Foreword

The African Virtual University (AVU) is proud to participate in increasing access to education in African countries through the production of quality learning materials. We are also proud to contribute to global knowledge as our Open Educational Resources (OERs) are mostly accessed from outside the African continent. This module was prepared in collaboration with twenty one (21) African partner institutions which participated in the AVU Multinational Project I and II.

From 2005 to 2011, an ICT-integrated Teacher Education Program, funded by the African Development Bank, was developed and offered by 12 universities drawn from 10 countries which worked collaboratively to design, develop, and deliver their own Open Distance and e-Learning (ODeL) programs for teachers in Biology, Chemistry, Physics, Math, ICTs for teachers, and Teacher Education Professional Development. Four Bachelors of Education in mathematics and sciences were developed and peer-reviewed by African Subject Matter Experts (SMEs) from the participating institutions. A total of 73 modules were developed and translated to ensure availability in English, French and Portuguese making it a total of 219 modules. These modules have also been made available as Open Educational Resources (OER) on oer.avu.org, and have since then been accessed over 2 million times.

In 2012 a second phase of this project was launched to build on the existing teacher education modules, learning from the lessons of the existing teacher education program, reviewing the existing modules and creating new ones. This exercise was completed in 2017.

On behalf of the African Virtual University and our patron, our partner institutions, the African Development Bank, I invite you to use this module in your institution, for your own education, to share it as widely as possible, and to participate actively in the AVU communities of practice of your interest. We are committed to be on the frontline of developing and sharing open educational resources.

The African Virtual University (AVU) is a Pan African Intergovernmental Organization established by charter with the mandate of significantly increasing access to quality higher education and training through the innovative use of information communication technologies. A Charter, establishing the AVU as an Intergovernmental Organization, has been signed so far by nineteen (19) African Governments - Kenya, Senegal, Mauritania, Mali, Cote d’Ivoire, Tanzania, Mozambique, Democratic Republic of Congo, Benin, Ghana, Republic of Guinea, Burkina Faso, Niger, South Sudan, Sudan, The Gambia, Guinea-Bissau, Ethiopia and Cape Verde.

The following institutions participated in the teacher education program of the Multinational Project I: University of Nairobi – Kenya, Kyambogo University – Uganda, Open University of Tanzania, University of Zambia, University of Zimbabwe – Zimbabwe, Jimma University – Ethiopia, Amoud University - Somalia; Université Cheikh Anta Diop (UCAD)-Senegal, Université d’ Antananarivo – Madagascar, Universidade Pedagogica – Mozambique, East African University - Somalia, and University of Hargeisa - Somalia.
The following institutions participated in the teacher education program of the Multinational Project II: University of Juba (UOJ) - South Sudan, University of The Gambia (UTG), University of Port Harcourt (UNIPORT) – Nigeria, Open University of Sudan (OUS) – Sudan, University of Education Winneba (UEW) – Ghana, University of Cape Verde (UniCV) – Cape Verde, Institut des Sciences (IDS) – Burkina Faso, Ecole Normale Supérieure (ENSUP) - Mali, Université Abdou Moumouni (UAM) - Niger, Institut Supérieur Pédagogique de la Gombe (ISPG) – Democratic Republic of Congo and Escola Normal Superior Tchicote – Guinea Bissau

Bakary Diallo
The Rector
African Virtual University
Production Credits

This second edition is the product of a review process based on the first edition of this module. The information provided below, except the author of first edition, refers to the second edition.

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Supported By

AVU Multinational Project II funded by the African Development Bank.
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Summary
Key Terms
List of relevant readings
List of relevant resources
List of relevant useful links
Activity Details

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Objectives
Summary
Key Terms
List of relevant readings:
List of relevant resources:
List of relevant useful links:
Activity Details

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E-content Development Training

Fig. XX: E-content may not be the panacea for the dearth of resources for Science and Engineering education in Africa. But an effort towards training and the vigour in implementation will give the process the much needed boost. (Picture: Dr. Omwenga during a workshop in Accra Ghana in October 2005).

Prerequisite

Before embarking on this module, you should have covered knowledge of the first module namely:

- Introduction to ICT Skills

Time

You should spend approximately 120 hours to cover this module

Materials

<table>
<thead>
<tr>
<th>Unit</th>
<th>Required Learning Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hardware</td>
<td>![Hardware Image]</td>
</tr>
<tr>
<td>Software</td>
<td>![Software Image]</td>
</tr>
<tr>
<td>Other</td>
<td>![Other Image]</td>
</tr>
<tr>
<td>1: Windows Operating System Skills</td>
<td>A computer with a pre-installed operating system such as Windows 2000/ XP or windows-based Linux</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2: Word-processing Skills</td>
<td>A computer with an installation of a word processing package such as Microsoft Word 2000</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Module Rationale

Basic ICT skills are important in order to make you an effective teacher. ICTs have become an effective tool in teaching various subjects especially those that are science-based. This module, the second of the four to be covered, has been designed in order to impart those skills.

In most developing countries, many graduate teachers do not know how to use computers; hence they have to be taught basic ICT skills to bring them to a level where they can proficiently use them to teach. Indeed, the curriculum in schools nowadays include courses on ICT and therefore, having successfully gone through this course, you will be able to implement such a syllabus in your school.

Students in a lab session learning ICT skills training

Picture By Dr. Elijah Omwenga (Published by UNESCO in their Needs Assessment report of Aug 2004.)
Overview

This module is the second in the collection of ICT course Modules. It relates to your ability to effectively use text-based computer software such as a Word processor (e.g. MS Word) and a Desk Top Publishing software (e.g. MS Publisher). These productivity tools will enable you to effectively support educational communication by equipping you with basic computer literacy skills.

Outline

The outline for this module is as follows:

<table>
<thead>
<tr>
<th>Unit Id</th>
<th>Unit</th>
<th>Learning Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Windows operating system skills</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Word-processing skills</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>Desktop Publishing Skills</td>
<td>30</td>
</tr>
</tbody>
</table>

Graphic Organizer

A graphic organiser is an instructional tool used to illustrate to a student prior knowledge about a topic or section of text or set of concepts. The organiser given below shows you the sequence in which the material for this module should be covered and the general relationships among the sections. The organiser has also attempted to show the feedback loop and necessary reference chain.
General Objectives

The productivity tools here are based on Microsoft Office Suite of applications. Any other office tools and packages can be used since the principles involved are the same.

