*NOTES ABOUT THE USE OF THIS FORM:*

* *This form is designed to be completed on a computer. Cells in the table below will expand to accommodate any amount of text … but we suggest that you keep the narrative as succinct as possible!*
* *Please keep the use of formatting to a minimum. Importing formatted text onto a virtual learning platform presents challenges!*
* *This form assumes that the “unit of learning” is a module. The module, in turn, would be included in a “course” (which is not referred to here). Each module will have a series of components which have been called “units” – they may be called something different in your design (like “weeks”, or “sections”) and you are free to change the terminology.*
* *In the section about the authors of and contributors to the course, we have provided space for 5 co-authors (or co-contributors). If there were more than six people on the team, please add additional rows to the table.*
* *Please ensure that you use student-friendly language. So the intended learning outcomes will be framed using the word “you”, and not “the student”. (This may be at odds with what you understand to be “academic” language. The aim, in online and blended learning, is to use language that includes the student to the greatest extent possible.)*
* *Please note that module-level outcomes should be “overarching” outcomes onto which the unit-level outcomes map. You should have a few (maybe 4) module-level outcomes, and a very few (two or three at the most) unit-level outcomes for each unit.*
* *The unit-level template should be copied so that there is a copy of the template for EACH unit/week/section. Thus, if there are 15 units/weeks/sections in a module, you will copy the template 14 times and complete each copy for one unit/week/section.*
* *In the unit-level template, there is a space for a detailed description of student and teacher engagement with the unit. Here we would expect to see a “blow-by-blow” account of how the unit “hangs together”. What happens first? And then? What resources would students need to access for each part of the unit’s work? Where would they find these? Where is collaboration expected to happen? How is it scaffolded? And so on? What happens in class? What happens online? How do these elements build on each other? How long should students spend on each part of the unit?*

*This is NOT a list of things that students (or teachers) do. It is a* ***detailed description*** *of the process.*

*We have used a generic set of headings in the template. You are free to change the headings to suit the particular unit, but you are* ***not*** *free to ignore any of the required information.*

*Be sure, when completing the unit-level template to contextualise the content … by which we mean that content needs to be grounded in real life – even mathematical equations need to be demonstrably linked to real life! A student needs to know* ***why*** *they are engaging with the content.*

MODULE LEVEL TEMPLATE

|  |  |
| --- | --- |
| **Details of institution that has developed the module** | |
| Name of University | UNIVERSITY OF RWANDA |
| Name of institutional contact | Dr. André Muhirwa |
| Email address of institutional contact | [andre.muhirwa@gmail.com](mailto:andre.muhirwa@gmail.com) |

|  |  |
| --- | --- |
| **Details of Creative Commons licence** (<https://creativecommons.org/licenses/>) | |
| Licence type | This module of Introduction to information technology and related material is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/) |

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| --- | --- |
| **Details of the authors of/contributors to the course and their role** *(You can delete any sections that don’t apply.)* | |
| Original author (if applicable) | N/A |
| Lead author (email address) | **Dr. NDUWINGOMA Mathias** (ndumathias2001@yahoo.com) |
| *Responsible for:* | N/A |
| Co-author/co-contributor | **Dr. NDUWINGOMA Mathias** (ndumathias2001@yahoo.com) |
| *Responsible for:* | Providing guidelines on Blended learning course development and facilitate the course development |
| Co-author/co-contributor | **MWUMVANEZA Evariste** |
| *Responsible for:* | Course development and populating the content into PEBL template |
| Co-author/co-contributor | **NIZEYIMANA Gerard** |
| *Responsible for:* | Course development |
| Co-author/co-contributor | **MUNYAKAYANZA John** |
| *Responsible for:* | Course development |
| Co-author/co-contributor | **HARELIMANA Emmanuel** |
| *Responsible for:* | Course development |
| *Co-author/co-contributor*  *Responsibility for.* | **UHAGAZE Esron** |
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| *Co-author/co-contributor*  *Responsibility for.* | **NTIBAZAMUSHOBORA Jean Marie Vianney** |
| Course development |
| *Co-author/co-contributor*  *Responsibility for.* | **NTEZIRYAYO Christophe** |
| Course development |
| *Co-author/co-contributor*  *Responsibility for.* | **MUGABE NZARAMA Gabriel** |
| Course development |
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| Course development |
| *Co-author/co-contributor*  *Responsibility for.* | **Dr Richard MUSABE** |
| Course development |
| *Co-author/co-contributor*  *Responsibility for.* | **UZAMURENGERA ANDRE** |
| Course development |
| *Co-author/co-contributor*  *Responsibility for.* | **Joseph NGENZI Lune** |
| Course development |
| *Co-author/co-contributor*  *Responsibility for.* | **UWERA Thaoussi** |
| Course development |
| *Co-author/co-contributor*  *Responsibility for.* | **RUTAYISIRE Reverien** |
| Course development |
| *Co-author/co-contributor*  *Responsibility for.* | **Dr. NGOBOKA Jean Paul** |
| Language Editor |

|  |  |
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| **Information regarding format of material to upload onto the OER Africa repository** | |
| Primary resource (Not PDF) | MS Word format |
| Will a Moodle common cartridge be uploaded as well? | Yes |

*(A Moodle common cartridge is a .ZIP file of your module – if it is created in Moodle – that can be imported into another university’s Moodle platform.)*

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| **Course details** | | | |
| Module title: | **INTRODUCTION TO INFORMATION TECHNOLOGY** | | |
| Academic level: | Year 1,Trimester 1 | Number of credits: | 10 |
| Class contact time (hours): | 12 |
| Private/online study hours: | 88 | Number of weeks of study: | 12 |
| Total student learning hours: | 100 | Number of units of study: | 8 |

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| Programme(s) which might include this Module: | All undergraduate programmes |  |
| Pre-requisite student abilities and knowledge: | None |  |
| Pre-requisite (or co-requisite) modules: | None |  |

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| Aim of the module: | The aim of this module is to provide the students with information technology skills and knowledge that help him/her to cope with an information-rich society for lifelong learning. |
| Brief description of module: | This module of study identifies the essential knowledge, skills and attitude that all students need to be active lifelong learners in an information technology intensive environment. The curriculum is designed to form the foundation for continuous learning with introduction to emerging trends such as collaborative tools, ICT fundamentals, advanced MS Office/OpenOffice and security of the data. The students will be able to adapt to ever changing innovations and use ICT skills in long-life learning. The computer skills standard course of study involves the development of skills over time. These skills become building blocks with which to meet the challenges of personal and professional life. |

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| Intended learning outcomes: | *At the end of this* ***module****, you will be able to:*   1. Utilise basic knowledge and skills of computer in learning practices. 2. Apply MS Office suite & OpenOffice in daily life activities. 3. Use internet for research and sharing information. 4. Integrate ICT in learning of different subjects. |
| Indicative content: | 1. Introduction to ICT 2. Microsoft Office package/ OpenOffice 3. Use of internet for research ( e-Resources, OERs & Moos Digital library, Ethics (plagiarism, copyright and privacy)) 4. Introduction to computer security 5. Collaborative tools (social media& cloud services) 6. ICT for specific subject 7. Practice I (related unit 1,2 and 3) 8. Practice II (related to unit 4,5 and 6) |
| Form of final/summative assessment: | 1. Online quizzes : 25% 2. Practical : 10% 3. Assignments : 10% 4. Online participation :5% 5. Final Examination : 50% ( students must pass continuous assessment Test) |

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| **Assessment of module-level learning outcomes** | |
| Module-level learning outcome | Module assessment task |
| 1. Utilise basic knowledge and skills of computer in learning practices | Do the e-tivity 1.1, e-tivity 1.2, e-tivity 1.3 and e-tivity 7.1 described respectively in unit 1 and unit 7. |
| 1. Apply MS Office suite & Open Office | By using your computer lab or your own laptops, do the e-tivity 2.1, e-tivity 2.2, e-tivity 2.3 and e-tivity 7.2 respectively in unit 2 and unit 7 |
| 1. Use internet for research and information sharing | Do the e-tivity 3.1, e-tivity 3.2, e-tivity 4.1, e-tivity 4.2, e-tivity 4.3, e-tivity 5.1, e-tivity 5.2, e-tivity 5.3 and e-tivity 7.3 respectively in unit 3, unit 4, unit 5 and unit 7. |
| 1. Integrate ICT in learning of different subjects | Do the e-tivity 6.1, e-tivity 6.2, e-tivity 6.3, e-tivity 8.1, e-tivity 8.2 and e-tivity8.3 respectively in unit 6 and unit 8. |

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| **Significant features or elements of module** |
| * This module is a crosscutting module taught in all first years in all departments of undergraduate. * It is a pillar of learning in current knowledge based society. * It is taught in blended learning mode of delivery (Online and face to face). * It helps to deal with information-rich society. * It is made of both theoretical and practical parts |

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| **Student profile in the context of this module:** | |
| What is the target group of students who would do this module? | All first year students in higher learning institutions |
| What **skills** should a *student* have **already** mastered before starting this Module? | Basic ICT skills from secondary school |
| What **prior knowledge** of the subject matter should a *student* have? | ICT fundamentals |

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| **Non-expert support:** | |
| What **skills** and **prior knowledge** of the subject matter  Should *facilitators* have **already** mastered before starting to teach this Module? | Advanced ICT skills, online pedagogy, digital capabilities |
| What **skills** do *support staff* need in order to support the delivery of this module? | Having completed at least Bachelors’ degree in ICT or other related field. |

