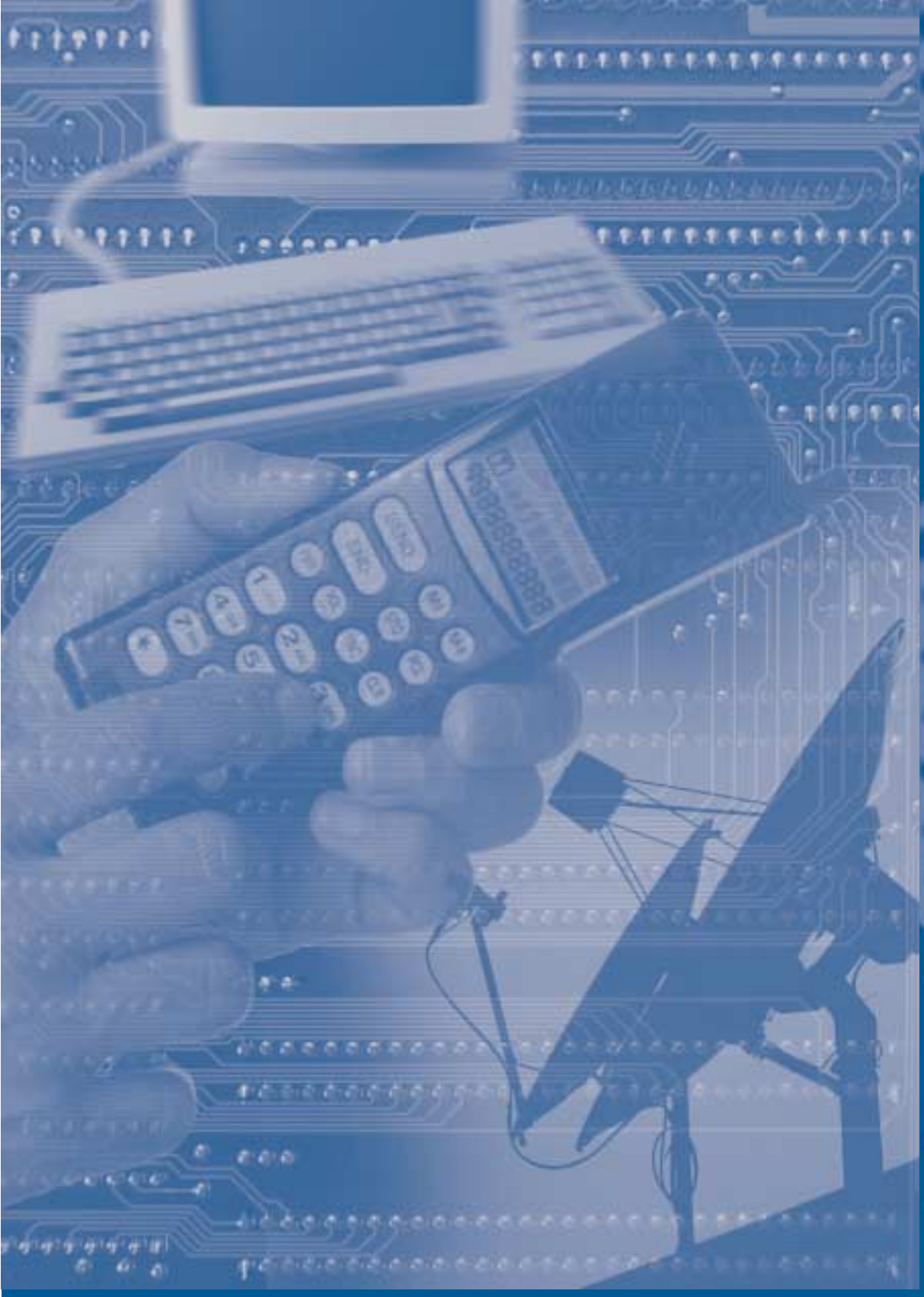


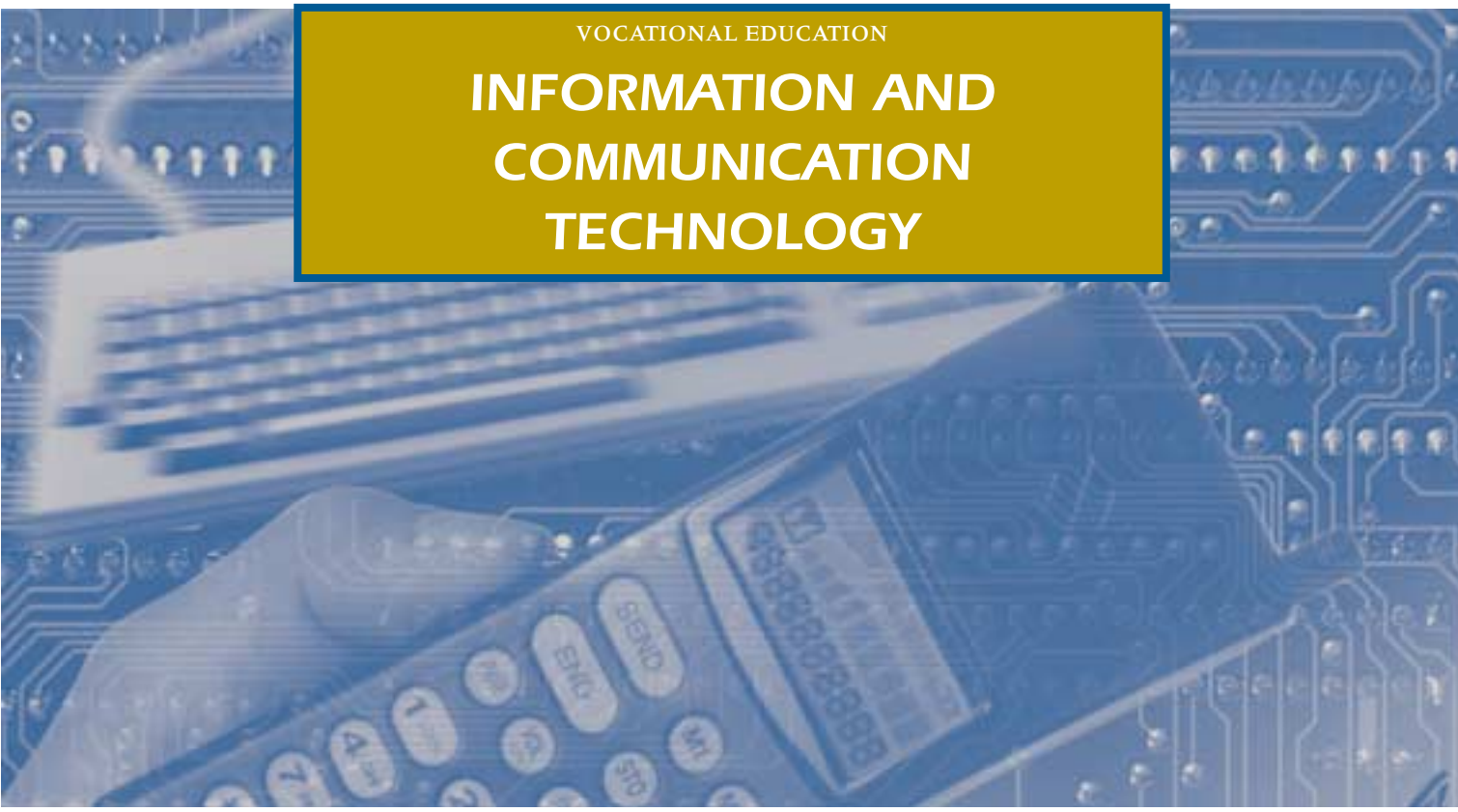
Information and Communication Technology

LCA
LEAVING CERTIFICATE APPLIED
ARDTEISTIMÉIREACHT FHEIDHMEACH

INFORMATION & COMMUNICATION TECHNOLOGY

TOPICS IN COMMON

COURSE	Career	Computer Graphics	Database	Keyboard Skills	Publishing-Presentations	Safety	Spreadsheet	System Records
Vocational Preparation & Guidance	■					■		
English & Communications					■			
Mathematical Applications		■					■	■
Social Education								
Active Leisure Studies						■		■
Agriculture/Horticulture						■		■
Childcare/Community Care						■		
Graphics & Construction Studies		■				■		
Craft & Design		■			■	■		
Engineering		■	■			■	■	
Hair & Beauty						■		■
Hotel Catering & Tourism			■	■		■		■
Office Administration & Customer Care		■	■	■		■	■	■
Technology		■				■		■
Gaeilge								
Arts - Visual-Drama-Music & Dance		■			■			
Introduction to Information & Communications Technology		■	■	■	■	■	■	■
Leisure & Recreation						■		
Modern Language								
Religious Education								
Science		■				■	■	■
Sign Language								



VOCATIONAL EDUCATION

INFORMATION AND COMMUNICATION TECHNOLOGY

CONTENTS

MODULE 5

MODULE 6

INTRODUCTION

RATIONALE

Information And Communication Technology builds on the skills developed in the mandatory module Introduction to Information and Communication Technology. It is intended to give students a more in-depth exposure to the skills and understanding necessary to use computers in their future working lives.

This course, which consists of six modules of which four must be chosen offers the flexibility to the students to concentrate on the aspects of Information And Communication Technology which they feel are most appropriate to their interests, needs and ambitions.

NUMBER AND SEQUENCE OF MODULES

Four modules to be completed

Module 1: Word Processing is a compulsory core module.
Students may complete three of the remaining modules.

Module 1: Word Processing

Module 2: Databases

Module 3: Spreadsheets

Module 4: Desktop Publishing

Module 5: The Internet

Module 6: Text Entry

DESCRIPTION OF MODULES

WORD PROCESSING

This is a core mandatory module. From this module students will learn how to create, edit and format a range of documents using appropriate word-processing techniques.

DATABASES

This module will develop the students' database software skills.
It will enable students to create, edit, query and sort a database.
The module contains a unit on theory to help the students develop an understanding of computers in their everyday lives. This theory unit is common to all the modules in this course.