The objectives of the module are:

- To enable you become proficient in the use of the Windows computer operating system
- To enable you gain proficiency in the use of a word-processing program for educational communication and instruction e.g. Microsoft Word
- To enable you become proficient in the use of desktop publishing software as publishing tools for educational communication and instruction
- Compile a Word-processed document that contains specific theme in the instruction of science and mathematics
- Upload the teaching and learning material to the learner’s account in the LMS.

A Lecturer makes a presentation on “objectives” to e-content developers at the University of Nairobi

Fix. XX: Even experienced university staff who have not undergone training in pedagogy require to know how to write good objectives. Objectives are important to Distance Education materials. (Picture by Elijah Omwenga, March 2003)
# Specific Learning Objectives (Instructional Objectives)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Windows Operating System Skills</td>
<td>By the end of this unit, you should be able to:</td>
</tr>
<tr>
<td></td>
<td>Perform basic procedures in the Windows operating system skills.</td>
</tr>
<tr>
<td></td>
<td>Create a new folder for the saving of end-user documents.</td>
</tr>
<tr>
<td></td>
<td>Access various programs installed on the computer, e.g. Internet Explorer, Microsoft Office Suite</td>
</tr>
<tr>
<td></td>
<td>Use the mouse to navigate through the folders and applications</td>
</tr>
<tr>
<td></td>
<td>Operate the Start menu and Taskbar</td>
</tr>
<tr>
<td></td>
<td>Use the desktop and customize it</td>
</tr>
<tr>
<td>2: Word Processing Skills</td>
<td>By the end of this unit, you should be able to:</td>
</tr>
<tr>
<td></td>
<td>Demonstrate mastery of the basic word processing skills relating to creating, modifying, saving and printing of documents.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate mastery of the basic word processing skills relating to inserting tables and graphics to text-based documents.</td>
</tr>
<tr>
<td></td>
<td>Manipulate text</td>
</tr>
<tr>
<td></td>
<td>Use mail merge proficiently</td>
</tr>
<tr>
<td></td>
<td>Use printing techniques proficiently</td>
</tr>
<tr>
<td>3: Desktop Publishing Skills</td>
<td>By the end of this unit, you should be able to:</td>
</tr>
<tr>
<td></td>
<td>Perform basic desktop publishing skills relating to creating, editing, saving and printing of documents.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate mastery of the basic desktop publishing skills relating to inserting tables and graphics to a desktop publishing program.</td>
</tr>
</tbody>
</table>
Pre-assessment

Fig. XX: Students taking an Online pre-assessment test before accessing an e-learning course.

**Title of Pre-assessment**: Text-Based Tools – Test what you know

**Rationale**: This pre-test test will help you gauge what you already know about text-based tools. This will enable you to effectively make use of the tools, techniques and approach recommended in this module.

**QUESTIONS**: Choose the correct choice for each question

<table>
<thead>
<tr>
<th>Questions</th>
<th>Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is Windows in the context of this module on text-based productivity tools?</td>
<td>A  It means the window of a house</td>
</tr>
<tr>
<td></td>
<td>B  An Operating System that uses icons and the mouse to execute commands</td>
</tr>
<tr>
<td></td>
<td>C  An application package such as Word</td>
</tr>
<tr>
<td></td>
<td>D  A basic means of program execution</td>
</tr>
<tr>
<td>2. Which of the following represents a close button icon?</td>
<td>![Icon A]</td>
</tr>
<tr>
<td></td>
<td>![Icon B]</td>
</tr>
<tr>
<td></td>
<td>![Icon C]</td>
</tr>
<tr>
<td></td>
<td>![Icon D]</td>
</tr>
<tr>
<td></td>
<td>You have completed the document and want to make certain that you have not made spelling or grammar errors. Which button do you select?</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Text is highlighted and you want to remove the selection from the active document and place it on the clipboard. Which button do you select?</td>
</tr>
<tr>
<td>4</td>
<td>You have made a change to the active document and want to make certain that those changes are saved. Which button do you select?</td>
</tr>
<tr>
<td>5</td>
<td>A phrase will appear several times in the document. To save time you have highlighted the phrase and want to copy it. Which button do you select?</td>
</tr>
<tr>
<td>6</td>
<td>A Desktop Publishing Package is primarily used for: Do page layout functions Do Word Processing functions Do Number crunching functions Help in presenting complex materials</td>
</tr>
<tr>
<td>7</td>
<td>A Desktop Publishing Package is used to do one or more of the following Create newsletters Create Brochures Create greeting cards All of the above</td>
</tr>
</tbody>
</table>
9. What is a gallery in DTP software?

- It is a set of icons
- A gallery displays a selection of templates
- It is a toolbar
- None of these options

10. How do I change the fonts that are used in my publication?

- It is not possible to do this task in a DTP package
- By setting on the colour code and fonts pane
- Using the mouse to hover over the fonts menu
- You can change all fonts in your publication using the task list

**ANSWER KEY**

1. B
2. D
3. B
4. B
5. D
6. B
7. A
8. D
9. B
10. D

**PEDAGOGICAL FOR LEARNERS**

This test provides you with an opportunity to find out how much you know about text-based tools and their use. It is important for you to test yourself at this early stage so that when you take another test at the end of the units and ultimately at the end of the module, you may look back and appreciate how much more you have mastered. The questions are simple and require minimum effort to answer. However, you are advised not to be discouraged in the event that you register a low score since you are yet to read the content of this module. There is light at the end of the road as this full moon depicts in this picture taken in October 2005 over the skies of Accra, Ghana.
Glossary

1. **Icon**: An icon (from Greek εἰκών, eikon, “image”) is an image, picture, or representation; it is a sign or likeness that stands for an object by signifying or representing it, or by analogy, as in semiotics; in computers an icon is a symbol on the monitor used to signify a command. (source: Wikipedia, consulted on August 30th 2006)

2. **Mouse**: A hand-held pointing device, designed to sit under one hand of the user and to detect movement relative to its two-dimensional supporting surface. In addition, it usually features buttons and/or other devices, such as “wheels”, which allow the user to perform various system-dependent operations. Extra buttons or features can add more control or dimensional input.