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| **Quality assurance matters** | | |
| How will feedback on module be obtained from students? | The feedback from students on this module will be obtained through the discussion forum around specific topics created on eLearning platform. We will set a google form to be filled anonymously by the students for the evaluation of the module. We will also use social media networking, chatting and emails groups.  As the feedback on each unit is obtained every week, the feedback on the module will be obtained after the 12th week of teaching, meaning the last week of teaching. | |
| How will student feedback be used to improve module? | The feedback provided by students will help us to review the module for the next cohort. This will be done during the time separating two successive cohorts. | |
| A certificate, signed by the university’s Head of Quality Assurance, confirming that the module meets the requirements of the PEBL QA rubric is attached. | | Yes  No |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Topic name: | Introduction to Information technology | | |
| Aim of the topic: | The aim of this unit is to provide essential knowledge, and skills and develop attitude in computer fundamentals. | | |
| This topic covers: | This unit is designed to cover:   1. Key concept of computing 2. Distinguish between and understanding of the functionality of different components of computer. | | |
| Intended learning outcomes: | At the end of this unit, you will be able to:   1. Explain ICT related concepts and terms with their appropriate use in daily life. 2. Describe the benefits and effectiveness of different ICT tools. 3. Identify different parts, functions and characteristics of computer 4. Explain data representation, storage and managements of files | | |

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| Overview of student activity: | Students will be engaged in different activities such forum discussion, practical activities and assignments. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Explain ICT related concepts and terms with their appropriate use in daily life. | 1 | E-tivity 1.1 | This outcome is assessed online.  You will produce a report on the readings done online and post it in the discussion board |
| 1. Describe the benefits and effectiveness of different ICT tools. | **1** | E-tivity 1.1,  E-tivity 1.2 | This outcome is assessed online. You will produce a report on the readings done online and post it in the discussion board |
| 1. Identify the different parts, functions and characteristics of a computer. | 1 | E-tivity 1.1,  E-tivity 1.2 | * This outcome will be assessed online. Through your readings, you will respond to asked questions. * Online quiz will also be given for assessment |
| 1. Explain data representation, storage and management of files | 1 | E-tivity 1.3 | Online quiz and assessment. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| Utilise basic knowledge and skills of computer in learning practices. | | | |
| Purpose of the unit/week/section: | | | |
| This unit aims- to provide the basic knowledge and skills on computer. It allows you to gain practical skills related to navigation and file management in a computer. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| You will be introduced to basic concepts and key terms of a computer. You will get an explanation on interconnection and functions of different parts of a computer. Finally, you will get opportunity to do practical hands-on exercises about navigation and files management in a computer. | | | |
| Pre-topic activity: | | Number of hours | N/A |
| N/A | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 |
| You will meet your e-moderator and discuss t some of your challenges in this unit. This will happen on Friday of the week in which this unit is taught from 2:00 Pm to 3:00 pm | | | |
| Online activity: | | Number of hours | 6 |
| What should students do? | From the teams of 5 students each proposed by your lecturers, do the following:  **E-tivity 1.1 [2 hours]**  The purpose of this e-tivity 1.1 is to allow you to get introduction to different existing ICT tools and ICT related concepts.  Read the following resources:   * “The Basic computing skills by Indiana University” available at: <https://www.pdfdrive.com/windows-basic-computing-skills-home-it-training-e1189595.html> * “Understand the parts of the desktop and their functions and Use icons, the start button, and the taskbar to open programs” available at: <https://www.washoecounty.us/repository/files/8/Computer%20Skills%202%20-%20Windows1%20-%207.pdf>   **Task:**   1. Write a brief essay that:   L(i) Lists existing ICT tools;  (ii)Explains the importance of each ICT tool;  ((iii)Explains key concepts of ICT;   1. Post your work in the discussion forum in week 1 discussion board by Wednesday at 23h30. 2. Read what other students posted in your team and comment on at least three work of your team. 3. Send the final work to your e-moderator for assessment and send feedback by Friday at 23h00 in the week this unit is taught.       **e-tivity 1.2 [2 hours]**  This e-tivity 1.2 helps you to get familiarized with basic topics which are essential for mastering the module contents. Do the following online quiz and post it on eLearning platform by Friday of the week this unit is taught at 23h30.   1. What does digital technology mean? 2. Give an example of the most critical ICT tool of our time that has become a transformational agent in the day-to-day life of people? 3. Which of the following statements about ICT is correct about ICT? 4. ICT is a term used to describe methods of information communication exclusively 5. It is a term used to describe methods of information communications along with techniques for storing and processing information. 6. It is a term used to describe techniques of storing and processing information. 7. It is a vague term difficult to describe. 8. Mention two examples of ICT application areas. 9. Describe the differences and similarities between ICT and Information Technology. 10. Post the file of your answers in the discussion board of this unit and wait for feedback from e-Moderator   **e-tivity 1.3 [2 hours]**  This e-tivity helps you to achieve the unit level learning outcomes 3 and 4. You need to first read the books : Introduction to Computer Science and Introduction to ICT available respectively at <https://oer.avu.org/handle/123456789/802> and <https://oer.avu.org/handle/123456789/768> and do the following:  **Tasks**   1. Define the term computer in your own words. 2. What are the characteristics of computers? 3. How are computers classified? 4. Find out the binary equivalent of 750? 5. What does the stored program concept mean? 6. What is the operation the control unit is responsible for? 7. What is the operation the ALU is responsible for? 8. Post the file of your answers on the discussion board of this unit by Friday at 23h 30 of the week in which this unit is taught | | |
| Where do they do it? | In Computer Laboratories or from their computers | | |
| By when should they do it? | By Friday 23h30 in the week in which the unit is taught | | |
| E-moderator/tutor role | | | |
| Monitor the discussions in the discussion forum and provide feedback on student’s submitted work. He/she supervise students during practical hand-on. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 |
| Learning outcomes will be assessed through SummativeAssessment at the end of this unit and there will be summative Assessment at the end of each unit. | | | |
| How does this section link to other sections of the module? | | | |
| As a first unit, this will provide the prerequisites for understanding and mastering the use of a computer | | | |

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| = Total number of hours | 10 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | 1. Basic computing skills by Indiana University. Available at: <https://www.pdfdrive.com/windows-basic-computing-skills-home-it-training-e1189595.html> 2. <https://www.youtube.com/watch?v=Q6fT-ATfusc> 3. Understand the parts of the desktop and their functions and Use icons, the start button, and the taskbar to open programs   Available at: <https://www.washoecounty.us/repository/files/8/Computer%20Skills%202%20-%20Windows1%20-%207.pdf>   1. Introduction to Computer Science. Available at:   <https://oer.avu.org/bitstream/handle/123456789/802/CSI%201100_EN%20INTRODUCTION%20TO%20COMPUTER%20SCIENCE1.pdf?sequence=1&isAllowed=y>   1. Introduction to ICT. Available at:   https://oer.avu.org/bitstream/handle/123456789/768/ICT%2001\_EN%20Introduction%20to%20ICT%20.pdf?sequence=1&isAllowed=y |
| How are students enabled to access the resources? | Students are given credentials on the eLearning platform to be enabled to access the resources. They are also trained on the usage of eLearning platform. |
| Where in this unit are students expected to work collaboratively? | Students are expected to work collaboratively on eLearning platform and in computer labs. |
| How has an inclusive approach been incorporated in this unit? | Inclusive approach is incorporated in this unit by inviting each student to share with e-moderator any special learning difficulty. Group work will be formed to help students with special needs. |
| How will feedback on unit be obtained from students? | The feedback from students on this unit will be obtained through discussion forum around specific topics created on eLearning platform. We will set a google form to be filled anonymously by the students for the evaluation of this unit. |
| How will student feedback be used to improve unit? | The feedback provided by students will help us to revise the unit for the next cohort. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | As this unit is taught within one week, the formative feedback on the work students have done will be provided by Friday at 23h30 of the next week. |

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| UNIT/WEEK/SECTION-LEVEL TEMPLATE | | | |
| **Unit-level overview** | | **Unit/week/section** |  |
| Topic name: | Advanced MS Office/OpenOffice (Word, Excel, Access, PPT) | | |
| Aim of the topic: | To equip you with advanced knowledge and skills in Microsoft Office package/OpenOffice. | | |
| This topic covers: | **MS Word:**   * Creation and opening of a document word * Format of a text * Table management * Creation of Table of contents * Layout and printing * Mail merge * Protecting document   **MS Excel:**   * Creating formulas and Functions * Formatting * Adjusting worksheet layout and data(Inserting, deleting ,hiding, unhiding moving, copying , finding and replacing data) * Printing(Exploring page layout, page breaks and working setup & printing controls ) * Adjusting worksheet views( Freezing, unfreezing, splitting screens, collapsing and expending data views) * Multiple worksheets (displaying sheets & workbooks, renaming -inserting-deleting sheets, moving-copying-grouping sheets, using formulas to link sheets and workbooks, locating and maintaining links) * IF,VLOOKUP, Power functions and Index match (IF functions and relations operators, getting approximate or exact data with the VLOOKU and Using COUNTIF family of functions) * Security and sharing( Unlocking cells and protect worksheets and workbooks, assigning password to worksheets, sharing workbooks and tracking changes) * Data management Features (Sorting data, Inserting subtotals in sorted list, using filters, Splitting data into multiple columns, splitting and combining columnar data with Flash fill, removing duplicate record and using validation tools) * Data Analysis Tools(using goal seek and solver, scenario manager and using data tables) * Pivot tables( creating pivot tables, manipulating pivot table data, grouping by data, time and other factors, using slicers to clarify and manipulate fields and pivot charts) * Introduction to macros(exploring the need for macros, creating a simple macro and running a macro)   **MS Access:**   * Introduction to MS Access * Create tables * Setting field properties * Organizing records * using queries * working with speciality queries * Creating form * Designing form * Creating report * Working with macros * Integrating with Office Suite * Manipulating database   **MS Presentation**   * Create a new presentation * Save a presentation * Change between available designs * Change text appearances: font size, font * Change the background * Slide show effects * Delete a slide | | |
| Intended learning outcomes: | *At the end of this* ***topic****, you will be able to:*  Use Microsoft Office package/ OpenOffice | | |