SPREADSHEETS

This module will develop the skills and knowledge required by the students' to use spreadsheet software. Students will learn how to create and use spreadsheets and how to carry out calculations on spreadsheets using appropriate formulae and functions. They will also learn how to format spreadsheets, replicate formulae, and generate charts.

DESKTOP PUBLISHING

This module facilitates the production of documents using Desktop Publishing software. Students will learn the various techniques that are used to enter, format and enhance text. They will also learn how to use the relevant equipment and software needed to transfer graphics and photographs to documents.

THE INTERNET

This module will enable students to use the Internet as a research and communication tool. Students will learn to access named web sites, use search engines to research various topics and use E-mail to send and receive messages.

TEXT ENTRY

This module will develop the students' keyboard skills so that they can input data into documents accurately. Students will learn how to operate the keyboard using the correct techniques with confidence. They will learn to produce attractively displayed documents and develop their proof-reading skills.

GENERAL RECOMMENDATIONS

The Teacher Guidelines provide suggestions in relation to classroom practice. The guidelines are not prescriptive. There is scope for teachers to exercise their own professional judgement based on the interests, needs and abilities of the group. However, it is essential that the fundamental principles of the Leaving Certificate Applied be upheld. Teachers are therefore required to adopt a methodology that is student centred, activity based and affirming.

MODULE 1

WORD PROCESSING

MODULE 1:

WORD PROCESSING

PURPOSE

This module has been designed for students who have completed the mandatory Introduction to Information Technology module, *Introduction to the Computer and Word Processing*. It will develop the students' word processing skills, facilitate the production of documents, provide extensive practical experience in the use of word processing software and an understanding of computers in their everyday life.

PREREQUISITES

Successful completion of the mandatory Introduction to Information Technology module, *Introduction to the Computer and Word Processing*.

AIMS

This Module aims:

- to familiarise students with the role of computers in their everyday lives
- to introduce students to the many applications of word processing in their everyday lives
- to introduce students to the knowledge and skills necessary to use word processing software
- to provide opportunities for students to use word processing software for a range of applications
- to encourage students to develop good work habits in the use and care of the computer and equipment
- to stimulate interest and enjoyment in the use of computers.

UNITS

Unit 1: Basic Computer and Word Processing Theory

Unit 2: Entering and Manipulating Text

Unit 3: Additional Word Processing Techniques

Unit 1: Basic Computer and Word Processing Theory

LEARNING OUTCOMES

The student will be able to:

1. distinguish between various computer systems in terms of:
   - processor type and speed
   - size of RAM
   - storage capacity
   - multimedia capabilities
2. explain the uses of various input devices, e.g. keyboard, mouse, scanner, Voice Data Entry (VDE), ATMs and sensors
3. identify various output devices e.g. monitor, printer, plotter, speaker, disk drive
4. identify and explain the uses of various printers e.g. dot matrix, inkjet and laser
5. identify the various backing store devices and their associated media e.g. floppy disk, hard disk, CD-ROM, DVD, zip/jazz disk
6. carry out housekeeping functions (e.g. disk formatting, file copying, deleting, renaming, moving, locating files in sub-directories)
7. identify applications suitable for a word processor
8. access a word processing system/package.

TEACHER GUIDELINES

- Use classroom equipment to demonstrate.
- Deal with theory issues as they arise naturally.
- Visit a computer store.
- Provide a selection of computer magazines.
- List key words posted in classroom and in student's folder.
- Observe applications in the local community/work experience.
- Keep a set of dictionaries.

Unit 2: Manipulating Text

LEARNING OUTCOMES

The student will be able to:

1. key in text accurately
2. edit text by inserting/deleting characters, words, lines, sentences and paragraphs
3. move and/or copy blocks of text within a document
4. join and split paragraphs
5. format text:
   - set and vary line spacing within the document
   - justify and unjustify text
   - centre text
   - enhance text
   - bold
   - underline
   - italicise
   - change font size and type
6. insert clipart
7. respond to some common proof-reading signs e.g. insert, delete, join and split paragraphs
8. use the spell check facility
9. save files within the system
10. print documents.

TEACHER GUIDELINES

- Use any book of assignments.
- Source material from other modules e.g. key assignments.
- Use word processing for task presentation.

Unit 3: Additional Word Processing Techniques

LEARNING OUTCOMES

The student will be able to:

1. insert "today's date" in documents
2. paginate a document
3. use bullets or numbering
4. insert headers and footers (including page numbers)
5. lay out columns of data using tab stops or tables
6. search for and replace words or phrases
7. layout a document from a set of instructions
8. exit from the word processing system using proper procedures.

TEACHER GUIDELINES

- Use any book of assignments.
- Source material from other modules e.g. key assignments.
- Use word processing for task presentation.

Subject Matter of the Units

These units contain Learning Outcomes from the mandatory Introduction to Information Technology module, *Introduction to the Computer and Word Processing.* In order to give a complete module in Word Processing, it is suggested that students cover these outcomes at the start of this module, both as revision and to consolidate their learning before proceeding to new work.

RESOURCES

A practical computer room that provides the necessary equipment and software needed for this module is essential. There should be enough computers for every student to acquire the skills necessary to complete this module, ideally one student per machine.