3. **Microsoft Windows**: This is a range of commercial operating environments for personal computers. The range was first introduced by Microsoft in 1985 and eventually came to dominate the world personal computer market. All recent versions of Windows are fully-fledged operating systems. (source: Wikipedia, consulted on August 30th 2006)

4. **File**: Group of records stored together for some common purpose. Large files are usually stored on computers. A file may consist of current customers, subscribers, or donors, or previous customers, subscribers, or donors. Each individual name on a file is contained in a unique record with information pertaining to that person. [www.answers.com accessed on 30th August 2006]

5. **Application**: A set of files that make up software for the user. The terms “application” and “application program” are synonymous; however, there could be a technical difference if both terms are used in the same conversation. In that case, “application” would refer to the complete set of files that have to be installed (executables, configuration files, ancillary data files, etc.), whereas the “application program” would refer to just one executable file. [www.answers.com accessed on 30th August 2006]

Compulsory Readings

Module Developer Writing Tip. In open and distance education, learning often takes place through reading. In this section, Module Developers should provide readings to the students. At least three relevant readings (approximately 5-10 pages each) must be provided for each module. These readings should help learners understand the topics covered in the module. For each reading, Module Developers need to provide the complete reference (APA style), as well as a 50 word abstract written in a way that motivates the learner to read the text provided. The rationale for the reading provided should also be explained (maximum length : 50-75 words). An electronic version of each reading is required.
Important note: the readings must be copyright free. That is, they must either be written by the Module Developer or be from open access content. Open access (OA) is the free online availability of digital content (Wikipedia). Module Developers can consult the Directory of Open Access Journals (http://www.doaj.org/) for readings that could be relevant. Modules that do not comply with this will not be accepted.

*One relevant image must be inserted here.

## Readings

1. **Complete reference**: African SchoolNet Toolkit - I_01.pdf  
   **Abstract**: This reading gives you a quick introduction, in general terms, of the necessary background in computing  
   **Rationale**: Easy to master content

   **Abstract**: This is a well written book that covers all areas in Basic ICT skills  
   **Rationale**: The book illustrates the concepts with easy examples and step-by-step learning portions

   **Abstract**: A good link to find a tutorial on windows 200  
   **Rationale**: Upto date information available


Compulsory Resources

Module Developer Writing Tip. In this section, Module Developers should provide at least two, copyright free, relevant, compulsory resources other than a written text or a website. These could be a video file, an audio file, a set of images, etc. For each resource, Module Developers should provide the complete reference (APA style), as well as a 50 word abstract written in a way that motivates the learner to use the resources provided. The rationale for the resource provided should also be explained (maximum length : 50-75 words). An electronic version of each resource is required.

Important note: the resources must be copyright free. That is, they must either be created by the Module Developer or be from open access content. Module Developers are encouraged to use open content learning objects from the following resources:

1. GEODE (http://www.uw-igs.org/search/) or “Global Education Online Depository and Exchange,” is a repository of Global Studies learning objects maintained by the Institute of World Affairs at the University of Wisconsin-Milwaukee. The edited collection may be searched by country, region, file format, language, or keyword.

2. MERLOT (http://www.merlot.org/), short for the “Multimedia Educational Resource for Learning and Online Teaching,” is a free and open resource designed primarily for faculty and students of higher education. MERLOT includes links to online learning materials along with annotations such as peer reviews and assignments. To learn more about the MERLOT project, visit http://taste.merlot.org/. For the latest news from MERLOT, visit http://taste.merlot.org/portal/grapevine/. Finally, to browse the subsets of the whole MERLOT collection that are focused on specific disciplines, visit http://www.merlot.org/home/Sites.po

3. Canada Learning Object Project eduSource (http://www.edusource.ca/). eduSource is a Canada-wide project to create the infrastructure for a network of interoperable learning object repositories. A repository differs from standard web materials by providing teachers, students and parents with information that is structured and organized to facilitate the finding and use of learning materials regardless of their source location. The eduSource project is based on national and international standards; it is bilingual (French/English) and it is accessible internationally.

4. Burrokeet (http://www.burrokeet.org/) is an Open Source Software tool that assists in the creation of Learning Objects from existing content. It is able to take, as input, a wide range of document formats and export them as consistently styled content within Learning Objects. This frees the content developer to focus on the quality of the content without having to overly concern themselves with presentation. Similarly, editors of learning objects need not concern themselves with ensuring authors use the same development tool, they are free to use whatever the tool with which they are most familiar.
As a result Burrokeet enhances the reusability of content within learning objects.

5. **VLORN** ([http://www.flexiblelearning.net.au/vlorn/](http://www.flexiblelearning.net.au/vlorn/)). The VET Learning Object Repository Network (VLORN) is a network of organizations in the Australian vocational education and training (VET) that contribute via agreed standards to enable the discovery and use of learning objects. VLORN was established in 2004 through Australian Flexible Learning Framework funding. See [http://www.flexiblelearning.net.au/](http://www.flexiblelearning.net.au/) for more information on the Framework.

6. **LON-CAPA** ([http://www.loncapa.org/](http://www.loncapa.org/)) is a distributed network with participants from currently over 40 colleges and universities, as well as 40 K-12 schools (mostly in the US), who share a common pool of approximately 150,000 reusable learning objects.

7. Module Developers are also encouraged to visit the following web site: Collections of learning objects ([http://www.uwm.edu/Dept/CIE/AOP/LO_collections.html](http://www.uwm.edu/Dept/CIE/AOP/LO_collections.html)). Modules that do not comply with this will not be accepted.

**Resources**

   - **Abstract**: We need the OS in order to illustrate all the features of a windows-based Operating System
   - **Rationale**: Not possible to give instructions without the OS

2. A Computer
   - **Complete reference**: A computer with Pre-installed OS such as Windows 2000
   - **Abstract**: This is a skills mastery based Course and hence hands-on experience is important
   - **Rationale**: Hands-on based training

3. A word-processing package
   - **Complete reference**: A any word-processing package such Microsoft’ Office with word
   - **Abstract**: This is a hands-on course and the package is necessary
   - **Rationale**: Hands-on based training
4. A Computer

**Complete reference**: An installation of a Desk-Top Processing Software such as Microsoft Publisher

**Abstract**: This is a skills mastery based Course and hence hands-on experience is important

**Rationale**: Hands-on based training
Useful Links

Module Developer Writing Tip. In open and distance education, learning often takes place through reading information presented on a web site. In this section, Module Developers must provide a list of at least 10 relevant web sites. These useful links should help students understand the topics covered in the module.

For each link, Module Developers should provide the complete reference (Title of the site, URL), as well as a 50 word description written in a way to motivate the learner to read the text provided. The rationale for the link provided should also be explained (maximum length: 50 words). A screen capture of each useful link is required. Note that Toby Harper, Dr. Thierry Karsenti's assistant, will help all participants with that aspect.