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| Overview of student activity: | You will be engaged in different activities such forum discussion, practical based activities and assignments related to:  Using MS Word  Using MS Excel  Using MS PowerPoint  Using MS Access |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Use Microsoft Office package/ OpenOffice | 2 | **E**-tivity 2.1,  E-tivity 2.2,  E-tivity 2.3 | This outcome will be mainly assessed in computer lab or on your own laptops by doing proposed assignments.  You will be asked to reproduce a complex word document and upload it on the discussion board  Some online quizzes will also be given to you.  The produced work will be posted on the discussion board to allow your lecturer evaluate and comment on it. |
| You will be given a data sets and asked to reproduce new datasets after using multiple excel formulas and functions on your computers. Your work will be posted on the discussion board to allow your lecturer evaluate and comment on it. |
| You will be given a topic to work on and asked to present your work by using MS PowerPoint presentation.  The produced work will be posted on the discussion board to allow your lecturer to evaluate and comment on it.  You will be asked to create a database, populate it with data, manipulate them and apply queries to display certain information by using MS Access.  Your work will be posted on the discussion board to allow your lecturer to evaluate and comment on it. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| Use Microsoft Office package/ OpenOffice | | | |
| Purpose of the unit/week/section: | | | |
| To equip the students with advanced knowledge and skills in Microsoft office package/OpenOffice. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| This unit being hands on, it allows students to use advanced functionalities of Ms word, Ms excel, MS PowerPoint and Ms Access. | | | |
| Pre-topic activity: | | Number of hours | N/A |
| Computer navigation and computer system | | | |
| Face to face time: *(if applicable)* | | Number of hours | 4 |
| You will meet your e-moderator and discuss some of your challenges in this unit. This will be done on Friday from 2:00 pm to 4:00 pm. | | | |
| Online activity: | | Number of hours | 12 |
| What should students do? | From the teams of 5 students each proposed by your lecturers, do the following  **E-tivity 2.1 [3 hours]**  The purpose of this e-tivity 2.1 is to allow you to understand the key elements of MS Word environment.  Watch the following video that explains the Word Basics (Length: 6:27)  <http://novaonline.nvcc.edu/Descriptions/ite115common/Office2013Tutorials/Word/Word_Basics/Word_Basics.html>  [Word Basics with Captions](http://novaonline.nvcc.edu/Descriptions/ite115common/Office2013Tutorials/Captioned/Word/Word_Basics_captioned/Word_Basics_captioned.html)  **Task:**   * Describe the basic features of word processors * Word processors offer file management activity, how? * What do you do to merge several documents into one? * Post your work in the discussion forum on week 1 discussion board by Wednesday at 23h30. * Read what other students from your team have posted and comment on at least three work. Send you work on discussion board for this unit by Friday 23h30 of this week.   **E-tivity 2.2 [4 hour]**  The purpose of this e-tivity 2.2 is to help you to be able to create practically a word document and do required formatting.  **Task:**  Watch the following video :   * Character Formatting (Length: 5:10)   <http://novaonline.nvcc.edu/Descriptions/ite115common/Office2013Tutorials/Word/Character_Formatting/Character_Formatting.html>   * Alignment (Length: 2:40)   <http://novaonline.nvcc.edu/Descriptions/ite115common/Office2013Tutorials/Word/Alignment/Alignment.html>   * Indentation (Length: 2:21)   <http://novaonline.nvcc.edu/Descriptions/ite115common/Office2013Tutorials/Word/Indentation/Indentation.html>   * Line Spacing (Length: 4:56)   <http://novaonline.nvcc.edu/Descriptions/ite115common/Office2013Tutorials/Word/Line_Spacing/Line_Spacing.html>   * Bullets and Borders (Length: 4:26)   <http://novaonline.nvcc.edu/Descriptions/ite115common/Office2013Tutorials/Word/Bullets_Borders/Bullets_Borders.html>   * Create MS Word document and do the following   + - Heading color to blue     - Line space 1.5     - Character font and size: Times New Roman, 15 * Post you work on week 2 discussion board, comment on at least 2 work and improve your own work based on comments from peers. * Send your work to the discussion board of this unit by Friday 23:30 this week [1Hour]   **e-tivity 2.3 [5 hours]**  Read first the books : Introduction to Computer Science and Introduction to ICT available respectively at <https://oer.avu.org/handle/123456789/802> and <https://oer.avu.org/handle/123456789/768> section on MS Excel and MS PowerPoint  This e-tivity helps you to understand key element of MS Excel so that you become able to use it in your learning exercises where spreadsheet is going to be needed to solve you problems. It is also going to allow you to apply MS PowerPoint for presentation and MS Access for database management depending on the problem you need to solve.  **Task 1:**   * List the basic statistical operations that the spreadsheet program supports * What is the difference between paste and paste special? * What key combinations do you use to select cells placed adjacently? * What key combinations do you use to select cells placed non-contiguously? * Send your work to the discussion board of this unit by Friday 23:30 of this week.   **Task 2:**  Create a table containing the names of the district making the Republic of Rwanda in heading row. The second row contains the population of each district. The third row contains the number of sectors in each district. Add a column for the total of population and sectors.   * Draw a chart the variation of populations in districts making Kigali City. * Using MS PowerPoint, prepare a presentation of 10 slides talking about your achievements so far done in this module. Add animation effects to the bullet items, add transition and appropriate sound effects and add a timing to automate your slide show * Using MS Access, create the same table as the one done above and make queries to generate sectors making respectively Huye and Muhanga Districts * Send your work to the discussion board of this unit by Friday 23:30 - this week. | | |
| Where do they do it? | In Computer Laboratories or from their computers | | |
| By when should they do it? | By Friday at 23h30 of the week during which the unit is taught | | |
| E-moderator/tutor role | | | |
| The E-moderator monitors and facilitates your discussions and guides you during hands-on learning. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 |
| In this unit, learning outcomes will be assessed through SummativeAssessment at the end of the unit. | | | |
| How does this section link to other sections of the module? | | | |
| Based on Unit 1, this unit links with others by bringing hands-on learning skills that allow the mastery of the next units | | | |

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| --- | --- |
| = Total number of hours | 18 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | Microsoft's Office   1. <https://novaonline.nvcc.edu/Descriptions/ite115common/Office2013Tutorials/index.html>   For Excel:   1. <https://saylordotorg.github.io/text_how-to-use-microsoft-excel-v1.1/index.html> 2. <http://www.excel-lence.net/links.html> 3. <https://www.youtube.com/watch?v=TyJDlgGhxDA> 4. <https://www.youtube.com/watch?v=S0T3PHlhesY&t=576s> 5. <https://www.youtube.com/watch?v=IdVUhCBhjps> 6. <https://www.youtube.com/watch?v=F264FpBDX28>   For Power point:   1. <https://library.loras.edu/powerpoint> 2. <http://solr.bccampus.ca:8001/bcc/file/3e02a9ec-9c78-40fe-b358-b5f82aca9c81/1/Presentation-Software-1487199179.html> 3. <https://pressbooks.bccampus.ca/technicalwriting/chapter/developingpresentationskills/> 4. Introduction to Computer Science   <https://oer.avu.org/bitstream/handle/123456789/802/CSI%201100_EN%20INTRODUCTION%20TO%20COMPUTER%20SCIENCE1.pdf?sequence=1&isAllowed=y>   1. Introduction to ICT   <https://oer.avu.org/bitstream/handle/123456789/768/ICT%2001_EN%20Introduction%20to%20ICT%20.pdf?sequence=1&isAllowed=y> |
| How are students enabled to access the resources? | Students are given credentials on the eLearning platform to be enabled to access the resources. They are also trained on the usage of eLearning platform. |
| Where in this unit are students expected to work collaboratively? | Students are expected to work collaboratively on eLearning platform and in computer labs. |
| How has an inclusive approach been incorporated in this unit? | Inclusive approach is incorporated in this unit by inviting each student to share with e-moderator any special learning difficulty. Group work will be formed to help students with special needs. |
| How will feedback on unit be obtained from students? | The feedback from students on this unit will be obtained through discussion forum around specific topics created on eLearning platform. We will set a google form to be filled anonymously by the students for the evaluation of this unit. |
| How will student feedback be used to improve unit? | The feedback provided by students will help to revise the unit for the next student’s cohort. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | As this unit is taught within one week, the formative feedback on the work students have done will be provided by Friday at 23h30 of the next week. |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Topic name: | Use of internet for research( e-Resources, OERs & MOOCs Digital library), Ethics (Plagiarism, copyright, privacy) | | |
| Aim of the topic: | In this unit, you will be looking at information that can be found on the Web. You may have already explored the Web and discovered the huge amount of information it contains. Alternatively you may be a newcomer to the Web. Either way, this unit will help you to develop your skills to access Open Educational Resources (OERs) and MOOCs and research in your various subjects, respecting ethics; you will avoid plagiarism and consider copyright and privacy of other persons. | | |
| This topic covers: | 1. Webpages 2. Web browser 3. Website 4. Search engines 5. Emails. 6. Online libraries 7. Search strategies 8. Online searching techniques 9. OERs, MOOCs and Digital library 10. Accessing full text from electronic journals 11. Ethics | | |
| Intended learning outcomes: | 1. Understand the fundamentals of Internet 2. Search online information ethically. 3. Use electronic mails with attachments | | |