Computers for Beginners Published by Usborne Books

Computers Simplified 3-D Visual Series IDG Books
ISBN 0 -7645-6008-5 (Reference)

Basic I.T Assignments by B MCGettigan Published by Gill & McMillan

Computer Assignments Book by Mary Wade Published by Kayser's Computing, Tourist House, 41 Grand Parade, Cork

Any modern Word Processing Package.

KEY ASSIGNMENTS

MODULE 1: **WORD PROCESSING**

CHECKLIST

I have used the word processor to update my CV and write a letter of application ☐

I have used the word processor to create one of the following:

business letter, menu, agenda, programme, advertisement ☐

I have used a word processor to open a document and carry out the following editing exercises:

- enhance and format text ☐
- insert and delete text ☐
- move and copy blocks of text ☐
- join and split paragraphs ☐

I have used the word processor to create a document that includes one of the following

- tabulated block of text ☐
- a table ☐
- bulleted list ☐
- numbered list ☐

MODULE 2

SPREADSHEETS

MODULE 2:

SPREADSHEETS

PURPOSE

This module has been designed for students who have completed the mandatory Introduction to Information Technology module, *Introduction to Other Software Packages*. It will develop their spreadsheet skills, which will enable them to carry out simple mathematical calculations, provide extensive practical experience in the use of spreadsheet software and an understanding of computers in their everyday life.

PREREQUISITES

Successful completion of the mandatory Introduction to Information Technology module, *Introduction to Other Software Packages*.

AIMS

This Module aims:

- to familiarise students with the role of computers in their everyday lives
- to introduce students to the many applications of spreadsheets in their everyday lives
- to introduce students to the knowledge and skills necessary to use spreadsheet software
- to provide opportunities for students to use spreadsheet software for a range of applications
- to encourage students to develop good work habits in the use and care of the computer and equipment
- to stimulate interest and enjoyment in the use of computers.

UNITS

Unit 1: Basic Computer and Spreadsheet Theory

Unit 2: Creating and Editing a Spreadsheet

Unit 3: Formulas, Functions and Applications

Unit 1: Basic Computer and Spreadsheet Theory

LEARNING OUTCOMES

The student will be able to:

1. distinguish between various computer systems in terms of:
   - processor type and speed
   - size of RAM
   - storage capacity
   - multimedia capabilities
2. explain the uses of various input devices, e.g. keyboard, mouse, scanner, Voice Data Entry (VDE), ATMs and sensors
3. identify various output devices e.g. monitor, printer, plotter, speaker, disk drive
4. identify and explain the uses of various printers e.g. dot matrix, inkjet and laser
5. identify the various backing/store devices and their associated media e.g. floppy disk, hard disk, CD-ROM, DVD, zip/jazz disk

TEACHER GUIDELINES

- Use classroom equipment to demonstrate.
- Deal with theory issues as they arise naturally.
- Visit a computer store.
- Selection of computer magazines (focus on advertisements for hardware and software).
- List key words posted in the classroom and in the student's folder.
- Observe applications in local community/work experience.
- Keep a set of dictionaries.
- Visit relevant web sites.

Unit 1: Basic Computer and Spreadsheet Theory (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
6. carry out housekeeping functions (e.g. disk formatting, file copying, deleting, renaming, moving, locating files in sub-directories) 7. identify applications suitable for spreadsheets 8. explain the terms: spreadsheet, row, column, cell 9. identify cell contents as labels, values and formulae 10. access a spreadsheet package.	

Unit 2: Creating and Editing a Spreadsheet

LEARNING OUTCOMES

The student will be able to:

1. create a spreadsheet file from given instructions
2. enter numeric and character data in a spreadsheet
3. insert rows and columns
4. delete rows and columns
5. adjust column widths
6. format column entries (i.e. decimal. currency, alignment).

TEACHER GUIDELINES

- Use any book of assignments.
- Apply to students' interests (e.g. home budgeting).
- Use spreadsheet for task (e.g. costing.)

Unit 3: Formulae, Functions and Applications

LEARNING OUTCOMES

The student will be able to:

1. enter formulae to generate results i.e. add, subtract, multiply and divide
2. carry out calculations involving money, to two places of decimals, rounding to the nearest penny/cent
3. replicate formulae over a range of cells using relative cell references
4. calculate wages, profit and loss, VAT, discounts, commission
5. use the basic functions SUM and AVERAGE
6. generate a chart e.g. bar or pie, appropriate to given data
7. save the spreadsheet
8. output to screen and printer
9. exit from the spreadsheet application using proper procedures.

TEACHER GUIDELINES

- Use any book of assignments.
- Apply to students' interests (e.g. home budgeting).
- Use spreadsheet for task (e.g. costing).

Subject Matter of the Units

These units contain Learning Outcomes from the mandatory *Introduction to Information Technology module, Introduction to Other Software Packages.* In order to give a complete module in Spreadsheets, it is suggested that students cover these outcomes at the start of this module, both as revision and to consolidate their learning before proceeding to new work.

RESOURCES

A practical computer room that provides the necessary equipment and software needed for this module is essential. There should be enough computers for every student to acquire the skills necessary to complete this module, ideally one student per machine.