Important note: the links listed should be as stable and come from official sources, as much as possible

Useful Link 1

Title: Virginia Commonwealth University, Technical Assistance Learning Centre. Windows 2000 Tutorial.


![Windows 2000 Tutorial](attachment:image.png)
Useful Link 2

**Title**: Computing using Windows (March 2006) From Wikibooks (1st ed.)  Retrieved from Wiki Books online website at


**Screen capture**:  

*Description*: Online Encyclopaedia

*Rationale*: Explains most of the concepts used in module

Useful Link 3

**Title**: I4C - Internet for Classrooms. Retrieved on 15th October 2006 from


**Screen capture**:  

*Description*:  

*Rationale*:  

---

23
Description: A free online resource

Rationale: We need to get introduction on various aspects of the module from this site

Useful Link 4

Title: Publisher and the Design Principles handout. Retrieved on 17th Nov. 2006 from
URL: http://www.nisd.net/scobee/online_training/publisher/publisher_handout.pdf

Screen capture:

Useful Link 5

Title: ICT-Based Learning and Teaching. 19th Nov 2005. Retrieved Nov. 17th 2006 from
URL: http://www.ict-in-class.net/dyn/67524.htm

Screen capture:
Module Developer Writing Tip. The units are at the heart of each module. They represent the tasks or activities learners must accomplish in order to meet the module’s objectives.

Module Developers should write at least four units per module. Three of these units are compulsory. The fourth one, focusing on teaching skills, would be optional. For each learning activity, clear learner guidance needs to be provided (a section called “INSTRUCTIONS”), including the resources required in order to accomplish the learning tasks.

Module Developers should write a summary (maximum length: 100 words) for each learning activity. Each summary should be followed by a series of 5 key words.

Module Developers are also required to provide a detailed description for each learning activity (maximum length: 250 words).

As students learn best when they are actively involved in the process, the learning activities developed should focus on active learner involvement. Also, as many studies report that, regardless of the subject matter, students working collaboratively in small groups tend to be more motivated, satisfied and to learn more than when the same content is presented in other instructional formats, one of the four learning activities must include a collaborative learning component. Module Developers who need more information on collaborative learning can consult Annex 4 (What is collaborative learning).

The optional learning activity must focus on the teaching skills inherent to the content of the module (remember: this module is for preservice or inservice teachers).

Module Developers should find a variety of learning activities (practice activities, exercises, assignments, projects, reports, presentations, problem solving activities, etc.) which will suit a variety of learning styles, within the African context.

Module Developers are required to make sure that information and communication technologies (ITC) are integrated in most learning activities. When specific tools are used in one activity, these need to be mentioned. These also have to be open source tools (such as Open Office tools: www.openoffice.org).

Module Developers should assure that the readings, the resources and the useful links mentioned in the sections above are all integrated in the learning activities. Because of the reality of the African context, some learning activities and learner support must be provided for students who have limited access to technology.

Also, Module Developers have to make sure that staff feedback loops are integrated into the Module.

Each learning activity must include at least one formative evaluation component. A formative evaluation is an ongoing assessment throughout the learning process. It is essential to help the instructor understand the learners’ mastery of the learning objectives of the module. Module Developers should understand that formative evaluation must also offer guidance on how the learner’s work or performance can be improved.
For each of the compulsory learning activities, Module Developers must include an optional self-reflection (formative assessment) that would help learners reflect on the challenges inherent to teaching a similar topic in a classroom, with either elementary or secondary school students.

Module Developers must also address the type of feedback required by the instructor of the course. This feedback must go beyond managerial functions and focus on the learning process. In fact, it should be recommended to instructors that feedback focus on the performance, with advice on what could be done to further improve that performance. Research clearly shows that feedback improves learning when it gives students specific guidance both on the strengths and weaknesses of the students.

Formative assessments should take many different forms in the module. For example, some learning activities could integrate on-line small-group discussions among students (these need to be highly structured), whole class discussions on the module electronic discussion forum (again, this needs to be highly structured), journal entries, portfolios entries, surveys, analytical observations, problem solving activities, reading activities (followed by questions), etc. The Module Developer needs to indicate if this formative evaluation counts for the final mark of the module, as well as its value. An answer key also needs to be provided for each formative evaluation. Also, Module Developers must indicate how learners will submit their answers to the instructor. Will the summary evaluation be emailed to the instructor? Will it be submitted online? Will there be an online test? Will there be an on-site evaluation? Finally, formative evaluations should include opportunities for students to respond to the module to provide feedback to the instructor.
Unit 1: Exploiting the Windows Environment

Objectives

By the end of this unit, you should be able to:

• Effectively use the windows multitasking environment
• Effectively use the windows features

Summary

In this set of activities, you will be expected to identify the various Windows features for which you will carry out specific tasks. These features and tasks include:

• The windows environment. You should be able to recognise the typical windows environment
• Moving, resizing, maximizing and minimizing a window. You will be expected to carry out these tasks
• Viewing all the information in a window. You will be expected to understand how to resize a window in order to view all the information
• Switching between windows. This is an important feature in the windows environment and you will be expected to try out several instances
• Using toolbars. You will be expected to demonstrate how this is done using a typical windows-based application package such as MS Word or MS Excel

Key terms

Window: Each program you start or item you open appears in a window on your desktop. Because you can have many windows open on your screen at once, you need to learn how to work with the windows on your desktop.

Toolbar: A toolbar contains buttons that you use to select commands and access commonly used features. Toolbars offer a faster optional means of selecting features in a program.
Task Pane: The task pane displays various options that relate to the current task, providing fast access to commonly performed commands. For example, if you select Blank Document from the New task pane, Office creates a new blank document. The task pane appears by default along the right edge of the program window.

Document Creation: The windows environment allows you to create a new document in one of three ways: using the default template, and Office template, or the task pane. Each document is like a separate piece of paper. Creating a new document is similar to placing a new piece of paper on your screen.

List of relevant readings


List of relevant resources

1. A computer with a pre-installed operating system such as Windows 2000/ XP or windows-based Linux

Summary: Through practice in the use of an operating system, you will be able to experience the various functionalities as you understand the details.