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| Overview of student activity: | Activities in this unit will introduce you to Internet, its origin and its common uses in different areas of life. You will learn search engines and use them practically for any specific topics avoiding plagiarism and respecting the copyright and privacy of other persons. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Understand the basics of the Internet | 3 | E-tivity 3.1 | This outcome will be assessed online. You will be given readings to be done and answer questions in assignments |
| 1. Search ethically online information. | 3 | E-tivity 3.2 | This outcome will be assessed online. You will be given readings to be done and answer questions in assignments. The most biggest part of exercises is practical |
| 1. Use electronic mails with attachments | 3 | E-tivity 3.2 | This outcome will be assessed online. You will be given readings to be done and respond to proposed questions in assignments. The most part of exercises are practical |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that these are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 1. Use Internet for research and sharing information | | | |
| Purpose of the unit/week/section: | | | |
| The purpose of this unit is to Introduce you to Internet and its applications in everyday life. You are going to be shown how to collect relevant online information related to any specific research project in one place and how the information can be edited you will also be shown how to increase productivity. This unit will raise your awareness towards plagiarism, Internet security and privacy issues regarding the use of internet. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| Through the reading of provided documents, you will be introduced to the concepts of internet and its various applications. With your computers at home or in computer laboratory, you will be given exercises to search and retrieve information from internet according to given topics by respecting ethics related especially to copyright and privacy issues, then you will share that information through the emails. | | | |
| Pre-topic activity: | | Number of hours | N/A |
| N/A | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 |
| During the face to face the students will do hands on practice related navigation internet, sharing information | | | |
| Online activity: | | Number of hours | 5 |
| What should students do? | From the teams of 5 students each proposed by your lecturers, do the following  **E-tivity 3.1 [2 hour]**  This e-tivity 3.1 aims to help you to understand very well the concepts of Internet, Internet of Things and search engines. It helps you also to master the basic concepts related to the ethics of data use. This is a Turnitin Assignment that will be checked against plagiarism in our UR eLearning Platform. You need then to avoid copy and paste! Otherwise you can lose some marks.  **Task**  After reading the OER called Introduction to Computer Science available at https://oer.avu.org/handle/123456789/802   1. Respond to the following reflective questions:  * What does connecting to the Internet require? * Describe the application purposes of the Internet * People say the Internet has revolutionized the way we live, what does this mean? * What do search engines do? Give examples of commonly used search engines. * Why do search engines keep an index of words? * In order to become an instance of a more general class of cyber-physical systems, what devices need to be integrated?  1. Post the answer on the discussion board by Wednesday at 23h.   **E-tivity 3.2 [3 hours]**  The main focus of OER is on the use, adaptation and sharing of resources. Copyright restrictions would negate the whole model. The four main legal issues associated with creating and making OER are copyright issues, ownership, intellectual property rights, and permission for use. Many resources may be context-bound due to copyright issues in such a way that it is not possible to adapt the source to local prerequisites. Without the permission of the copyright holder, it is strictly prohibited to copy, reproduce or change resources. How can academics make informed and purposeful decisions about licensing their work openly?  The purpose of this exercise is to practice searching on the Internet and get used to the Creative Commons with documents that you retrieve in from Google and YouTube website.  **Task** After reading the online document “Open Content Licensing: Creative Commons” on <https://oer.avu.org/handle/123456789/565>, do the following:  * Go to Google website, search for books on “Peace and conflict resolution in Rwanda” * Select those under Creative Commons with usage right “Free to use, Share or modify, even commercially” * Choose one book that you could recommend to your colleagues who needs to learn more about Peace and conflict Resolution in Rwanda. Post your result on the discussion board of this unit * Comment on a book that your team member retrieved and post it on the discussion board of this unit.  1. Search for books talking about importance of ICT in Education. 2. Make the list and post it on the discussion board for this unit. 3. Compare what you have got and what students in your groups have got. 4. Merge all your lists avoiding duplication 5. Post the final document on the discussion board for feedback from the e-Moderator | | |
| Where do they do it? | In Computer Laboratories or from their computers | | |
| By when should they do it? | By Friday 23h30 of the week during which the unit is taught | | |
| E-moderator/tutor role | | | |
| The E-moderator monitors and facilitates your discussions and guide you during hands-on learning. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 |
| In this unit, learning outcomes will be assessed through SummativeAssessment for the Unit at the end of the unit. | | | |
| How does this section link to other sections of the module? | | | |
| Based on the first two units that provided the basics for this unit, unit 3 is linked to other sections of the module by providing the skills knowledge and competence to search from the internet information related to other units. | | | |

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| = Total number of hours | 9 |

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| Some important questions | |
| Which learning resources/ references will scaffold the students’ learning? | * <https://www.oerafrica.org/resource/information-web> * <https://www.oerafrica.org/resource/ethics-and-integrity-data-use-and-management-ppt-slides> * <https://www.oerafrica.org/resource/ethics-and-integrity-data-use-and-management-detailed-specifications> * Introduction to Computer Science   <https://oer.avu.org/bitstream/handle/123456789/802/CSI%201100_EN%20INTRODUCTION%20TO%20COMPUTER%20SCIENCE1.pdf?sequence=1&isAllowed=y>   * Introduction to ICT   <https://oer.avu.org/bitstream/handle/123456789/768/ICT%2001_EN%20Introduction%20to%20ICT%20.pdf?sequence=1&isAllowed=y>   * Open Content Licensing: Creative Commons   <https://oer.avu.org/bitstream/handle/123456789/565/Open%20Content%20Licensing-%20Creative%20Commons.pdf?sequence=1&isAllowed=y> |
| How are students enabled to access the resources? | Students are given credentials on the eLearning platform to be enabled to access the resources. They are also trained on the usage of eLearning platform. |
| Where in this unit are students expected to work collaboratively? | Students are expected to work collaboratively on eLearning platform and in computer labs. |
| How has an inclusive approach been incorporated in this unit? | Inclusive approach is incorporated in this unit by inviting each student to share with e-moderator any special learning difficulty. Group work will be formed to help students with special needs. |
| How will feedback on unit be obtained from students? | The feedback from students on this unit will be obtained through discussion forum around specific topics created on eLearning platform. We will set a google form to be filled anonymously by the students for the evaluation of this unit. |
| How will student feedback be used to improve unit? | The feedback provided by students will help us to revise the unit for the next cohort. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | As this unit is taught within one week, the formative feedback on the work students have done will be provided by Friday at 23h30 of the next week. |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** |  |
| Topic name: | General Information Safety and Security | | |
| Aim of the topic: | The aim of this unit is to provide an introduction to basic computer security measures needed for end users. | | |
| This topic covers: | 1. User credentials; 2. Setting of password; 3. Computer virus and antivirus programs. | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*   1. Create username and password for systems, and files; 2. Update installed antivirus; 3. Scan internal and external storages. | | |

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| Overview of student activity: | You will be engaged in different activities such as discussion forums, practical activities and assignments. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment.** | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Create username and password for systems, and files; | 1 | E-tivity 4.1 | This outcome will be assessed online. In your group, you will exchange protected documents with a provided password and try to open it, and post comments on how you found it.  You will also create a new user account with your picture and post the screenshot of it on the discussion board. |
| 1. Update installed antivirus; | 1 | E-tivity 4.2 | This outcome will be assessed during face to face.  Through your campus network, you will be given time to check for the updates of the computer antivirus and then, update it if necessary. |
| 1. Scan internal and external storages. | 1 | E-tivity 4.3 | This outcome will be assessed during face to face.  Through your campus network, you will be given time to scan the internal and external storages and report the output. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| Utilise basic knowledge and skills of computer in learning practices | | | |
| The purpose of the unit/week/section | | | |
| The purpose of this unit is to equip students with basic competences to protect a computer | | | |
| Over to you: *(a description of the process of the section)* | | | |
| With the help of the resources provided to you, you will conduct hands on practices related to basic systems and files protection. | | | |
| Pre-topic activity: | | Number of hours |  |
| N/A | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 |
| You will meet your e-moderator and discuss the challenges you faced in this unit. | | | |
| Online activity: | | Number of hours | 6 |
| What should students do? | **E-tivity 4.1 [2hours]**  This e-tivity 4.1 helps you to clearly understand the concepts of computer system and file protection. It also helps you to master the basic concepts related to how you create, update, and remove computer “username” and “password”.  **Task**  Open and read the information from this fruitful link: “[*https://www.windowscentral.com/how-protect-document-password-office*](https://www.windowscentral.com/how-protect-document-password-office)” and respond to the following reflective questions on the discussion forum. You shall not use more than 100 words for each question.   * How can you protect your computers from unauthorized access? * What is “strong password”? * Discuss the use of password during the sharing of files. * Explain advantages and disadvantages of using Password. * Open a new MS Word document, protect it with a password, and by Wednesday at 23h00, post it on the discussion board for your group members to test it. You will also test password protection of files posted by your colleagues by Friday at 23h00.   **E-tivity 4.2 [2 hours]**  This e-tivity **4.2** intends to help you clearly understand the use of updated installed antivirus in computer systems. It also provides enough knowledge on scanning and updating Antivirus.  Read the article on the links: [*https://www.managementjournal.info/index.php/IJAME/article/view/408/348*](https://www.managementjournal.info/index.php/IJAME/article/view/408/348)*,*  [*https://en.wikibooks.org/wiki/Basic\_Computer\_Security/Malware/Viruses*](https://en.wikibooks.org/wiki/Basic_Computer_Security/Malware/Viruses)*.* Reflect on the following questions and post your comments on the discussion board:   * What is a computer virus? * What is a computer antivirus? * What are the common types of computer virus? * What are the common types of computer antivirus? * Explain advantages and disadvantages of using antivirus.   Post the answers on the discussion board by Wednesday at 23h00 for comments from colleagues and then review your file based on the comments given by Friday at 23h30.  **E-tivity 4.3 [2 hours]**  This e-tivity **4.3** intends to help you to understand very well the concepts of internal and external storages usage. It will also help you to master the basic concepts of checking the capacity, scanning and formatting internal and external storages.  **Task**  Read this resource link [*https://saifhassan.info/remove-shortcut-virus-with-one-click/*](https://saifhassan.info/remove-shortcut-virus-with-one-click/) and respond to the following reflective questions on the forum board:   * Describe the use of internal and external storages**.** * Describe the approaches used to scan internal and external storages**.** * Explain the main difference between scanning and formatting. * Explain advantages and disadvantages of scanning and formatting.   Post the answers on the discussion board by Wednesday at 23h30 for comments from colleagues and then review you file based on comments given and send final copy to e-moderators’ email by Friday at 23h30. | | |
| Where do they do it? | In Computer Laboratories or from their computers | | |
| By when should they do it? | By Friday 23h30 of the week during which the unit is taught | | |
| E-moderator/tutor role | | | |
| The E-moderator monitors and facilitates your discussions and guide you during hands-on learning. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 |
| * Online assignment and quiz * Online assignment.(to be submitted after achievement of learning outcome 3 in this unit) * Submission of previous assignment via email. | | | |
| How does this section link to other sections of the module? | | | |
| The unit is related to unit 1, 2, and 3 as it includes scanning of memory storage in unit 1, protection of MS Word document (files) in unit 2 and the role of antivirus which is part of unit 2. | | | |
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| = Total **number** of hours | | | 9 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | https://www.windowscentral.com/how-protect-document-password-office  https://www.managementjournal.info/index.php/IJAME/article/view/408/348,  https://en.wikibooks.org/wiki/Basic\_Computer\_Security/Malware/Viruses  https://saifhassan.info/remove-shortcut-virus-with-one-click/ |
| How are students enabled to access the resources? | You will be given credentials on the eLearning platform to enable your access to the resources. You will also be trained on the usage of eLearning platform. |
| Where in this unit are students expected to work collaboratively? | You are expected to work collaboratively on eLearning platform and in computer labs. |
| How has an inclusive approach been incorporated in this unit? | Inclusive approach is incorporated in this unit by inviting each student to share with e-moderator any special learning difficulty. Thereafter, special support will be provided to students with special needs. |
| How will feedback on unit be obtained from students? | The feedback from students on this unit will be obtained through discussion a forum around specific topics created on eLearning the -platform. We will set a google form to be filled anonymously by the students for the evaluation of this unit. |
| How will student feedback be used to improve unit? | The feedback provided by students will help to revise the unit for the nextcohort. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | As this unit is taught within one week, the formative feedback on the work students have done will be provided by Friday at 23h30 of the next week. |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **5** |
| Topic name: | Collaborative tools (social media& cloud services) | | |
| Aim of the topic: | This unit aims to equip student with knowledge and skills to use collaborative tools in their learning and daily life. | | |
| This topic covers: | This unit is designed to cover:   * Use of Social Media * Use of cloud computing services | | |
| Intended learning outcomes: | At the end of this unit, you will be able to:   1. Apply social media in your learning. 2. Use cloud based collaborative tools for learning | | |