Computers for Beginners Published by Usborne Books

Computers Simplified 3-D Visual Series IDG Books
ISBN 0 -7645-6008-5 (Reference)

Basic I.T Assignments by B MCGettigan Published by Gill & McMillan

Computer Assignments Book by Mary Wade Published by Kayser's Computing, Tourist House, 41 Grand Parade, Cork

Any modern Spreadsheet Package.

KEY ASSIGNMENTS

MODULE 2: **SPREADSHEETS**

CHECKLIST

Complete any four of the following:

I have created a spreadsheet file with at least five rows and five columns and used formulae to perform calculations to include:

addition, subtraction, multiplication and division ☐

I have used formulae and functions in a spreadsheet to calculate one of the following:

- (a) wages ☐
- (b) profit and loss ☐
- (c) VAT ☐
- (d) discounts ☐
- (e) commission ☐

I have formatted columns for alignment, currency and decimal places and used the copy command to copy ranges of cells ☐

I have applied a spreadsheet to solve a problem from either Mathematical Applications or my Task ☐

I have used a spreadsheet to create a Bar Chart or a Pie Chart. ☐

MODULE 3

DATABASES

MODULE 3:

DATABASES

PURPOSE

This module has been designed for students who have completed the mandatory Introduction to Information Technology module, *Introduction to Other Software Packages*. It will enable the student to carry out simple database operations, provide extensive practical experience in the use of database software and give them an understanding of computers in their everyday life.

PREREQUISITES

Successful completion of the Mandatory Introduction to Information Technology module, *Introduction to Other Software Packages*.

AIMS

This Module aims:

- to familiarise students with the role of computers in their everyday lives
- to introduce students to the many applications of databases in their everyday lives
- to introduce students to the knowledge and skills necessary to use database software
- to provide opportunities for students to use database software for a range of applications
- to encourage students to develop good work habits in the use and care of the computer and equipment
- to stimulate interest and enjoyment in the use of computers.

UNITS

Unit 1: Basic Computer and Database Theory

Unit 2: Creating and Editing a Database

Unit 3: Manipulating Data in a Database

Unit 1: Basic Computer and Database Theory

LEARNING OUTCOMES

The student will be able to:

1. distinguish between various computer systems in terms of:
   - processor type and speed
   - size of RAM
   - storage capacity
   - multimedia capabilities
2. explain the uses of various input devices, e.g. keyboard, mouse, scanner, Voice Data Entry (VDE), ATMs and sensors
3. identify various output devices e.g. monitor, printer, plotter, speaker, disk drive
4. identify and explain the uses of various printers e.g. dot matrix, inkjet and laser
5. identify the various backing/store devices and their associated media: floppy disk, hard disk, CD-ROM, DVD, zip/jazz disk
6. carry out housekeeping functions (e.g. disk formatting, file copying, deleting, renaming, moving, locating files in sub-directories/folders)

TEACHER GUIDELINES

- Use classroom equipment to demonstrate.
- Deal with theory issues as they arise naturally.
- Visit a computer store.
- Selection of computer magazines (focus on advertisements for hardware and software).
- List key words posted in the classroom and in the student's folder.
- Observe applications in local community/work experience.
- Keep a set of dictionaries.
- Visit relevant web sites.

Unit 1: Basic Computer and Database Theory (Continued)

LEARNING OUTCOMES

7. identify applications suitable for database
8. explain the terms database, character, field, record, file, data type and key field
9. identify possible data types as numeric, text, date and logical
10. recognise field names
11. identify a key field
12. identify the component parts of a record structure
13. access a database system.

TEACHER GUIDELINES

Unit 2: Creating and Editing a Database

LEARNING OUTCOMES

The student will be able to:

1. create a database file from a given structure
2. enter data
3. edit data
4. add new records
5. delete individual records
6. modify the database structure
7. add a new field to or delete an existing field from the existing database
8. save a database.

TEACHER GUIDELINES

- Use any book of assignments.
- Apply to students interests (e.g. hobbies).
- Use database for task presentation (e.g. surveys).

Unit 3: Manipulating Data in a Database

LEARNING OUTCOMES

The student will be able to:

1. recall an existing database
2. browse the database
3. query the database on a single field
4. sort the database on a single field in ascending or descending order
5. output data to screen and printer
6. exit from the database using proper procedures.

TEACHER GUIDELINES

- Use book of assignments.
- Apply to students interests (e.g. hobbies).
- Use database for task presentation (e.g. surveys).

Subject Matter of the Units

These units contain Learning Outcomes from the mandatory Introduction to Information Technology module, *Introduction to Other Software Packages*. In order to give a complete module in Databases, it is suggested that students cover these outcomes at the start of this module, both as revision and to consolidate their learning before proceeding to new work.

RESOURCES

A practical computer room that provides the necessary equipment and software needed for this module is essential. There should be enough computers for every student to acquire the skills necessary to complete this module, ideally one student per machine.

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Basic I.T Assignments by B MCGettigan Published by Gill & McMillan

Computer Assignments Book by Mary Wade Published by Kayser's Computing, Tourist House, 41 Grand Parade, Cork

Any modern database package.

