learners towards computers applied in course learning?

_____ Very good _____ Good _____ So so

To: Ordinary Teachers in Yunnan Normal University

Please answer the following questions to the best of your knowledge. Your cooperation and effort will be highly appreciated. Thank you! (Please mark with "x")

1. Do you think that computers will play an important role in education?

_____ Yes _____ So so _____ No

2. Do you think that computer skills such as Word are basic skill in teaching areas?

_____ Yes _____ No

3. What do you like to use in your teaching areas?

_____ Traditional equipment _____ Modern equipment

4. Do you like to use computers?

_____ Yes _____ So so _____ No

5. Are computers available in your classroom?

_____ Yes _____ No

6. Are you familiar with of the software available nowadays?

_____ Yes _____ No

7. Do you think that the PowerPoint available can easily be integrated into the English teaching in your school?

_____ Yes _____ No _____ Don't know

8. If computers are to be integrated into the teaching curriculum, do you think its use will improve learners' learning, teaching, in particular, and instructors' class presentation?

_____ Yes _____ No _____ Don't know

To: The English teachers in Yunnan Normal University

Please answer the following questions to the best of your knowledge. Your cooperation and effort will be highly appreciated. Thank you! (Please mark with "x")

1. Have you ever taken computer courses in your school?

_____ Yes _____ No

2. Do you think that computers are interesting and stimulating?

_____ Yes _____ No

3. Do you have access to computers in school?

_____ Yes _____ No

4. What do you usually use computers for?

_____.

5. Do you think that PowerPoint is a good skill in teaching areas?

_____ Yes _____ Not sure _____ No

6. Do you think that computers can motivate your learning and teaching?

_____ Yes _____ Not sure _____ No

7. How do you think about using computers in your composition class?

_____ Very good _____ Good _____ So so

To: Students in Yunnan Normal University (use it before workshop)

Please answer the following questions to the best of your knowledge. Your cooperation and effort will be highly appreciated. Thank you! (Please mark with "x")

1. Do you think that computers will motivate you and teachers learning?

_____ Yes _____ No

2. Do you have computers at home?

_____ Yes _____ No

3. If Yes to question 2, what kind software do you usually use?

_____.

4. If No to question 2, have you ever considered buying one in the future?

_____ Yes _____ No _____ Not sure

5. Do you think computers will play an important role in education?

_____ Yes _____ No

6. How do you think of employing computers in composition class for your learning?

_____ Very good _____ Good _____ So so

Appendix F

Teaching process

1. Open Microsoft Word

- Turn on the computer.
- Choose 'Microsoft office' from the Start and click it.
- Find the Word and click it.

2. Create a new File

- Move the mouse to choose 'New' from File.
- Click 'New'.
- Click 'OK'.

3. Edit a document

- Choose 'Page Setup' under the File.
- Choose 'Margins' and click 'OK'.
- Choose 'Font' under Format then click it.
- Choose 'Font/Size' style then click 'OK'.
- Click 'Paragraph' under Format and click it.
- Choose 'Double Spacing' then click 'OK'.
- Type some sentences.
- Delete wrong things (using the delete function or backspace key).
- Click 'Spelling and Grammar...' under Tools and click it.
- Click 'Change' if something is wrong.
- Click 'Ignore' if it is right.
- Click 'OK' when it is finished.

4. Insert a table

- Chose 'Table' from 'Insert' then click it.
- Choose the number of 'Rows' and 'Columns' then click 'OK'.
- Highlight the table and click 'Delete' if you want to delete it.

5. Save or save as the document

- Choose 'Save' or 'Save as' under File then click it.
- Select 'A' if you want to save the document into the drive A.
- Select 'C' if you want to save the document into the drive C.
- Name the document and click 'OK'.

7. Print out the document

- Choose 'Print Preview' from File then click it.
- Click 'Close' to close the preview.
- Choose 'Print' under 'File' and click it.
- Select 'Copy Page' numbers.
- Click 'Print' to print out the document.

8. Close the document

- Choose 'Close' under 'File'.
- Decide if saving change or not.
- Click 'Yes' to close the document.

9. Retrieve the document

- Choose 'Open' under the 'File'.
- Select 'A' if the document is in the A drive or 'C' if on the C drive.

- Highlight the document and click Open.

Appendix G

Pretest and Posttest

1. Pretest

Please try to use one of these three images to write a 150-word document consider by what you see and what you know. Be sure that you can 1. open a new file, 2. set up a page, 3. set up the margins (1" x 1.25"), 4. set up the font, size (12), and double spaces, 5, use the spelling and grammar check, 6, insert a table (include rows and columns), 7, save or save as and print it out, and 8, retrieve the document in 40 minutes.



2. Posttest

Please try to use one of these three images to write a 150-word document consider by what you see and what you know. Be sure that you can 1. open a new file, 2. set up a page, 3. set up the margins (1" x 1.25"), 4. set up the font (Times New Roman), size (12), and double spaces, 5, use the spelling and grammar check, 6, insert a table (include rows and columns), 7, save or save as and print it out, and 8, retrieve the document in 30 minutes.

Appendix H
**Microsoft Word (Office 97) Basic Skills
Workshop Evaluation**

To: The learners of the Microsoft Word (Office 97) basic skills Workshop (use it after work shop)

Please answer the following questions carefully. Your cooperation will be highly appreciated. Thank you very much! (Please mark with "x" if needed)

1. What do you feel about this workshop instruction?

_____ Interesting _____ OK _____ Dull

2. What do you feel of the Internet design?

_____ Interesting _____ OK _____ Dull

3. Do you understand what you were expected to learn?

_____ Yes _____ Not sure _____ No

4. Are the goals and objectives appropriate?

_____ Yes _____ No

5. Are the handouts directly related to the objectives?

_____ Yes _____ No

6. Do the hands-on experience sufficient?

_____ Yes _____ No

7. Do you think that you have improved your new computer skills?

_____ Yes _____ No

8. What do you like most during this workshop?

_____.

9. What do you like least?

_____.

10. How would you change the instruction if you can?

11. Do the tests measure your ability?

_____ Yes _____ Not sure _____ No

12. Do you have any questions with any part of the instruction? If yes, which part?

_____ Yes _____ No Which part? _____.

13. Is this workshop difficult?

_____ Yes _____ So so _____ No

14. Do the instruction provide helpful feedback?

_____ Yes _____ No

15. Is the assignment appropriate?

_____ Yes _____ No

16. Any other comments?