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| Overview of student activity: | You will be engaged in the use of collaborative tools to make your learning more effective through discussion forum, practical activities and assignments. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** *(Pressing <Tab> at the end of the table will provide additional rows in the table, if required.)* | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Apply social media in your learning. | 3&4 | e-tivity 5.1, e-tivity 5.2 | This outcome will be assessed online. You will be asked to create an account within a certain social media. Then invite other people to interact with you. |
| 1. Use cloud based collaborative tools for learning | 3&4 | e-tivity 5.3 | This outcome will be assessed online. You will be asked to create an account within a certain cloud based collaborative tool. Then share it with group members including the e-moderator to collect their inputs. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 1. Use internet for research and share information. 2. Integrate ICT in the learning of different subjects. | | | |
| Purpose of the unit/week/section: | | | |
| The purpose of this unit is to enable you to use collaborative tool for communication and sharing information with your colleagues to make learning more effective and efficient. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| By reading the documents provided to you, you will be introduced to the concepts of collaborative tools and cloud computing services and its various applications. Practically with your computers at home or in computer laboratory, you will be given exercises to create account and use some of the most used cloud based collaborative tools in learning. You will be given work to communicate and share data using collaborative tools. | | | |
| Pre-topic activity: | | Number of hours | N/A |
| N/A | | | |
| Face to face time: *(if applicable)* | | Number of hours | 2 |
| During the face to face session you will be engaged in hands on practice related to collaborative tools and their use in learning or in your daily life. | | | |
| Online activity: | | Number of hours | 6 |
| What should students do? | **e-tivity 5.1 [2 hours]**  This e-tivity 5.1. is aimed at helping you to use the collaborative tools in your learning and everyday life. You will understand the benefits of collaborative tools and apply them in your everyday activities. This is a Turnitin Assignments that will be checked against plagiarism in our UR eLearning Platform. You need then to avoid copy and paste! Otherwise you can lose some marks.  **Task**  After reading the Social media and eLearning OER available at <https://oer.avu.org/handle/123456789/700>  After reading Using Google Apps as an mLearning strategy OER available at <https://oer.avu.org/handle/123456789/534>  Open and read Google Docs for Collaborative Tools: <https://www.youtube.com/watch?v=omm4cQQ62AQ>  ICT as a Collaboration Tool: <http://ccti.colfinder.org/education/ict-international/knowledge-deepening/module-4-organization-and-administration/unit-4-ict-collaboration-tool>  After watching the YouTube video, follow the best way to use Google Documents to collaborate. It is available at <https://www.youtube.com/watch?v=ngrqOV710g0>  After watching the YouTube video Social Media Introduction Available at <https://www.youtube.com/watch?v=gZXhXjlpG28>   * Create a Gmail account for Google services * Create a document using Google Docs * Share the created document with group members and e-moderator * Ask each members to contribute on it by providing inputs and comments   **e-tivity 5.2 [2 hours]**  This e-tivity 5.2. is aimed at helping you to clearly understand very well the concept cloud computing services and their use in learning or in their daily life. This is a Turnitin Assignments that will be checked against plagiarism in our UR eLearning Platform. You need them to avoid copy and paste! Otherwise you can lose some marks.  **Task**  After reading the following OERs: Social media and eLearning, Grid e cloud computing, Grid cloud computing Publishing content in the cloud: Opportunities and Challengesavailable respectively at <https://oer.avu.org/handle/123456789/700>, <https://oer.avu.org/handle/123456789/656> ,  <https://oer.avu.org/handle/123456789/685> and <https://oer.avu.org/handle/123456789/813>  After watching the YouTube video Introduction to Cloud Based Collaborative Tools , MS OneDrive cloud storage tutorial, Beginner’s guide to OneDrive for windows, How to use DropBox Tutorial for beginners, Tutorial for Beginner in Google Drive Available <https://www.youtube.com/watch?v=yHFRUZzyG64>, <https://www.youtube.com/watch?v=n7B4icXvs74>,<https://www.youtube.com/watch?v=hkf1p1Y6rFQ>, <https://www.youtube.com/watch?v=4Nan6Zt6bzw>and <https://www.youtube.com/watch?v=8KYXNYwnGP4>   * Use one of the following cloud software as services (OneDrive, Google Drive or Dropbox); * Create a new account; * Download/install them on your computer and add files to be synchronized; * Synchronized your folders with the cloud services; * Share data/files or grant access to your group members and e-moderator through the discussion board. * Discuss with your group members your experience on how to work with cloud services.   **E-tivity 5.3. [2 hours]**  This e-tivity 5.3. is aimed at helping you to recap all skills acquired in the unit 5. You will create a YouTube channel where you will avail, share all the e-tivities you have done and share them with the members of the group and e-moderator.  **Task**  After reading the OER **Social media and eLearning** available at <https://oer.avu.org/handle/123456789/700>  After watching the YouTube videos “What Equipment I use to create YouTubevideos”, “How to make YouTube channel introduction”, “ How to create a YouTube Channel “, “ What Equipment I use to create “ and “ How to make YouTube channel introduction “ respectively available at <https://www.youtube.com/watch?v=J5_dfVAmotw>,  <https://www.youtube.com/watch?v=G86lxAA_7_A>, <https://www.youtube.com/watch?v=ZhU3cb9CCfA>, <https://www.youtube.com/watch?v=J5_dfVAmotw> and  <https://www.youtube.com/watch?v=G86lxAA_7_A>:   * Create a YouTube channel, * Upload all the work you did in the unit 5, * Share that video on your channel so that members of your group can access it, * Using collaborative tool, write an essay on the overall benefits of the tools covered in the unit 5 in general and in learning in particular, Share with your group members * Using collaborative tool, discuss how your favourite, collaborative tools can be applied in your daily life. | | |
| Where do they do it? | In Computer Laboratories or from their computers | | |
| By when should they do it? | By Friday 23h30 in the week during which the unit is taught | | |
| E-moderator/tutor role | | | |
| The E-moderator monitors and facilitates your discussions and guides you during hands-on learning. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 |
| In this unit, learning outcomes will be assessed through SummativeAssessment for the Unit to be given at each end of the unit. | | | |
| How does this section link to other sections of the module? | | | |
| Building on the first four units that gave the basics for this unit, unit 5 is linked to other sections of the module by providing the skills and knowledge and competencies to use collaborative tools and cloud services in their study and everyday life; also, it will enable learners to successfully complete other remaining units. | | | |