KEY ASSIGNMENTS

MODULE 3: **DATABASES**

CHECKLIST

Complete any four of the following:

I have created a database file with at least four fields including text, numbers and date	☐
I have added new records to, deleted records from and edited records in a database	☐
I have carried out at least two separate queries on a database	☐
I have carried out at least two sorts on a database	☐
I have used a database to process information in another course area	☐
I have modified the structure of a database.	☐

MODULE 4

DESKTOP PUBLISHING

MODULE 4:

DESKTOP PUBLISHING

PURPOSE

This module has been designed for students who have completed the mandatory Introduction to Information Technology modules, *Introduction to the Computer and Word Processing* and *Introduction to Other Software Packages*. It will develop their skills, and facilitate the production of documents which combine both text and graphic images.

PREREQUISITES

Successful completion of the mandatory Introduction to Information Technology modules, *Introduction to the Computer and Word Processing* and *Introduction to Other Software Packages* (unit 3: introduction to graphics).

AIMS

This Module aims:

- to familiarise students with the role of computers in their everyday lives
- to introduce students to the many applications of Desktop Publishing in their everyday lives
- to introduce students to the knowledge and skills necessary to use Desktop Publishing software
- to provide opportunities for students to use Desktop Publishing software for a range of applications
- to encourage students to develop good work habits in the use and care of the computer and equipment
- to stimulate interest and enjoyment in the use of computers.

UNITS

Unit 1: Basic Computer and Desktop Publishing Theory

Unit 2: Text

Unit 3: Graphics

Unit 1: Basic Computer Theory and Introduction to Desktop Publishing

LEARNING OUTCOMES

The student will be able to:

1. distinguish between various computer systems in terms of:
   - processor type and speed
   - size of RAM
   - storage capacity
   - multimedia capabilities
2. explain the uses of various input devices, e.g. keyboard, mouse, scanner, Voice Data Entry (VDE), ATMs and sensors
3. identify various output devices e.g. monitor, printer, plotter, speaker, disk drive
4. identify and explain the uses of various printers e.g. dot matrix, inkjet and laser
5. identify the various backing store devices and their associated media e.g. floppy disk, hard disk, CD-ROM, DVD, zip/jazz disk
6. carry out housekeeping functions (e.g. disk formatting, file copying, deleting, renaming, moving, locating files in sub-directories)

TEACHER GUIDELINES

- Use classroom equipment to demonstrate.
- Deal with theory issues as they arise naturally.
- Visit a computer store.
- Provide a selection of computer magazines.
- List of key words posted in the classroom and in student's folder.
- Observe applications in the local community at work experience.
- Keep a set of dictionaries.

Unit 1: Basic Computer Theory and Introduction to Desktop Publishing (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
7. identify applications suitable for Desktop Publishing 8. access a Desktop Publishing package 9. create a publication 10. use both portrait and landscape orientation.	

Unit 2: Text

LEARNING OUTCOMES

The student will be able to:

1. create text frames
2. enter text into text frames
3. enhance text within text frames:
   - bold
   - underline
   - italicise
   - change font size and type
4. format text within text frames:
   - justify text
   - centre text
   - left align text
   - right align text
5. link text frames
6. create text effects
7. alter text orientation.

TEACHER GUIDELINES

- Use any book of assignments.
- Source material from other modules e.g. posters for events.
- Use Desktop Publishing for task presentation.

Unit 3: Graphics

LEARNING OUTCOMES

The student will be able to:

1. create picture frames
2. insert clipart into picture frames
3. use a scanner and/or digital camera and associated software to scan photographs into a computer
4. insert scanned photographs into picture frames
5. enhance frames by adding shading, background colour and borders
6. reposition frames
7. use drawing tools to create boxes and other shapes
8. save publications within the system
9. print publications
10. Layout documents in a visually appealing way following commonly accepted design principles
11. exit from the Desktop Publishing package using proper procedures.

TEACHER GUIDELINES

- Use any book of assignments.
- Source material from other modules e.g. posters for events.
- Use Desktop Publishing for task presentation.

Subject Matter of the Units

These units contain Learning Outcomes from Mandatory Introduction to Information Technology modules, I*ntroduction to the Computer and Word Processing* and *Introduction to Other Software Packages.* In order to give a complete module in Desktop Publishing, it is suggested that students cover these outcomes at the start of this module, both as revision and to consolidate their learning before proceeding to new work.

RESOURCES

A practical computer room that provides the necessary equipment and software needed for this module is essential. There should be enough workstations for every student to acquire the skills necessary to complete this module, ideally one student per machine. Either a scanner or a digital camera is required. Advance planning by the teacher/tutor will be necessary in allocating time to students to access scanner and/or digital camera so that the module can be completed by all students.

Computers for Beginners Published by Usborne Books

Computers Simplified 3-D Visual Series IDG Books
ISBN 0 -7645-6008-5 (Reference)

Computer Assignments Book by Mary Wade Published by Kayser's Computing, Tourist House, 41 Grand Parade, Cork

Desktop Publishing A Complete Course
Dawn Mulholland Publisher: Gill & McMillan ISBN 0-7171-2362-6

Looking Good In Print A Guide to Basic Design for Desktop Publishing
by Roger C. Parker Publisher: Ventana Press ISBN 0-940087-32-4

Any modern Desktop Publishing package.

