Chapter Seven

ADMINISTRATIVE SOFTWARE

Click to jump to any of the following resources:

- Chapter Overview
- Chapter Objectives
- Lesson Suggestions
  - Classroom Activities Suggestions
- Evaluation Suggestions
- MyEducationKit
  - Tutorials
  - Podcasts
  - Video Activities
  - Web Activities
  - Rubrics
- Additional Resources
  - Relevant Research
  - Supplemental Readings
- Reproducibles (From 3rd edition Student Learning Guide and MyLabSchool)
  - Projects
  - Reflection Activities
  - Puzzler
  - Microsoft Office 2007 Software Skills Builders

CHAPTER OVERVIEW

Chapter Seven presents an overview of common productivity software packages that are typically available in schools, as well as school and classroom management software packages that are written specifically for the academic environment. In exploring both types of administrative software, students are introduced to the key features in each software package and are then presented with a discussion of how these software packages are used in schools. The chapter concludes with a discussion of the need for careful selection of software and provides rubrics to help students review and evaluate administrative software.

CHAPTER OBJECTIVES

After studying this chapter, the student will be able to

- Describe the differences between administrative and academic software.
- Identify how key administrative software packages can help them be more effective and efficient in professional responsibilities.
- Explain how the major types of administrative software can be used to enhance the learning environment.
- Describe how key learning theory frameworks are related to the use of software in teaching and learning.
- Review and evaluate software packages so that technology acquisitions will appropriately meet teaching and learning needs.
LESSON SUGGESTIONS

CLASSROOM ACTIVITIES SUGGESTIONS

• **Electronic Grade Books** – Check online resources for three free electronic grade books. If downloading or online testing is available, field-test each by inputting data from a small, hypothetical class with at least ten grades and fifteen students. Rank the electronic grade books on the findings of the students regarding factors such as weighting grades, dropping grades, printing individual progress reports, addition of teacher commentaries, ease of use, and any other items students may anticipate wanting as teachers.

• **Using Databases** – Create a class database, including the types of data you might want to collect and organize for future classes. Create and print sample queries and reports from that data to demonstrate the power of this tool.

• **PowerPoint Presentation** -- Ask students to work with a partner to prepare a PowerPoint presentation on any of the topics in this chapter. Partners can gain experience in using PowerPoint and in presenting to peers.

• **Word Processing Innovations** -- In small groups, brainstorm innovative ways in which word processing can be used to support, enhance, or teach in the grade level or content area of the group’s choice.

• **Creating a Seating Chart Using Excel** – Excel can do more than spreadsheets. Have each student create a seating chart for a hypothetical class using Excel. An Excel seating chart is useful for substitute teachers, for quick attendance checks, and for moving students around because it can be easily and rapidly modified to remain current.

EVALUATION SUGGESTIONS

In addition to objective testing, evaluation of mastery of the concepts in this chapter may be accomplished by the following:

• **Software Demonstration** -- Evaluating students on demonstrations of a piece of classroom management support software that includes their critique of the practical value of the software.

• **Decision Matrix** -- Assessing comparison/contrast results presented on a table created using the table feature of word-processing software for district-level administrative software that will provide parents, teachers, and other administrators access to student records: progress reports attendance, grades, etc.

• **I Learned...** -- After an investigation of expanded web site databases, preparing "I Learned" statements reflecting what was learned concerning the teacher-friendliness of these sites, giving information as to the ease of access, the interest factor, and the depth of the content contained on the site.

• **Freeware Review** -- Preparing for evaluation an analysis and assessment of freeware for teachers to be delivered to the class as an oral presentation also to be evaluated for clarity of delivery and helpfulness of the information about the freeware presented.

• **Defining Feature Matrix** – Have students complete a Defining Feature Matrix to determine their ability to distinguish between the different types of administrative software. This is a quick and easy way to check students’ understanding of the different types of administrative software and to find out any areas of confusion that might exist.
**MYEDUCATIONKIT**

**TUTORIALS**

**PODCASTS**
- *Selecting Software*. See text page 171.

**VIDEO ACTIVITIES**
- *Multimedia Software Supports Instruction*. See text page 186
- *Multimedia and Project-Based Learning*. See text page 186
- *Technology Supported Teaching and Learning Systems*. See text page 189
- *Technology for Assessment and Reporting*. See text page 190
- *Teachers Learning with Digital Portfolios*. See text page 192

**WEB ACTIVITIES**

**RUBRICS**
- *Productivity Software Evaluation Rubric*. See text page 188
- *Classroom Management Evaluation Rubric*. See text page 194

**ADDITIONAL RESOURCES**
RELEVANT RESEARCH


The purpose of this study was to investigate the longitudinal application of a suite of curriculum authoring tools (CATs) to inclusive classroom teaching practice in a secondary school setting. The study sought to establish whether the incorporation of the CATs into the teachers’ curriculum development and implementation covaried with improved implementation integrity of classroom teaching practice over time. The results indicated that higher levels of implementation integrity in classroom practice covaried with the extent to which the tools were used for the design and implementation of curriculum. [ABSTRACT FROM AUTHOR]


This survey paper uses a framework derived from Herman and Winters (1994) to analyze seven selected research studies for evidence of electronic portfolios’ technical quality, implementation effects, fairness, feasibility, and tool effects. Analysis sought to determine what methodologies and instruments for data collection yielded useful information about electronic portfolios, and what finds and methods suggest about directions for future e-portfolio research. The author’s recommendations are placed in the context of an educational technology research agenda proposed by leaders in the field. [ABSTRACT FROM AUTHOR]


These researchers compared the effects on elementary students’ learning when they used generic computer-mediated communication (CMC) tools with the use of “pull down, menu-based interfaces of more recent software packages for function choices.” The researchers interviewed focus groups of elementary school students and presented their findings in this article.