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| = Total number of hours | 9 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | ICT as a Collaboration Tool: <http://ccti.colfinder.org/education/ict-international/knowledge-deepening/module-4-organization-and-administration/unit-4-ict-collaboration-tool>  What is an Online Collaborative tool?: <https://www.youtube.com/watch?v=D313_X6SsaE>  Emerging Trends 10 Collaborative Technologies for online classroom: <https://www.youtube.com/watch?v=NJqMB-ER_pI>  4 Essential Collaboration Tools: <https://www.youtube.com/watch?v=f7fLFd5SiuI>  Emerging Trends in Educational Technology- 10 Collaborative Technologies for the online classroom: <https://www.youtube.com/watch?v=s6JIs8vDt3Q>  Google Docs: Collaborative Tools: <https://www.youtube.com/watch?v=omm4cQQ62AQ>  Collaborative ICT Development: <https://www.youtube.com/watch?v=97tMcv2nCxA>  Distractive or Educative? Social Media and eLearning: <https://oer.avu.org/discover>  Managing Teaching and Learning: Learner Interactive in ODeL for Professional Development: https://oer.avu.org/handle/123456789/704  Multimedia Design and Applications: <https://oer.avu.org/handle/123456789/771>  Using Google Apps as an mLearning strategy: <https://oer.avu.org/handle/123456789/534>  Distractive or Educative? Social Media and eLearning: <https://oer.avu.org/handle/123456789/700>  10 Most Popular Social Media websites and Apps in 2019: https://www.youtube.com/watch?v=OQ4DWCDerX0  Most popular social networks 2003-2019: <https://www.youtube.com/watch?v=aOymOiQdNaE>  Publishing Content in the Cloud: Opportunities and Challenges: https://oer.avu.org/handle/123456789/687  Google Application | Cloud Computing, Productivity and Collaboration Tools: <https://www.youtube.com/watch?v=zhb0VEBAHac>  What are the business benefits of cloud computing IaaS, PaaS and SaaS: <https://www.youtube.com/watch?v=whkyRvugqlM> Top Cloud Computing Providers: <https://www.youtube.com/watch?v=Gf1Xr5_hl1A>  What is Cloud Computing: https://www.youtube.com/watch?v=kQnNd-DyrpA  Top benefits of Cloud Computing: <https://www.youtube.com/watch?v=K6JTSoL5Lvc>  Grid Cloud Computing: <https://oer.avu.org/handle/123456789/685> |
| How are students enabled to access the resources? | Students are given credentials on the eLearning platform to be enabled to access the resources. They are also trained on the usage of eLearning platform. |
| Where in this unit are students expected to work collaboratively? | Students are expected to work collaboratively on eLearning platform and in computer labs. |
| How has an inclusive approach been incorporated in this unit? | Inclusive approach is incorporated in this unit by inviting each student to share with e-moderator any special learning difficulty. Group will be formed to help students with special needs. |
| How will feedback on unit be obtained from students? | Feedback from students on this unit will be obtained through discussion forum around specific topics created on eLearning platform. We will set a google form to be filled anonymously by the students for the evaluation of this unit. |
| How will student feedback be used to improve unit? | The feedback provided by students will help us to revise the unit for the next cohort. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | As this unit is taught within one week, the formative feedback on the work students have done will be provided by Friday at 23h30 in the next week. |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **6** |
| Topic name: | ICT for specific subject | | |
| Aim of the topic: | This unit aims to engage you with the use of ICT in your different specific subject areas. | | |
| This topic covers: | This unit covers the use of ICT in the following areas:   * Science and Engineering * Education (Introduction to Digital Learning) * Medicine and Health Sciences (Introduction to Digital Health) * Agriculture and veterinary medicine (   Humanities and Languages) | | |
| Intended learning outcomes: | At the end of this unit, you will be able to:   1. Identify appropriate ICT systems needed in your study subject, 2. Use and apply appropriate ICTs systems in learning and at the workplace. | | |

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| Overview of student activity: | You will be learning and applying specific ICT systems related to your field of study. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able:*** | | | |
| Identify appropriate ICT systems needed in your study subject | 3&4 | E-tivity 6.1 | This learning outcome will be assessed online. You will demonstrate that you can list, discuss the role of ICT systems that can be used in your field of study and share your outcome in the discussion forum. Your will be required to interact with multiple choice questions |
| Use and apply appropriate ICTs systems in learning and in workplace | 3&4 | E-tivity 6.2 | Online quiz will be given to assess you on how to install and use ICTs systems in your specific study subject. |
| To use ICT tools in conducting assignments and proving feedback | 4 | E-tivity 6.3 | On the eLearning platform students will do group work supervised and assessed.  In computer labs students will demonstrate the knowledge they have acquired. |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| * Identify appropriate ICT tools needed in your study subject, * Use appropriate ICTs in different activities related to your study subject. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| The use of computer in specific fields of student will be discussed and then how to use them in dairy activities. | | | |
| Pre-topic activity: | | Number of hours | N/A |
| N/A | | | |
| Face to face time: *(if applicable)* | | Number of hours | N/A |
| N/A | | | |
| Online activity: | | Number of hours | 8 |
| What should students do? | **E-tivity 6.1 (2.5 hours]**  **Purpose:**  This e-tivity 6.1 aims to equip you with knowledge and skills on the role of ICT in the field of your study.  **Over to you:**  Read Lecture notes and conduct online documentation on YouTube / OER databases relevant ICT systems needed in your field of study  **Activity:**  Discuss the role of ICT in your field of study;  Provide a list of ICT tools (both hardware and software) that are being used in your field of study;  Post your submission on discussion forum by Wednesday 23h59’ and comments at least on two posts of your classmates.  **E-tivity 6.2 [2.5 hours]**  **Purpose:**  This e-tivity 6.2 is aimed at equipping you with the skills to download, install and use specific software tools and systems related to your field of study.  **Over to you:**  Read the resources related to software tools recommended per specific subjects  **Task:**  Download and install specific the selected software tools such as Mendeley.  Use Mendeley in one essay assignment and add references and biographies.  Post your submission on discussion forum by Wednesday 23h59’  **E-TIVITY 6.3 [3 hours]**  **Purpose**  The purpose of this e-tivity is to introduce you to the software you will need as lifelong learner and professional for career development.  **Task**  (a) Carry out a short interview with one of the final students in your college. Ask them which (devices, online application, mobile applications) are popular in your career that (20 minutes maximum) and  (b) Ask one of profession employee in your area of study questions on the purpose and functionality of ICTs systems listed in (a).  NB. You can conduct an online documentation in those ICTs systems.  Write a summary of the person’s views and internet search results and post it as a message in the discussion board by Friday at 23h59’.  Choose a contribution posted by a colleague to which no-one else has responded yet.  In your reply to it, indicate (a) whether you agree that your colleague’s summary truly captures the key points raised during the interview and  (b) Add your own insights into the interviewee’s opinions.  (c) Submit it before Friday at 23h59’ | | |
| Where do they do it? | Online | | |
| By when should they do it? | Through the whole process of unit | | |
| E-moderator/tutor role | | | |
| Monitoring  The discussion helps students to form groups | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 1 |
| * In this unit, learning outcomes will be assessed through SummativeAssessment for the Unit to be given at each end of the unit. | | | |
| How does this section link to other sections of the module? | | | |
| This section is linked to other, enabling student to collaborate and share other materials related to other section | | | |

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| = Total number of hours | 9 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | * Buabeng-Andoh, C. (2012). Factors influencing teachers’ adoption and integration of information and communication technology into teaching: A review of the literature. International Journal of Education and Development using ICT, 8(1), Open Campus, The University of the West Indies, West Indies. Retrieved April 19, 2020 from <https://www.learntechlib.org/p/188018/>. * Forcheri, P. & Molfino, M. T. “ICT as a tool for learning to learn”. Boston, MA: Kluwer Academic. pp 175-184, 2000. https://link.springer.com/content/pdf/10.1007%2F978-0-387-35499-6\_16.pdf |
| How are students enabled to access the resources? | Students are given credentials on the eLearning platform to be enabled to access the resources. They are also trained on the usage of eLearning platform. |
| Where in this unit are students expected to work collaboratively? | Students are expected to work collaboratively on eLearning platform and in computer labs. |
| How has an inclusive approach been incorporated in this unit? | Inclusive approach is incorporated in this unit by inviting each student to share with e-moderator any special learning difficulty. Group work will be formed to help students with special needs. |
| How will feedback on unit be obtained from students? | The feedback from students on this unit will be obtained through discussion forum around specific topics created on eLearning platform. We will set a google form to be filled anonymously by the students for the evaluation of this unit. |
| How will student feedback be used to improve unit? | The feedback provided by students will help us to revise the unit for the next cohort. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | As this unit is taught within one week, the formative feedback on the work students have done will be provided by Friday at 23h30 of the next week. |

UNIT/WEEK/SECTION-LEVEL TEMPLATE

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| **Unit-level overview** | | **Unit/week/section** | **7** |
| Topic name: | **Practical I ( practices related to the units 1,2 and 3)** | | |
| Aim of the topic: | The aim of this unit is to help you to have practical sessions on computer navigation, computer system, MS Office, the use of collaborative tools. | | |
| This topic covers: | ICT fundamentals, Computer system, computer navigation, MS Office and collaborative tools. | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*   1. Explore and customise the desktop, taskbar and start menu. 2. Convert from one base to another and convert form one unit of storage capacity into another. 3. Use Microsoft Office word confidently 4. Access available search engines and practice using them | | |