Rationale: The windows environment offers a wysiwyg (what you see is what you get) mode of operation. Hence you will learn more through practice.
List of relevant useful links

1. Key reference materials for windows 2K are available on the link below:
   http://www.vcu.edu/vissta/elearning/support/tutorials/win2ktutorial/index.html#defs

   **Summary:** This website contains materials developed to introduce you to the windows operating system. You will find them useful since they contain screen captures for the various functionalities of the operating system.

   **Rationale:** The resources here complement well the PowerPoint Presentation given above as a relevant resource.

2. Basic Computing using Windows. From Wikibooks, the open-content textbooks collection

   Edition 1.0 5th March 2006

   Note: current version of this book can be found at

   **Summary:** This website contains a comprehensive exposition of the basics in computing including an introduction to Windows. The material will introduce you to all that you need to know about the windows operating system, peripherals, the Desktop, file system and Concepts and settings.

   **Rationale:** This resource will complement this module quite well.

Activity Details

**Introduction**

Like a binoculars that enables you to see details of objects at a distance, a window confines a specific task to a bounded region and gives you the flexibility to manipulate an application. A windows-based operating system uses the concept of objects or icons to represent the functionalities of an application.

Before windows-based operating systems were invented, execution of programmes was done by offering specific key-words representing commands which then triggered the execution of the program. This mode of manipulation required that one should remember these key-words together with the correct syntax, options and parameters. This made computer use a preserve of a few who had to undergo rigorous training before they could use a simple application.

After the command line, came in the windows concept, perhaps borrowed from the English word window of a house through which you are able to view the outside. Execution of functionalities became simpler and visually based such that if one will not remember the command for printing, one would still execute printing by clicking on the print icon that depicts a printer.
This operation is enabled by the use of a mouse which, upon hovering over and settling on the little image of the printer and clicking on it, triggers the execution of a command that opens yet another view (window) of options to choose from before printing. This window is placed on top of the previous window but you can move it to another location in order to view the previous window details.

So the process of execution becomes enabled through a series of windows with appropriate options and explanations on what needs to be done before the task is completed.

![Figure 1.1: An example of a window](image)

This is a window which contains a word document that was being manipulated. At the top is a set of tool bars with various types of icons one of which is the print icon – highlighted.

**The Windows Environment**

An important aspect of a windows environment is the start menu. The example below, taken from Microsoft Windows Operating System 2000 depicts a window with an aggregation of tasks to be performed.

Notice that for each set of functionalities, there is an accompanying icon that abstracts the tasks. This is a core aspect of the design of windows-based operating systems. By hovering the mouse on any of the aggregated functionalities, a further window with yet another set of aggregated set of functionalities will be triggered until the final list that contains the specific task that you want to perform is arrived at. See figure 1.3 below, taken from Windows XP operating system.
Activity 1

Problem: Maximizing and minimizing a window

Procedure:

1. Click the maximize button shown by the arrow A in Figure 1.4 below. What happens with the window? This command maximizes the window which now occupies the whole screen area with bigger fonts.

2. Now click the same button which appears as ( ). What happens with the window now?. This command minimizes the window to give you an opportunity to see other windows already opened.

3. Repeat this twice and each time observe the changes in the window.
Tool Bars

When you first start a windows-based application such as any of the Office programs, one or more toolbars appear at the top of your screen. For the case of Microsoft Office applications, the programs share similar toolbars, which make them easier to learn and use. Although by default Office displays the Standard and Formatting toolbars on two rows, you can change the toolbars so that they share one row. You can then move or resize the toolbars when necessary to access the buttons you want.

If you are not sure what a button does, Office allows you to display the name of the toolbar with the screenTip feature. The screen below illustrates these functionalities.

A: Identify the Underline button

![Screen showing the Underline button](image)

B: Activate the underline button

![Screen showing activated underline](image)

Activity 2

Problem: Using Buttons with additional Options

Procedure:

1. Click on as pointed to by Arrow C
2. Additional font options appear beside the default Times New Roman
3. Click on any option
4. The command you select is executed
5. Repeat this process two times for various options that you select

**Task Pane**

You can choose which feature to display in the task pane, and you can move back and forward between task pane options you display. You can also close or resize the task pane as needed.

**Activity**

Start a windows-based application such as word or excel. Click on the help button pointed to by arrow A below. The help task pane appears as shown by arrow B.

---

**Activity 3**

Problem: How to resize the task Pane

Procedure:

1. Place the mouse pointer on the left task pane border
2. The mouse pointer changes to 
3. Click and drag the pane to resize. The pane is resized
4. Repeat two to three times each time observing how more or less information is displayed on each resizing
5. You can now close the pane by clicking on the x button on the right hand side of the pane.
### Formative evaluation

Using the table given below, identify the Icon reference number that is best described by the table given.

<table>
<thead>
<tr>
<th>Description</th>
<th>Icon</th>
<th>Icon Ref. No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Assistant</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Spelling and Grammar (Tools menu)</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Cut (Edit menu)</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Format Painter (Standard toolbar)</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Redo (Edit menu)</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Undo (Edit menu)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Hyperlink</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Tables and Borders</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Zoom</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Paste (Edit menu)</td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

**Table YY: Icon names for matching with table XX below**

Required: Write the Icon Reference number that you think is best described by the definition given in each of the following.
<table>
<thead>
<tr>
<th>Ref.</th>
<th>Definition / Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Inserts the contents of the Clipboard at the insertion point, and replaces any selection. This command is available only if you have cut or copied an object, text, or contents of a cell.</td>
</tr>
<tr>
<td>B</td>
<td>Copies the format from a selected object or text and applies it to the object or text you click. To copy the formatting to more than one item, double-click, and then click each item you want to format. When you are finished, press ESC or click again to turn off the Format Painter.</td>
</tr>
<tr>
<td>C</td>
<td>Reverses the last command or deletes the last entry you typed.</td>
</tr>
<tr>
<td>D</td>
<td>Reverses the action of the Undo command.</td>
</tr>
<tr>
<td>E</td>
<td>Inserts a new hyperlink or edits the selected hyperlink.</td>
</tr>
<tr>
<td>F</td>
<td>Displays the Tables and Borders toolbar, which contains tools for creating, editing, and sorting a table and for adding or changing borders to selected text, paragraphs, cells, or objects.</td>
</tr>
<tr>
<td>G</td>
<td>Enter a magnification between 10 and 400 percent to reduce or enlarge the display of the active document.</td>
</tr>
<tr>
<td>H</td>
<td>It provides Help topics and tips to help you accomplish your tasks.</td>
</tr>
<tr>
<td>I</td>
<td>Checks the active document for possible spelling, grammar, and writing style errors, and displays suggestions for correcting them. To set spelling and grammar checking options, click Options on the Tools menu, and then click the Spelling and Grammar tab.</td>
</tr>
<tr>
<td>J</td>
<td>Removes the selection from the active document and places it on the Clipboard.</td>
</tr>
</tbody>
</table>