KEY ASSIGNMENTS

MODULE 4: **DESKTOP PUBLISHING**

CHECKLIST

I have used a Desktop Publishing package to create and print a personal profile which includes a photo and information about myself ☐

I have used a Desktop Publishing package to create and print a poster that includes graphics and text ☐

I have used a Desktop Publishing package to create and print a cover page for my task ☐

I have used a Desktop Publishing package to create one of the following:

(a) a one page newsletter ☐

(b) a two page flyer ☐

(c) a greeting card ☐

(d) an advertisement ☐

MODULE 5

THE INTERNET

MODULE 5:

THE INTERNET

PURPOSE

This module has been designed for students who have completed the mandatory Introduction to Information Technology module, *Introduction to the Computer and Word Processing*. It will develop their skills and enable them to use the Internet as a research and communication tool during this course and in their everyday lives.

PREREQUISITES

Successful completion of the mandatory Introduction to Information Technology module, *Introduction to the Computer and Word Processing*.

AIMS

This Module aims:

- to introduce students to the many applications of the Internet in their everyday lives
- to introduce students to the knowledge and skills necessary to use the Internet
- to provide opportunities for students to use the Internet for a range of applications
- to heighten student awareness of security and privacy issues regarding the use of the Internet
- to stimulate interest and enjoyment in the use of the Internet
- to encourage students to develop good work habits in the use and care of the computer and equipment.

UNITS

Unit 1: Basic Computer Theory and Introduction to the Internet

Unit 2: The World Wide Web

Unit 3: E-mail

Unit 1: Basic Computer Theory and Introduction to the Internet

LEARNING OUTCOMES

The student will be able to:

1. distinguish between various computer systems in terms of:
   - processor type and speed
   - size of RAM
   - storage capacity
   - multimedia capabilities
2. explain the uses of various input devices, e.g. keyboard, mouse, scanner, Voice Data Entry (VDE), ATMs and sensors
3. identify various output devices e.g. monitor, printer, plotter, speaker, disk drive
4. identify and explain the uses of various printers e.g. dot matrix, inkjet and laser
5. identify the various backing store devices and their associated media e.g. floppy disk, hard disk, CD-ROM, DVD, zip/jazz disk
6. carry out housekeeping functions (e.g. disk formatting, file copying, deleting, renaming, moving, locating files in sub-directories)

TEACHER GUIDELINES

- Use classroom equipment to demonstrate.
- Deal with theory issues as they arise naturally.
- Visit to computer store.
- Provide a selection of computer magazines.
- List the key words posted in the classroom and in the student's folder.
- Observe applications in the local community/work experience.
- Keep a set of dictionaries.

Unit 1: Basic Computer Theory and Introduction to the Internet (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
7. explain the meaning of the terms: wide area network, local area network, the Internet, World Wide Web, E-mail and other common terms 8. identify applications suitable for the Internet 9. identify the requirements to connect to the Internet (e.g. computer, modem, telephone, software and Internet Service Provider) 10. recognise potential dangers of the World Wide Web e.g. fraud, pornography, inaccurate data, viruses 11. be aware of copyright requirements.	

Unit 2: The World Wide Web

LEARNING OUTCOMES

The student will be able to:

1. log onto the Internet
2. access sites given their addresses
3. navigate through sites using various hyper-links
4. search the Internet for information on a specific topic using a search engine
5. add selected sites to favourites/bookmarks list
6. save an image for future use
7. download files, scan them for viruses and open them
8. print information retrieved from the Internet.

TEACHER GUIDELINES

- Visit an Internet Café.
- Log onto the internet in the local library.
- Devise a schedule of access for students if only some of the computers have access to the Internet.
- Use for research for other modules.
- Use for research for tasks.

Unit 3: E-mail

LEARNING OUTCOMES

The student will be able to:

1. use E-mail to send and receive messages
2. print E-mail messages
3. identify the main components of an E-mail address (i.e. user name, domain name)
4. describe the advantages and disadvantages of E-mail over other communications systems
5. send and receive attachments.

TEACHER GUIDELINES

- Link with another school.

Subject Matter of the Units

These units contain Learning Outcomes from the mandatory Introduction to Information Technology module, *Introduction to the Computer and Word Processing.* In order to give a complete module in the Internet, it is suggested that students cover these outcomes at the start of this module, both as revision and to consolidate their learning before proceeding to new work.

RESOURCES

A practical computer room that provides the necessary equipment and software needed for this module is essential. Ideally every machine should have Internet access. However the module can be completed by efficient advance planning by the teacher/tutor in allocating time to students to access computers that are connected to the Internet.