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| Overview of student activity: | Students will customise desktop, manage files, add and remove some item on task and on start menu, creating work document, perform calculations in MS Excel and |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Explore and customise the desktop, taskbar and start menu. | 1 | E-TIVITY 7.1 | During computer lab session the facilitator will supervise the activity and make sure student perform the activity correctly |
| 1. Convert from one base to another and convert from one unit of storage capacity into another. | 1 | E-TIVITY 7.1 | Through the learning management system students will access the exercises online, LMS will generate report on students’ performance. |
| 1. Use Microsoft office word confidently | 2 | E-TIVITY 7.2 | In Lab sessions, students will be assessed on how good their work is. He/she will also be assessed on how well their work is organized. Briefly, they will be assessed on the style, font, choice of colours and sequence of titles and subtitles.  This work will be submitted on eLearning platform or via email. |
| 1. Access available search engines and practice using them | 3 | E-TIVITY 7.3 | By using connected computer Lab students will produce and present a report on search engines |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| 1. Utilise basic knowledge and skills of computer in learning practices. 2. Apply MS. Office suite & OpenOffice in daily life activities. 3. Use internet for research and sharing information. | | | |
| Purpose of the unit/week/section: | | | |
| The aim of this unit is to help you to have practical sessions on computer navigation, computer system, MS Office and the use of collaborative tools. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| The unit focuses on the main elements discussed in previous units 1, 2 and 3 (Computer navigation, computer system, MS Office and collaborative tools). Based on these units, you will customise desktop, start menu, task bar, perform binary number system, use different feature of MS Office package and create and share information through the collaborative tools. | | | |
| Pre-topic activity: | | Number of hours | 3 |
| Read the units covered: unit 1,2 and unit 3 | | | |
| Face to face time: *(if applicable)* | | Number of hours | 3 |
| Students will customise Desktop, Managing files, add and remove some items from the task and on start menu, creating work document, perform calculations in MS Excel | | | |
| Online activity: | | Number of hours | 13 |
| What should students do? | **E-tivity 7.1 [4 hours]**  **Purpose:**  This e-tivity explains ICT related concepts and terms with their appropriate use in daily life.  **TASK 1:**  Read the following resources  https://www.ajol.info/index.php/ajesms/article/download/187479/176751  https://www.slideshare.net/kinarossi/ict.tools.and.the.utilisation  https://www.slideshare.net/YESVITA/ict.tools.49037225  and respond to the questions below:   1. Answer the following questions related to unit 1:    1. What is a computer?    2. Give different types of computers    3. Give an example of a hand held computer.    4. What is a PC (personnel computer)? Give two examples of PC.    5. What is a computer system? Give four examples of computer systems.    6. Where a computer can be used in daily life?    7. Differentiate data from information.    8. Give examples of data and information    9. What is a storage device of the computer?    10. What is a storage media of the computer?    11. Give two types of storage media and two examples of each?    12. What is hardware?    13. What is software?    14. What is an operating system (OS) of the computer?    15. Give different types of operating systems and examples.    16. What is application software? Give examples    17. Linux, Windows XP and Vista are examples of 2. Application software 3. Freeware 4. Operating System software 5. Hardware    1. A peripheral device is 6. An external device to the computer but controlled by it 7. An internal device 8. A device not controlled by the computer 9. An internal drive    1. A file can permanently be deleted by 10. Pressing a Delete Button on Keyboard 11. Pressing a Delete Button on Keyboard and then Delete it into Recycle Bin 12. Formatting the file 13. Using Cut command and Delete Key 14. All of above are correct   Post your work in discussion board of week 9 by Wednesday at 23h30.  **Task 2.**  Respond to the following questions.   1. Describe the benefits and effectiveness of different ICT tools. 2. Give five examples of ICT tools and their importance. 3. What are the advantages and disadvantages of using ICT? 4. Give five ICT tools mostly applied in your study area?   Post your work in the discussion board of week 1 by Wednesday at 23h30.  **TASK 3**  Match the letter of each picture in the table below with its description below   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | A |  | I |  | Q |  | | B |  | J |  | R |  | | C |  | K |  | S |  | | D |  | L |  | T |  | | E |  | M |  | U |  | | F |  | N |  | V |  | | G |  | O |  | W |  | | H |  | P |  | X |  |  |  |  | | --- | --- | | IMAGE | DESCRIPTION | |  | WEBCAM | |  | TABLET | |  | SPEAKER | |  | SOLID STATE DRIVE | |  | SCREEN | |  | SCANNER | |  | ROM | |  | RAN | |  | PUNCHED CARD | |  | PRINTER | |  | POWER SUPPLY | |  | PDA | |  | MOUSE | |  | MOTHER BOARD | |  | LAPTOP | |  | KEYBOARD | |  | HEAD PHONES | |  | HARD DRIVE | |  | FLASH MEMORY | |  | USB FLACH DRIVE | |  | DVD DRIVE | |  | DVD | |  | DISKETTE | |  | CPU |   Post your work in the discussion forum on week 9 discussion board by Wednesday at 23h30.  Purpose: Explain data representation, storage and management of files   1. Convert 10100011 from binary to decimal. 2. 121 3. 163 4. 199 5. 212 6. Convert 101101 from binary to decimal. 7. 45 8. 56 9. 61 10. 72 11. Convert 110100101010 from binary to decimal. 12. 3020 13. 3100 14. 3370 15. 3610 16. Convert 11101111 from binary to decimal. 17. 217 18. 229 19. 231 20. 239 21. Convert 01000010 from binary to decimal. 22. 60 23. 62 24. 64 25. 66 26. Convert 112 from decimal to binary. 27. 111000 28. 1110101 29. 1010000 30. 1110000 31. Convert 25673 from decimal to binary. 32. 110010001001011 33. 100010001001001 34. 110010001001001 35. 110010000001001 36. Convert 555 from decimal to binary. 37. 1000101011 38. 1000111011 39. 1000101000 40. 1011101011 41. Convert 100 from decimal to binary. 42. 1111100 43. 1000100 44. 1100101 45. 1100100 46. Convert 12999 from decimal to binary. 47. 11001011100111 48. 11001011000111 49. 11001011000100 50. 10001011000111   Post your work in the discussion forum on week 9 discussion board by Wednesday at 23h30.  **E-TIVITY 7.2 [6 hours]**  The purpose of this e-tivity is to familiarise yourself with the use of MS Word, create, format edit and secure a word document, manage tables, generate table of contents and mail merging.  Watch the video on the use of MS Word available at:  https://novaonline.nvcc.edu/Descriptions/ite115common/Office2013Tutorials/  **TASK 1:**   1. A computer scroll bar is not working properly, what is the alternative key that can be used in other to navigate through documents? 2. A Mouse 3. Navigations Keys 4. Ctrl+G 5. All of above are correct 6. In word processing, Portrait and Landscape are [1 Marks] 7. Page Orientation 8. Paper Size 9. Page Layout 10. All of above are correct 11. Which keyboard shortcut opens a new document?   A. Shift+N  B. Alt+N  C. Ctrl+N  D. File/New/Document  E. None of the above.   1. Which keyboard shortcut opens an existing document?   A. shift+O  B. Alt+O  C. Ctrl+O  D. File/Existing/Document  E. None of the above.   1. Which keyboard shortcut bolds the selected text?   A. Ctrl+B  B. Alt+B  C. Shift+B  D. File/Format/Bold  E. None of the above.   1. Which keyboard shortcut underlines the selected text?   A. Ctrl+U  B. Alt+U  C. Shift+U  D. File/Format/Underline  E. None of the above.   1. Which keyboard shortcut italicizes the selected text?   A. Ctrl+I  B. Alt+I  C. Shift+I  D. File/Format/Italicize  E. None of the above.  **TASK 2**  Create a word file using MS Word, according the instructions given below:   1. Type in the entire exercise and save it as <your firstname lastname > 2. Create a new document and type the following text given in the box above. 3. Correct any errors displayed in the given text. 4. Save the document as <your registration number> 5. Change the layout of the page as given below:   Page size: A4 (8.27’’ x 11.69’’)  Page orientation: Landscape   1. Change the page margins as follows   Top: 1.10"  Bottom: 1.10"  Right: 1.15''  Left: 1.10''   1. Format the entire document as given below.   Line spacing:1.24'',  Font: Tahoma,  Font size: 16,  Align: Justify   1. Select the heading “E-Learning in Education” and format it as given below. Capitalize it   Font color: blue  Style: Bold and underline  Align: Center   1. Make the first letter of the paragraph larger and fall into four lines (Drop cap). 2. Format the heading “Current special categories” with style: Heading 2. 3. Create a bulleted list for the last 3 lines of text given under “current special categories” and format it as follows.   Add a new page and create the table shown below at the end of the bulleted list.   |  |  |  |  | | --- | --- | --- | --- | | Ceremony | Date | Best Picture Winner | Venue | | 1st Salax Award | 16th May 2000 |  | Serena Hotel | | 2nd Gospel Award | 3rd January 1985 |  | Hilltop Hotel |  1. Enter “Award Ceremonies” text as the heading of the table and format it using a WordArt as follows. (Font: Arial Black, Font size: 16, Align:Center) 2. Insert a new row just below the last row of the table and enter the following information into the new row:   Ceremony: 17th Salax Award Date: 25th July 2014  Best picture winner: The artist Venue: King James   1. Insert another row just above the last row of the table and merge all the cells in that row. 2. Format the entire table as give below.   