Table XX: Description of Icons for matching with Table YY.
Unit 2: Word-Processing skills

Objectives

By the end of this unit, you should be able to:

- Demonstrate mastery of the basic word-processing skills relating to creating, modifying, saving and printing of documents
- Demonstrate mastery of the basic word-processing skills relating to inserting tables and graphics to text-based documents
- Manipulate text
- Use mail merge proficiently
- Use printing techniques proficiently

Summary

This learning activity seeks to introduce you to theoretical as well as practical concepts of word-processing. This activity comprises of two sections. The first section will explain to you the main features and functionalities of a word processor. The second will give a detailed explanation of some of these features with a practical orientation. You will be expected to work through the activity while accessing a word-processing application. The table below shows the theoretical and practical components of this learning activity.

<table>
<thead>
<tr>
<th>Theoretical Components</th>
<th>Practical Components (Using Microsoft Word)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is word-processing?</td>
<td>Basic word-processor functions and manipulations</td>
</tr>
<tr>
<td>Using word-processors to make regularly-performed tasks more effective</td>
<td>Creating educational applications, e.g. teaching and learning materials, lesson plans, reports, etc</td>
</tr>
<tr>
<td>Teacher's role relating to the compilation of teaching and training materials and the planning of lesson material</td>
<td>Compilation of automated teaching and training tools for science and mathematics using a word-processor</td>
</tr>
</tbody>
</table>

Key Terms

**Toolbar:** A toolbar contains buttons that you use to select commands and access commonly used features. Toolbars offer a faster optional means of selecting features in a program.

**Document:** Creating a new word-processed document is similar to placing a new piece of paper on your screen.
List of relevant readings


List of relevant resources

1. A computer with a pre-installed word-processing application package. We shall use the Microsoft Office word-processing package called Word to illustrate the concepts.

   **Summary:** Through practice in the use of the word-processing package, you will be able to experience the various functionalities as you understand the details.

   **Rationale:** The Word-processing environment offers a wysiwyg (what you see is what you get) mode of operation. Hence you will learn more through practice.

List of relevant useful links

1. Key reference materials for Microsoft Word software are available on the link below:


   **Summary:** This website contains materials developed to introduce you in a step-by-step manner to the word-processing operating system. You will find them very useful. They cover the following:

   - Using the Standard Word toolbar buttons
   - Using the Formatting Word toolbar buttons
   - Entering and editing text in MS Word
   - Inserting and editing images in MS Word
   - Using Page options; orientation, borders, and shading
   - Using Bullets in Microsoft Word
   - Create a Sign using Microsoft Word
   - Designing a Newsletter using Microsoft Word

   **Rationale:** This resource complements this module quite comprehensively.
2. Basic Computing using Windows. From Wikibooks, the open-content textbooks collection

Edition 1.0 5th March 2006

Note: current version of this book can be found at


**Summary:** This website contains a comprehensive exposition of the basics in computing including an introduction to Microsoft Word. The material will introduce you to word-processing concepts.

**Rationale:** This resource will complement this module quite well.

### Activity Details

**Introduction**

Civilization began in Africa-Egypt with the papyrus reeds and ink for writing numbers and letters. The typewriter that transformed our means of communication was then invented. More recently, when typewriters with capacity to store information were invented they appeared revolutionary.

In about ?? years, we have come along way. You can imagine how careful one had to be when documents had to be printed as the chance to repeat was hardly available. With the coming of the computer, there has been a revolution on how we produce documents. We now have tools and programs that help us type in information and edit it as many times as we please before producing it. Word processors are programs that help in editing, formatting and storage of documents, text and other types of objects to such different ways as one can imagine. These days, it is not how careful one is in typing in, but how efficient one can become in producing such documents.

The work of a secretary has now changed. It has become more sophisticated and versatile. They must now understand how to manipulate these computer programs efficiently, be able to use the other Office-based tools and packages to add value to information processing and reporting and even develop small databases that store information that they frequently refer to.

Even more so is the work of any professional who can hardly do without the help of a computer and quite handy along-side this the word-processor. It is for these reasons that we need to learn how to use word-processors to enable us become more proficient in how we carry-out our day-to-day tasks.
Section I: The Word-processing Environment

Basic Features of a Word-processor

The file attached and linked below gives a sem0-multimedia introduction to the various parts of a word-processor. Control—Click to run it.

ResourcesForMod2\IntroToWordProcessing_v2.ppt

Section II: Introduction to Microsoft Word

Microsoft Word is a powerful tool that helps create professional-looking documents.

This short tutorial will help you get started with Microsoft Word and may solve some of your problems, but it is a very good idea to use the Help Files that come with Microsoft Word, or go to Microsoft’s web site located at http://microsoft.com/office/word/default.htm for further assistance.

1. Starting Microsoft Word

There are Two Ways

Double click on the Microsoft Word icon on the desktop.

Click on Start --> Programs --> Microsoft Word 2
2. Viewing the toolbars

The toolbars in Microsoft Word provide easy access and functionality to the user. There are many shortcuts that can be taken by using the toolbar. First, make sure that the proper toolbars are visible on the screen. This are the steps you will take to achieve this:

- Click View
- Select Toolbars
- Select Standard, Formatting, and Drawing

Other toolbars can be selected if you wish

- Icons. There are many different icons that are used to represent commands. Below we describe just a few of these while we recommend that you find out the meaning for the others.

<table>
<thead>
<tr>
<th>Name</th>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Blank Document</td>
<td></td>
<td>Creates a new, blank file based on the default template.</td>
</tr>
<tr>
<td>Open (File menu)</td>
<td></td>
<td>Opens or finds a file.</td>
</tr>
<tr>
<td>Save (File menu)</td>
<td></td>
<td>Saves the active file with its current file name, location, and file format.</td>
</tr>
<tr>
<td>Mail Recipient</td>
<td></td>
<td>Sends the contents of the document as the body of the e-mail message.</td>
</tr>
<tr>
<td>Print (File menu)</td>
<td></td>
<td>Prints the active file or selected items. To select print options, on the File menu, click Print.</td>
</tr>
</tbody>
</table>
Creating A New Document

1. Click on File
2. Select New

To create a blank document, simply select Blank Document. To create a document based on one of the templates provided in Microsoft Word, select which one you would like to create and select OK.

