

Nancy Clark
ISD 613

Strategy Scenario

Strategy: Advance Organizers

Content: Application Software

Title: Introduction to Databases

Time Required: 3 minutes

Number of Participants: 1-25

Target Audience: Adults

Goal of Activity: To bridge prior training in computer applications to the new information to be presented.

Purpose of Script: To illustrate the use of advanced organizers in computer application training.

Learning Outcome(s), Gagne's Taxonomy: Intellectual Skill

Learning outcome(s), HEO Taxonomy: Knowledge

Learner Characteristics: Adults in computer application training.

Entry Skills: This introduction would come after completing sessions on word processing and spreadsheets.

Setting: Classroom

Media: None

Process:

As an introduction to a unit on databases, the instructor says the following:

In our unit on word processing we learned how to create, save, and print documents. We also learned to format text with fonts, font styles like bold and italics, alignment like centering and justification. We learned how to add graphics to our documents. We also learned how to cut, copy and paste blocks of text and graphics and to create form letters. In the spreadsheet unit, we used all of these features plus learned how to use formulas to do calculations. In this next unit on databases, we will learn that databases combine many of these same features of both spreadsheets and word processing documents. We will learn how to create a table of similar data much like a spreadsheet. We will also learn how to create forms to facilitate data entry, to search and sort the data, and to create queries which filter out the data we do not need. Lastly, we will learn to create reports which present the data in usable form

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Reports are very like form letters that combine the data in a table with spreadsheet formulas to do calculations.

Strategy Assessment: At this point the instructor can ask if there are any questions, clarify points of organization of the teaching and get on with the lesson.

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References:

West, C., Farmer, J., & Wolff, P. (1991). *Instructional Design: implications from cognitive science*. Englewood Cliffs, NJ: Prentice Hall.