When technology is used to deliver instruction, the sequence in which students learn to use the technology and learn the relevant subject matter may have cognitive load implications and should interact with their prior knowledge levels. An experiment, using spreadsheets to assist student learning of mathematics, indicated that for students with little knowledge of spreadsheets, sequential instruction on spreadsheets followed by mathematics instruction was superior to a concurrent presentation. The reverse was found for students with more knowledge of spreadsheets. [ABSTRACT FROM AUTHOR]


This study examines students’ use of technology for learning (accessing the course web site to download PowerPoint slides for note taking and exam preparation) relative to more traditional learning methods (reading the textbook and taking notes in class and from the textbook) and the effect of their learning strategies on exam performance and class attendance. Students who were categorized as high on use of technology and low on traditional learning methods or low on technology and high on traditional learning methods exhibited higher attendance and performance than those students categorized as high or low on
both technology and traditional learning methods. Results suggest that there is more than one path for optimal exam performance. [ABSTRACT FROM AUTHOR]


One research indicates that students who use word processing for writing compositions develop better writing skills than students who are not taught to write using word processing. In addition, students who were provided with enriched computer access performed better in writing than students who did not have access to the same amount of opportunity and resource. [ABSTRACT FROM AUTHOR]

**SUPPLEMENTAL READINGS**


In this project, you will interview a teacher to discover the types of productivity software he or she uses either for administrative tasks or for academic activities. Select a teacher at a school near you. Ask your interviewee to explain how and why he or she chooses software packages for the classroom tasks at hand. Also inquire about the success of the applications selected and any shortcomings encountered.

In one to two pages, report your interview in a question-and-answer format. Add your own summary paragraphs detailing how your view of the application of productivity software to education has or has not been changed as a result of what you learned from the interview.

Be sure to:

- Include the name and school of your interviewee.
- Be on time for the interview.
- Have your questions ready and take accurate notes. You may wish to tape-record the interview, but be sure to get your interviewee’s permission first.
CHAPTER 7
PROJECT 2
APPLICATIONS RESEARCH

One of the best ways to get new teaching ideas is to discover what your colleagues are doing. For this project, use the Internet to find an innovative educational application for each of the productivity software packages. After reading through each of the ideas, create and complete a table like the one below to turn in and to share with your peers.

<table>
<thead>
<tr>
<th>Application</th>
<th>URL of site</th>
<th>Age/Grade</th>
<th>Description of Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Processing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic Spreadsheets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Base Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation Software</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Be sure to look for sites that have some authority, such as those that are maintained by educational organizations, universities, and state or local school districts to be sure you are looking at educationally appropriate sites.
Chapter 7
Puzzler

www.CrosswordWeaver.com
CHAPTER 7 PUZZLER CLUES

ACROSS

3 documents that are preformatted for a specific use but contain no data
6 what-if _____ is used in electronic spreadsheets to predict how a certain change will affect other data
8 classroom ______ software - usually customized software written for educators to help manage school and classroom tasks
9 provides for customized output through the selection of specific records based on predefined criteria
10 software that is offered to users for a small fee or for a limited time
13 ______ software assists educators and students in the teaching and learning process
14 ______ software - generic business application software that may be adapted for educators to use for administrative and professional tasks.
15 _____ productivity package combines or bundles several software applications into one unit.
16 ______-checking ensures that words in a document are written correctly
18 ______ art - ready-made artwork that can be inserted into a document
20 provides easy-to-use tools for visual displays of numeric data
21 a premade mathematical formula that are stored in a spreadsheet program
22 a mini-program that creates a customized template
23 ________ software - a well-known example of this software is PowerPoint

DOWN

1 software that is offered to user at no charge
2 ______ management software allows for data retrieval of customized records and the ability to organize reports from the data
4 a prerecorded set of commands for a word processor that automates a complex task
5 a site ______ allows the use of a software package on all machines within an organization
7 an electronic ______ is used to organize, input, edit, and chart data
11 ______ software assists in accomplishing professional and management tasks
12 ______ - ______ software has replaced the typewriter for text-oriented tasks (include hyphen in puzzle)
13 an inexpensive and easy way to store and access digital documents
14 ______ assessment software is an alternative method of tracking student progress
17 in word processing, this allows for changes to the look of a page, such as different fonts, margins, size of characters
19 multiple ways or accessing data to make it easy to comprehend
CHAPTER SEVEN PUZZLER SOLUTION