Purpose and Topic Overview

Purpose

The purpose of this training is to help participants become familiar with basic computer skills, including hardware, software, and word processing applications. The training is designed to be delivered in conjunction with the other 4 tracks of the PROFITT curriculum, but it can also stand alone as needed.

This track contains six modules with supporting activities, which is enough content for approximately 60 hours of instruction. Most modules have been designed to be delivered face to face with accompanying handouts and PowerPoint slides. Some other multimedia components such as short videos have been included where appropriate. As the instructor, you may opt to deliver the instruction in a variety of ways as you see fit, taking into account the needs and assessments of the participants. Please also note that these modules often compliment the other aspects of the PROFITT curriculum, where applicable.

Given the incredibly large number of topics related to computer literacy, this curriculum is intended to serve as a reasonably thorough introduction to each topic, as entire courses at high schools and colleges often focus on only one of the subjects presented herein. Of course, instructors can choose to introduce content as they see fit in their particular learning environment, and should use discretion in creating and organizing their lesson plans. However, it is recommended that instructors allow students a great deal of time to become more familiar with each topic, particularly the software applications. It is also recommended that instructors supplement this curriculum with the latest instructional books/manuals on each topic, and check websites such as www.microsoft.com to obtain more thorough information. There are also a great number of free resources available online where one can learn more “tips and tricks” regarding various uses of different types of software.

Preparing to Teach the Course

It is suggested that you read through all of the materials in this manual and preview all paper and multimedia supplemental materials and links to support sites prior to delivering the instruction. It would also be helpful for you to consider the audience for this course in determining the pace and level of interaction appropriate.
**Topic Goals**

**Module 1 – Hardware Concepts**

In this module, students will explore hardware features in computers, examine the various components of the computer and explain their function, and learn to set up a computer.

**Module 2 – Software Concepts**

This module will help students know the fundamentals of operating systems.

**Module 3 – Introduction to Microsoft Word 2010**

By the end of this module, students will plan, create, and modify several documents using word processing features learned in this unit.

**Module 4 – Introduction to Microsoft PowerPoint 2010**

This module will help students will plan, create, and modify several documents using word processing features learned in this unit.

**Module 5 – Introduction to Microsoft Excel 2010**

In this module, transcribers-in-training will identify spreadsheet terms, create and manipulate worksheets and workbooks, enter formulas and functions into a worksheet, format cells within worksheets, and apply page setup features to enhance a worksheet.

**Module 6 – Introduction to the Internet, Intranet, and E-mail**

Students will understand basic terminology and uses of the internet, intranet, and email. Students will also learn techniques to aid in searching for employment on the internet.

**Objectives**

**Module 1 – Hardware Concepts**

BCS 1.1: Describe the major hardware components of a computer.

BCS 1.2: Compare and contrast computer features.

BCS 1.3: Set up a computer.

BCS 1.4: Identify basic rules for proper operation of a computer.
BCS 1.5: Apply basic troubleshooting steps for solving common problems.

**Module 2 – Software Concepts**

BCS 2.1: Identify the fundamental principles of operating systems.

BCS 2.2: Understand the basic functions of Windows 7 operating system.

**Module 3 – Introduction to Microsoft Word 2010**

BCS 3.1: Understand the features of Microsoft Office 2010.

BCS 3.2: Use a template to create a business cover letter and a resume.

BCS 3.3: Use the mail merge feature in Microsoft Word 2010 to create mailing labels.

**Module 4 – Introduction to Microsoft PowerPoint 2010**

BCS 4.1: Use the presentation software to create, design, and present.

**Module 5 – Introduction to Microsoft Excel 2010**

BCS 5.1: Identify components of the spreadsheet window using industry terminology and efficiently navigate throughout the worksheets and workbook.

BCS 5.2: Apply editing and enhancement features to cell contents, e.g. edit, fill, rotate, move, merge, size, number formats, styles, borders, and colors.

BCS 5.3: Differentiate among and enter text, numbers, formulas, and functions.

BCS 5.4: Create, insert, modify, and position appropriate graphics.

**Module 6 – Introduction to the Internet, Intranet, and E-mail**

BCS 6.1: Identify basic terminology for the internet, intranet, and e-mail.

BCS 6.2: Use popular search engines to look for employment opportunities online.
Instructional Strategies

The components of this training have been organized according to Dick, Carey, and Carey’s five major learning components (Dick, et.al. 2005) in order to provide you with a systematic, easy to follow approach to instruction. Each component is preceded with an icon for ease of use, as shown below. These components are:

- **PREINSTRUCTIONAL ACTIVITIES**

  These activities are designed to grab and maintain the learners’ attention throughout the training, informing them of what they will learn, and assessing their prior knowledge before proceeding with the training.

- **CONTENT PRESENTATION AND LEARNER PARTICIPATION**

  These components inform the learners of what the current module is about. They also allow for guided and independent practice of concepts presented in the module, as well as opportunities for feedback from the instructor and fellow course mates. These two components are repeated for each instructional objective within a given module.

- **ASSESSMENT**

  This component will provide entry behavior tests/activities, as well as pre and post-tests (if provided by SMEs in original materials) for use throughout the course. As the instructor, you can use discretion in determining the need for various assessments based on the content, lesson length, flow of instruction, etc.

- **FOLLOW-THROUGH ACTIVITIES**

  Throughout this manual, you will see references to job aids and other materials located at the end of this module. These items are designed to help students retain and transfer the information they will receive in the training sessions to the classroom.