

Nancy Clark
ISD 613

Strategy Scenario

Strategy: Automaticity (practice)

Content: Keyboarding and Word Processing

Title: The Personal Journal

Time Required: 10 minutes at the beginning of each class for 14 weeks

Number of Participants: 25 (class)

Target Audience: 9th grade computer literacy students

Goal of Activity: To develop automaticity in keyboarding, creating, saving, opening and closing a word processing document as well as composing prose using a computer. (It also keeps them quiet while the teacher is calling role and other beginning of class administrative duties)

Purpose of Script: To illustrate the use of repeated practice to achieve automaticity.

Learning Outcome(s), Gagne's Taxonomy: Motor Skills

Learning outcome(s), HEO Taxonomy: Application

Learner Characteristics: Typical 9th grade students.

Entry Skills: This activity should be started after completing the keyboarding unit and the first week of the word processing unit.

Setting: Compute lab classroom.

Media: Just the students computers and printers..

Process:

1. The students are required to keep a journal. They must make daily entries on the days they are in class. They are to start a new journal each week, which is printed out and turned in on Friday with each days entry for that week on one page.
2. Immediately upon entering class each day, the students should get their computer disk, turn on their computer, and load their word processing program. On Mondays they create a new document. Every other weekday they just open the journal they started that Monday.

Nancy Clark
ISD 613

3. They are to type the day, i.e. Tuesday, then write a paragraph about anything going on in their lives. It can be on any topic, and is to be confidential, between themselves and the teacher. The paragraph should be at least three sentences long or 30 words or so. The length of the paragraph is only dependent on the time limit which is 10 minutes.
4. At the end of the 10 minutes, they save the document to their disks and close the word processing program, ready to start the day's lesson. On Fridays, they print out.
5. The teacher reads and scores the journals every week.

Strategy Assessment:

At the end of the semester, the teacher gives a hands on test in which the students are required to open a word processor, type a provided paragraph, save, print, and close in a set time period.

Author: Nancy B. Clark

References:

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