

# INTRODUCTION

## 1.1 THE OBJECTIVES OF THIS TEXT

These tutorials have been designed to introduce teachers and student teachers to the essential functionality of the Microsoft *Office 2003* suite of software applications. The learning objectives of these tutorials are thus threefold:

- to help the pre-service and in-service teacher acquire the fundamental skills involved in using the Microsoft *Office 2003* suite of productivity programs;
- to help the pre-service and in-service teacher learn how to apply these skills in the context of the classroom;
- to motivate the pre-service and in-service teacher to go on to learn the more advanced features of Microsoft *Office 2003*.

## 1.2 WHAT IS SPECIAL ABOUT THIS TEXT?

This is certainly not the only set of Microsoft *Office 2003* tutorials available for the education marketplace. Why, then, will the pre-service or in-service teacher select this text rather than another? What features set it apart?

- The tutorials go beyond a cookbook approach to Microsoft *Office 2003*, emphasizing the concepts behind the keystrokes. On completion of the tutorials the student teacher will understand the fundamentals of managing a computer-integrated teaching environment. Students of education will also be introduced, directly or indirectly, to methodologies for teaching their students essential computing concepts and skills.
- The scope of the material presented in ESSENTIAL Microsoft *Office 2003* is intentionally limited to what can be reasonably covered in 10-15 class hours depending on the computing abilities of the students. It will thus fit nicely within the context of either a

course devoted to the broader issues of computer literacy for teachers, or a standalone one credit hands-on course that introduces Microsoft *Office 2003*.

- All the examples that are worked in the exercises are related to activities that might take place in K-12 classrooms. At the end of the tutorials, the pre-service or in-service teacher will take away a set of files that will have direct application in the classroom.
- Proficiency is promoted by frequent reinforcement of skills learned.
- Appropriate exercises at the end of each tutorial provide an opportunity for skill consolidation.
- Teachers are encouraged throughout the text to build on, and grow beyond, the skills learned in the tutorials.
- The authors understand the needs of teachers who may not be naturally inclined to get excited about the latest technology. They have over 40 years experience between them, teaching at all scholastic levels K through college, including experience teaching various disciplines in the Arts and the Sciences.

### **1.3 WHY MICROSOFT OFFICE 2003?**

Microsoft *Office 2003* is among the most commonly used software applications designed to run on personal computers. It incorporates the Word Processor, the Database, the Spreadsheet, Graphics, and Presentation programs, and allows easy connectivity between these modules.

In *Office 2003* you have a computing environment which will enable you to handle most of the productivity applications expected of a teaching professional. Furthermore, when you teach *Office 2003* to your students and integrate it into the curriculum, you will enable them to gain skills in the use of applications expected of the citizen of tomorrow's world.

The user of these tutorials should be aware that the goal is to learn the ESSENTIALS of the *Office 2003* software. It is beyond the scope of the tutorials to cover all the features of this rich software suite.

It is the authors' hope that, on completion of the tutorials, students will be motivated to venture forth on their own and become proficient in the many quality and productivity enhancing aspects of this and other computer-based teaching and learning tools.

### **1.4 THE STATUS OF COMPUTING IN SCHOOLS**

The question is no longer: "Should the computer be used in schools?" The question is: "*How* should the computer be used in schools?" It is over 20 years since this tool for teaching found its way into the K-12 curriculum. If you believed the hoopla, and everything you see and hear in the media, you would think that most of children in schools were soaking up a large proportion of their education while seated at a computer keyboard. However, the reality is that the majority of

teachers have not yet had a realistic opportunity to integrate computer-based activities into their classes.

Staff development and ongoing support are therefore key to successful integration of the computer into the generally accepted set of aids routinely used by teachers to provide students with the best possible learning experience. Buchsbaum (1992) quotes the experience of Vera White, a Washington, DC Jefferson Junior High principal: "Sometimes technology can be frightening to people who have never had to use anything but a piece of chalk. But give them the time and space to work by themselves, and they can do it and they enjoy it."

Hence these tutorials.

## **1.5 TEACHING IS A COOPERATIVE ENDEAVOR**

No tutorial in and of itself can teach you anything unless you are committed to the learning process. Computing is a skill, rather than a body of knowledge. As such, it demands practice in order to foster and maintain proficiency. As Thomas Edison observed: "The most important method of education always has consisted of that in which the pupils were urged to actual performance."

You, the teacher, must be prepared to work at mastering Microsoft *Office 2003*, as well as the myriad other examples of educational software that have been developed for your area of pedagogical expertise, if you are to ever feel comfortable using the computer as a tool for teaching.

All your efforts will yield abundant fruit when you thoughtfully incorporate computer-based instruction into your curriculum. Your students will partake in that fruitful harvest and you will touch their future even as you touch your own.

## **1.6 ACKNOWLEDGEMENTS**

They say good teachers are born, not made. Well, here are three teachers who acknowledge an enormous debt to their own teachers who have been a source of inspiration and, above all, of ideas. Our teachers, like good teachers everywhere, have had a significant impact on our teaching commitment, philosophy, and style.

We also owe a debt of gratitude to the students at the University of Pittsburgh at Johnstown, Pennsylvania, especially those who class tested the tutorials. Their feedback has been voluminous and invaluable.

For her help with the art work and with testing the tutorials, we are grateful to Dr. Netiva Caftori of Northeastern Illinois University, Chicago. We must also thank Lara E. Eakins of the University of Texas at Austin for her help with the graphics for the PowerPoint application which accompanies the Work Disk.

To all, our heartfelt gratitude. Life is a work in progress, so we would like to take this opportunity to thank in anticipation those from whom we will continue to draw inspiration and ideas to improve the quality of our teaching and writing.

Bernard John Poole, Lorrie Jackson, and Beckie Randall, August 17, 2004.

## **REFERENCES**

Buchsbaum, Herbert. "*Portrait of a Staff Development Program,*" in Electronic Learning, vol. 11, no. 7, April 1992.