Formatting Text

1. Highlight the text that you want to format by dragging your mouse over while holding down the left mouse button
2. Change the text to your desire

Inserting a Table

1. Click where you want your table to go
2. Click Table at top of screen
3. Select Insert
4. Select Table
5. Give your table dimensions

Inserting a Picture

1. Click where you want your picture to go
2. Click Insert at top of screen
3. Select Picture
4. Select Clip Art or From File
5. Select picture and click Insert

Inserting Page Numbers and Date/Time

1. Click Insert at top of screen
2. Select Page Numbers and/or Date & Time
**Spell Checking Your Document**

1. Click Tools at top of screen
2. Select Spelling and Grammar
3. Formative evaluation:

Using a word-processor software do the following projects within the time allocated. You may wish to discuss the problems with colleagues near your station.

<table>
<thead>
<tr>
<th>Document to Produce</th>
<th>Required</th>
<th>Time (hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A one page document which includes the use of a bulleted list.</td>
<td>Compose a note inviting friends to a get-together at your house, including a list of foods and drinks that you will serve them.</td>
<td>2</td>
</tr>
<tr>
<td>2 A sign, or certificate in landscape orientation with a border around the document</td>
<td>Create a certificate to present to participants in a workshop on e-content development.</td>
<td>2</td>
</tr>
<tr>
<td>3 A newsletter with a headline and 2 columns in portrait orientation, including at least one image</td>
<td>Design a newsletter which could be used to communicate with your students on the postponement of a seminar</td>
<td>2</td>
</tr>
</tbody>
</table>
Unit 3: Desktop Publishing Skills

Objectives
By the end of this unit, you should be able to:

- Perform basic desktop publishing skills relating to creating, editing, saving and printing of documents
- Demonstrate mastery of the basic desktop publishing skills relating to inserting tables and graphics to a desktop publishing program.

Summary
In this learning activity, we will introduce you to both theoretical and practical aspects of desktop publishing. The activity is divided into two main sections....

<table>
<thead>
<tr>
<th>Theoretical Components</th>
<th>Practical Components (Using Microsoft Publisher)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is desktop publishing?</td>
<td>Basic Microsoft Publisher functions and manipulations.</td>
</tr>
<tr>
<td>Using a DTP software to make regularly-performed desktop publishing tasks more effective.</td>
<td>Creating educational applications, e.g. teaching and learning materials, flyers and other promotional materials.</td>
</tr>
<tr>
<td>Teacher's role relating to the compilation of teaching and training materials and promotional materials.</td>
<td></td>
</tr>
</tbody>
</table>

Key Terms

**Desktop Publishing**: Desktop publishing (also known as DTP) combines a personal computer and page layout software to create publication documents on a computer for either large scale publishing or small scale local economical multifunction peripheral output and distribution. Users create page layouts with text, graphics, photos and other visual elements using desktop publishing software such as Microsoft Publisher, or Apple Pages. ([http://en.wikipedia.org/wiki/Desktop_publishing](http://en.wikipedia.org/wiki/Desktop_publishing); accessed on 16th Nov. 2006)

**Toolbar**: A toolbar contains buttons that you use to select commands and access commonly used features. Toolbars offer a faster optional means of selecting features in a program.
**Document:** The term document may be applied to any discrete representation of meaning, but usually it refers to something physical like one or more printed pages, or to a “virtual” document in electronic (digital) format. ([http://en.wikipedia.org/wiki/Document](http://en.wikipedia.org/wiki/Document); accessed on 16th Nov. 2006)

**Wizard:** Computer program or script used to simplify complex operations for an inexperienced user ([http://en.wiktionary.org/wiki/Wizard](http://en.wiktionary.org/wiki/Wizard), accessed on 16th Nov. 2006)

**Publication Gallery:** A database containing digitised items such as images, photographs, artefacts etc. that are available for viewing and/or for further use.

**List of relevant readings:**


**List of relevant resources:**

1. A computer with a pre-installed DTP application package. We shall use the Microsoft Office Publisher 2003 to illustrate the concepts.

   **Summary:** Through practice in the use of the DTP package, you will be able to experience the various functionalities as you understand the details.

   **Rationale:** The DTP environment offers a wysiwyg (what you see is what you get) mode of operation. Hence you will learn more through practice.

**List of relevant useful links:**

1. Key reference materials for DTP software are available on the link below: [http://www.nisd.net/scobee/online_training/publisher/publisher_handout.pdf](http://www.nisd.net/scobee/online_training/publisher/publisher_handout.pdf)

   **Summary:** This website contains materials developed to introduce you in a step-by-step manner to the use of a DTP software. You will find them very useful. They cover the following:
• Getting started to using Publisher
• Navigation issues
• Publisher features

**Rationale:** This resource is meant to complement this module.

2. Basic Computing using Windows. From Wikibooks, the open-content textbooks collection

   Edition 1.0 5th March 2006

   Note: current version of this book can be found at

   **Summary:** This website contains an exposition of the basics in computing

   **Rationale:** This resource will complement this module.

3. Additional introductory materials on how to create a brochure are found on the Microsoft link below.

   [http://www.microsoft.com/education/persuasionbrochure.mspx](http://www.microsoft.com/education/persuasionbrochure.mspx)
Activity Details

Introduction

Hardly would you move from place to place within a distance of a few metres before you notice a poster or an advert of one kind or another placed strategically for public viewing. These come in various forms and shapes displaying very high degree of creativity in terms of design and content dissemination. Brochures, fliers, posters, programme of events, greeting cards and many other forms of documents whose aim is to convey information are generally designed and produced using such software tools as Publisher. Think of a Publishing software as a page-layout program that you can use to create these documents.

Below is an example of a poster design.

Fig. xx: An Example of a Brochure

Fig. XX: This University of Nairobi Calendar was designed using a publishing software (Photo By Dr. Elijah I. Omwenga)
I: Parts of the Publisher Screen

The Figure below shows some parts of a typical publisher application such as Microsoft Publisher.