Access to any Internet Service Provider

Computers for Beginners Published by Usborne Books

Computers Simplified 3-D Visual Series IDG Books
ISBN 0 -7645-6008-5 (Reference)

Computer Assignments Book by Mary Wade Published by Kayser's Computing, Tourist House, 41 Grand Parade, Cork

The Internet for Beginners Publisher: Usborne Books
ISBN 07460-2689-7

The World Wide Web For Beginners Publisher: Usborne Books
ISBN 07460-2937-3

KEY ASSIGNMENTS

CHECKLIST

- [ ] I have logged onto the Internet, accessed a given site and printed out a selection from the site
- [ ] I have used E-mail to send a message to a named recipient
- [ ] I have used the internet to research a topic for another module of any course
- [ ] I have investigated the requirements to get connected to the Internet.

MODULE 6

TEXT ENTRY

MODULE 6:

TEXT ENTRY

PURPOSE

This module has been designed for students who have completed the mandatory Introduction to Information Technology module, *Introduction to the Computer and Word Processing*. It will develop their keyboard skills and facilitate the accurate input of data in the production of documents.

PREREQUISITES

Successful completion of the mandatory Introduction to Information Technology module, *Introduction to the Computer and Word Processing.*

AIMS

This Module aims to enable the students:

- to operate the keyboard using the correct technique with confidence
- to acquire a thorough working knowledge of the keyboard functions
- to become familiar with a range of different document layouts
- to produce attractively displayed documents
- to develop proof reading skills
- to develop good work habits in the use and care of equipment
- to find the work interesting and enjoyable.

UNITS

Unit 1: Basic Computer Theory and Introduction to the Keyboard

Unit 2: Introduction to Document Production

Unit 3: Introduction to Proof-reading

Unit 1: Basic Computer Theory and Introduction to the Keyboard

LEARNING OUTCOMES

The student will be able to:

1. distinguish between various computer systems in terms of:
   - processor type and speed
   - size of RAM
   - storage capacity
   - multimedia capabilities
2. explain the uses of various input devices, e.g. keyboard, mouse, scanner, Voice Data Entry (VDE), ATMs and sensors
3. identify various output devices e.g. monitor, printer, plotter, speaker, disk drive
4. identify and explain the uses of various printers e.g. dot matrix, inkjet and laser
5. identify the various backing store devices and their associated media e.g. floppy disk, hard disk, CD-ROM, DVD, zip/jazz disk
6. carry out housekeeping functions (e.g. disk formatting, file copying, deleting, renaming, moving, locating files in sub-directories)

TEACHER GUIDELINES

- Use classroom equipment to demonstrate.
- Deal with theory issues as they arise naturally.
- Visit a computer store.
- Provide a selection of computer magazines.
- List the key words posted in the classroom and in the student's folder.
- Keep a set of dictionaries.
- Use a typing tutor package.
- Run an intensive course in keyboard skills at the beginning of the year.
- Practise skills while teaching word processing and other information technology modules.
- Use book of assignments.
- Source material from other modules e.g. key assignments.

Unit 1: Basic Computer Theory and Introduction to the Keyboard (Continued)

LEARNING OUTCOMES	TEACHER GUIDELINES
7. locate and operate keys with special functions e.g. backspace, delete, shift, caps lock, tab, insert, home, end, page up, page down, escape and enter/return 8. locate and operate cursor keys 9. use the keyboard to key in text accurately using the correct technique.	

Unit 2: Introduction to Document Production

LEARNING OUTCOMES

The student will be able to:

1. use correct punctuation techniques (e.g. capitalisation and spacing)
2. be familiar with a range of different document layouts (e.g. programmes, menus, advertisements)
3. use subscript, superscript
4. produce attractively displayed documents based on a given set of instructions.

TEACHER GUIDELINES

- Link with other modules particularly English and Communications.

Unit 3: Introduction to Proof-reading

LEARNING OUTCOMES

The student will be able to:

1. proof-read documents
2. respond to some common proof-reading signs e.g. insert, delete, join and split paragraphs.

TEACHER GUIDELINES

- Link with other modules particularly English and Communications.

Subject Matter of the Units

These units contain Learning Outcomes from the mandatory Introduction to Information Technology module, *Introduction to the Computer and Word Processing.* In order to give a complete module in Text Entry, it is suggested that students cover these outcomes at the start of this module, both as revision and to consolidate their learning before proceeding to new work.

RESOURCES

A practical computer room that provides the necessary equipment and software needed for this module is essential. There should be enough workstations for every student to acquire the skills necessary to complete this module, ideally one student per machine.

Computers for Beginners Published by Usborne Books

Computers Simplified 3-D Visual Series IDG Books
ISBN 0 -7645-6008-5 (Reference)

Keyboarding For Business by Susan Burke and Maureen Reynolds
Publisher: Gill & McMillan ISBN 0-7171-2090-2

Basic Typing Skills by K. Dulmage Publisher: Longman
ISBN 0-582-38158-4

The Key to the Keyboard P.A. Murphy Publisher: Pitman
ISBN 0-273-03633-5

Any modern Typing Tutor Package.

KEY ASSIGNMENTS

MODULE 6: **TEXT ENTRY**

CHECKLIST

I have completed a ten minute speed test and reached a speed of ——WPM with ——% accuracy ☐

I have keyed in a given document following instructions for layout and amendments ☐

I have keyed in and printed out one of the following:

(a) menu ☐

(b) agenda ☐

(c) programme ☐

I have proof read a document and marked in the errors. ☐

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