Required of you: Open a Publisher application and do the following:

1. Identify the above features of the application that you are using

2. Identify the following parts:
   - The Formatting toolbar
   - Zoom Toolbar

3. Identify three more parts of the Publisher screen that are not any of the above.

II: Creating a New Publication

Creating a new publication from scratch can be difficult. There are a number choices that one has to make. These include the layout, graphics, font style, colours and many others.

The Publishing package has a wizard that creates new publications using templates. These templates contain page layouts, graphics placeholders, font styles and colour schemes.

The wizard lets you generate a wide variety of new documents, from advertisements to business letterheads from hotel menus to political campaign posters. The wizard is part of the task pane, which contains a number of shortcuts and other wizards to help you create publisher documents.
Basic ICT Skills

Required of you:

• Click and start a new document or publication.
• Follow the wizard instructions and create a simple flier to advertise a new product of your choice.
• Save and print and close the application.

Assessment

Instruction

You have been asked by a local organising committee of a final year in secondary dedication service event, to design a brochure / programme to be used during the day function that will be held in a school. You are required to do the following:

1. Sketch on paper a layout for the brochure to contain the following major highlights:
   • The objective of the brochure
   • The school motto, address, telephone contact and URL
   • The main activities of the day and order and time when each activity will take place
   • The names of the school board of governors and Parents Teachers Association team including other Snr. Members of the school
   • Any one major announcement
   • Any other information you may wish to include

2. Identify and choose the layout to use for this brochure
3. Identity the graphics to include
4. Identify the font style and colours to use
5. Use a wizard to produce the brochure
6. Save and print a draft version.
Module Summary

Module Writing Tip. Module Developers should write a synthesis of the most important content learners are expected to know at the end of the module. This summary of the content could take the form of a written text (maximum length: 300 words).

This module has covered three areas in ICT basic skills. As pointed out earlier, the module comprises three units namely: Windows Operating environment, Word processing skills and finally Desktop publishing skills. Each of these units has been given adequate treatment with detailed readings and links which you need to follow in order to get additional complimentary materials. We have tried to involve you in the learning process as much as possible through activities that require you to think carefully and provoke your imagination. Mostly, the required tools and resources are software packages that are themselves what we need to study. It is therefore of paramount importance that you have access to these packages so that you do not miss out the aspects being covered.

Let’s take a look at the content for the first unit – Windows Operating System skills. This submodule set the crucial stage in terms of the general working environment required of any windows-based application system. Issues touching on the ease of use of the operating system were discussed and exercises given to you to try-out. The links suggested are crucial and need to be explored.

The next sub-module is on Word Processing skills. This module environment integrates with the operating system environment that we have discussed above and hence a student who has mastered the first unit will find this unit environment easy to understand and use.

Finally the Publisher sub-module focuses on effective means of presentation of summarised content that will create maximum impact: choosing as few words as possible to express a message. The working environment is equally similar to the others discussed above.

Summative Evaluation

Module Writing Tip. A summative evaluation can take different forms: a test (multiple choice, short answers, etc.), a project, a written production, a problem solving task, etc. The summative evaluation is usually what is used to provide students with a final mark for the module. This section is therefore designed to provide information to determine the amount of learning by a student at the end of the module.

Module Developers should keep in mind that the summative evaluation must be conducted in a distance education context. They should also carefully consider what should be evaluated, and how it should be evaluated. Instructions provided to learners in a final evaluation must be clear, concise and well written. An answer key must be provided by Module Developers. For multiple choice exams, a significant database of questions (3 to 5 for each topic) must be provided so that exams can vary significantly from student to student.
Also, Module Developers must indicate how learners will submit their answers to the instructor. Will the summary evaluation be emailed to the instructor? Will it be submitted online? Will there be an online test? Will there be an on-site evaluation? Finally, summative evaluations should include opportunities for students to respond to the module to provide feedback to the instructor.

1. Which of the following does not refer to what a desktop is?
   (a) In graphical computing, a desktop environment (DE, sometimes desktop manager) offers a graphical user interface (GUI) to the computer.
   (b) The name is derived from hardware aspects of the computer
   (c) A DE typically provides icons, windows, toolbars, folders, wallpapers, and abilities like drag and drop.
   (d) As a whole, the particularities of design and function of a desktop environment endow it with a distinctive look and feel.
   
   **Ans:** b

2. What does GUI stand for?
   (a) Graphical User Interface
   (b) Generic User Interface
   (c) General User Interface
   (d) Genomic User Information
   
   **Ans:** b

3. Which of the following is not a function of Tool Bars
   (a) Tool Bars are used to show the place where information is stored.
   (b) Tool Bars are used to store information
   (c) Tool Bars show related Icons that perform specific tasks
   (d) Tool Bar is a name describing the tools in a workshop
   
   **Ans:** c

4. What is role of maximising and minimising a window?
   (a) To enable one view different windows and also give different views of open windows
   (b) To provide for bigger views
   (c) To set the screen into hibernation mode
   (d) To allow as many windows to open as possible
5. Explain why we need a word processor
   (a) To process data generated by a computer
   (b) To provide users with opportunities to change text
   (c) To give the user more flexibility to send the data over the post office system
   (d) To support multitasking operations
   **Ans. B**

6. Who is responsible for typing in word-processed materials?
   The Chief Executive Officer
   (a) The Secretary
   (b) The Line Managers in organisation
   (c) Company Staff
   (d) All of the above
   **Ans. d**

7. What in your opinion could be changed in a word-processing software package in order to give room for more flexibility?
   (a) The Graphical User Interface
   (b) The look and feel of Icons
   (c) The Printing options
   (d) The Media for saving information
   (e) All the above except option ‘d’
   **Ans. E**

8. Which of the following are possible steps toward creation of a word-processed document.
   (a) Click on select the ‘New’ item on the drop-down menu, Type into the blank space generated, save the document at the appropriate folder.
   (b) Click on the ‘New’ icon on the tool bar, Type into the blank space generated, save the document at the appropriate folder.
   (c) Click on select the ‘New’ item on the drop-down menu, Type into the blank space, save, close the window
   (d) Any of the above
   **Ans. D**
Module Writing Tip. Module Developers should include all relevant references (minimum 10) for the content of the module, as well as all references used in writing the module. All references should be written using the APA style guidelines (see Annex 5 or 6, or consult the American Psychological Association Web site: http://www.apa.org/books/4200061.html). References that do not comply with the APA style guidelines will not be accepted.

- Publisher and the Design Principles. Retrived on 17th Nov. 2006 from http://www.nisd.net/scobee/online_training/publisher/pub_training.htm
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