Change the cell size of the table to Auto fit to Contents. Align: Center Style: Bold   1. Format the heading row of the table and format them as given below.   Convert all text into capital letters Style: Bold Align: Center   1. Insert the footer with the following formatting options.   Caption: <Your firstname> Font: Times New Roman Font Size: 12   1. Insert any image to the right-hand side of the bulleted list of the document. 2. Add a new page, create the table shown below and do calculations.  |  |  |  |  | | --- | --- | --- | --- | | Karibu supermarket | | | | | Bill for Mr.: Peter Higiro | | | | | Date: 19/2/2020 | | | | | Product | Unit price | Quantity | Total | | Rice | 185.2517 | 5.1177 |  | | Oil | 920.7892 | 7.211 |  | | Sugar | 350.2358 | 3.633 |  | | Flour | 450.8632 | 6.591 |  | | General total | | |  |  1. Supposing that every sub question in this question is a title. Create an automatic table of content of this exercise. 2. Add a new page and create the table shown below and do calculations. 3. Protect your document with the following password "Ur123@#$".   **TASK 3**    Create a word file using MS Excel sheet, according the instructions given below:   1. Create a new workbook and type the following text given in the box above. 2. Save the document as <your registration number> 3. Add any necessary borders. 4. Adjust column in order to have the content fitted in the cells. 5. Merge cells in order to have titles and sub titles centered in the sheet 6. Change the layout of the page as given below:   Page size: A4 (8.27’’ x 11.69’’)  Page orientation: Landscape   1. Change the page margins as follows   Top: 1.10"  Bottom: 1.10"  Right: 1.15''  Left: 1.10''   1. Format the title of the document as given below.   Font: Tahoma,  Font size: 16,   1. Select the heading and format it as given below. Capitalize it   Font color: blue  Style: Bold and underline  Align: Center   1. Calculate the totals. 2. Calculate the general total. 3. Add a column for reduction. 4. Calculate the reductions. (use absolute reference) 5. Add a column for the net to pay. 6. Calculate the net totals. 7. Calculate the new general total. 8. Make a two dimensions Chart that will show the product and their respective totals. 9. Make a three dimensions Chart that will show the product and their respective totals and net totals.   **TASK 4**  Read the resource available on the links below and do the task listed below:   * PowerPoint Introduction (Length: 3:04)   http://novaonline.nvcc.edu/Descriptions/ite115common/Office2013Tutorials/PowerPoint/  PowerPoint\_Introduction/PowerPoint\_Introduction.html   * Placeholders and Bulleted Lists (Length: 4:50)   http://novaonline.nvcc.edu/Descriptions/ite115common/Office2013Tutorials/  PowerPoint/Placeholders\_Bulleted\_Lists/Placeholders\_Bulleted\_Lists.html   * Inserting a Picture (Length: 3:39)   http://novaonline.nvcc.edu/Descriptions/ite115common/Office2013Tutorials/  PowerPoint/Inserting\_Pictures/Inserting\_Pictures.html   * Changing Layouts and Themes (Length: 4:43)   http://novaonline.nvcc.edu/Descriptions/ite115common/Office2013Tutorials/  PowerPoint/Changing\_Layouts\_Themes/Changing\_Layouts\_Themes.html   * Transitions (Length: 11:33)   http://novaonline.nvcc.edu/Descriptions/ite115common/Office2013Tutorials/  PowerPoint/Transitions/Transitions.html   * Animations (Length: 10:19)   http://novaonline.nvcc.edu/Descriptions/ite115common/Office2013Tutorials/  PowerPoint/Animations/Animations.html   * Speaker Notes, Headers and Footers, Save and Save AS (Length: 6:57)   http://novaonline.nvcc.edu/Descriptions/ite115common/Office2013Tutorials/  PowerPoint/SpeakerNotes\_Headers\_Save/SpeakerNotes\_Headers\_Save.html  Make a presentation of eight slides describing your University Campus; you should consider the following instructions below:  Too much text is not necessary; focus on technical skills required including Layout, Design, and Animation,   * The First slide has a Title and Subtitle Layout and contains the Topic (Title) and the owner’s name with transition of Random Bars; use Float In as animation, and with Yellow color, background should be a picture of your University campus with changed transparency of 90%; then insert in the slide master using your owner illustration shape. * The Second slide should contain the outline of your presentation in eight bulleted lines at most. Insert the header using the University Logo; insert the slide number, date, registration number in the footer. * The Third slide should contain the Introduction of your presentation. * The Fourth slide’s Layout is Title and content, it should contain details about your topic. * The Fifth slide’s Layout is Content with Caption and should contain Text and Image on the other side. * The sixth slide's layout is Title and content; it should have smart art of Hierarchy Company of four levels. (President, Director General, 2 Directors, 4 data managers) * The Seventh slide's layout has two contents one with a table of five columns and five rows, and the other with a chart. Inside the table fill the student names, marks for trimester 1, trimester 2, trimester 3 and totals. The chart will be built from data from the table above. * The last slide is for thanking your audience. Include other things if you think it’s necessary. * All transition speed should be Medium. * Insert the Slide numbers and Rehearse Timings; Timings (in seconds) are set as follow 5,10,15,20,25,5 respectively.   **TASK 5**   1. Create a new database and type the following text given in the box above.   Save the database as <your registration number>   1. Add a new table called customers with the following fields: CustomerId, FirstName, LastName, Age, Sex, address, telephone with the following properties:  |  |  |  |  | | --- | --- | --- | --- | | Field name | Type | Size | Constraint | | CustomerId | integer |  | primary key | | FirstName | text | 20 | required | | LastName | text | 20 | required | | Age | integer |  | required | | Sex | text | 1 | required | | Address | text | 20 | required | | Telephone | text | 10 | required |  1. Create a form for the table customers. 2. Populate the table of customers with the following records using the form:  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | CUSTOMERID | FIRSTNAME | LASTNAME | AGE | SEX | ADDRESS | TELEPHONE | | 1 | PETER | MUHIRWA | 23 | M | GASABO | 0788452110 | | 2 | LUCIE | UMURAZA | 31 | F | KICUKIRO | 0788472110 | | 3 | MARIE | ZANINKA | 19 | F | MUSANZE | 0788452170 | | 4 | SERGE | NTAMBARA | 26 | M | GICUMBI | 0788452800 | | 5 | PASCAL | SUNDAY | 50 | M | RWAMAGANA | 0728452110 | | 6 | PAUL | HITIMANA | 42 | M | GASABO | 0738452110 | | 7 | ALINE | UWIMANA | 36 | F | MUSANZE | 0785552110 | | 8 | PIERRE | NYANDWI | 16 | M | MUHANGA | 0733452110 | | 9 | SANDRINE | UMURERWA | 33 | F | NYANZA | 0788488110 | | 10 | YOLANDA | SIMBI | 20 | F | GASABO | 0788464680 |      1. Populate the table of products with the following records: 2. Add a new table called products with the following fields: ProductId, Name, UPrice with the following properties:  |  |  |  |  | | --- | --- | --- | --- | | Field name | Type | Size | Constraint | | ProductId | integer |  | primary key | | Name | Text | 20 | required | | UPrice | number |  | required |  1. Create a form for the table products. 2. Populate the table products with the following records using the form:  |  |  |  | | --- | --- | --- | | PRODUCTID | NAME | UPRICE | | 1 | RICE | 780 | | 2 | SUGAR | 950 | | 3 | BEANS | 600 | | 4 | MACARONI | 800 | | 5 | SOYBEANS | 1000 | | 6 | BREAD | 1200 | | 7 | EGG | 100 | | 8 | BEEF MEAT | 4500 | | 9 | PORK MEAT | 4000 | | 10 | LAMB MEAT | 5000 | | 11 | CHEESE | 4500 | | 12 | SPAGHETTI | 600 | | 13 | MILK | 4500 | | 14 | MAYONNAISE | 1500 | | 15 | ORANGE JUICE | 2000 | | 16 | APPLE JUICE | 2500 | | 17 | BANANA JUICE | 2000 | | 18 | WINE | 7000 | | 19 | BEER | 1200 | | 20 | MUSHROOMS | 4330 | | 21 | NUTS | 3200 | | 22 | LENTILS | 5000 | | 23 | VEGETABLES | 1000 | | 24 | TOBACCO | 5000 | | 25 | FISH | 5000 | | 26 | MUSTARD | 3600 |  1. Add a new table called purchase with the following fields: CustomerId ProductId, Quatity. 2. Populate the table with the following records: 3. Add a new table called products with the following fields: ProductId, Name, UPrice with the following properties:  |  |  |  |  | | --- | --- | --- | --- | | Field name | Type | Size | Contraint | | CUSTOMERID | Integer |  | required | | PRODUCTID | Integer |  | required | | QUATITY | Number |  | required | | PURCHASEDATE | Date |  | required |  1. Create a form for the table of purchase. 2. Populate the table purchase with the following records using the form:  |  |  |  |  | | --- | --- | --- | --- | | CUSTOMERID | PRODUCTID | QUATITY | PURCHASEDATE | | 1 | 3 | 23 | 22/4/2019 | | 2 | 3 | 41 | 22/4/2019 | | 5 | 4 | 21 | 22/4/2019 | | 7 | 5 | 700 | 22/4/2019 | | 1 | 6 | 22 | 29/4/2019 | | 2 | 7 | 30 | 29/4/2019 | | 5 | 8 | 44 | 29/4/2019 | | 7 | 1 | 50 | 29/4/2019 | | 1 | 2 | 66 | 29/1/2020 | | 2 | 3 | 100 | 29/1/2020 | | 5 | 4 | 34 | 29/1/2020 | | 7 | 5 | 200 | 29/1/2020 | | 10 | 3 | 100 | 30/1/2020 | | 9 | 4 | 44 | 30/1/2020 | | 8 | 5 | 67 | 30/1/2020 | | 7 | 6 | 10 | 30/1/2020 | | 6 | 7 | 3000 | 22/2/2020 | | 2 | 1 | 22 | 22/2/2020 | | 5 | 2 | 76 | 22/2/2020 | | 7 | 17 | 29 | 22/2/2020 |  1. Find all the products purchased by Peter, the dates of purchase and the amount he had paid. 2. Make a query that will create a table of all people living in Gasabo. 3. Make a query that will change the last name and first name of PAUL HITIMANA to PATRIC KAREMERA. 4. Add to the table PGasabo all customers who are living in Gicumbi 5. Remove water from the products 6. Create a report of all our products. 7. Export the table customers to MS Excel.   Post your work related to e-tivity 7.2 in the online quizzes and discussion forum on week 8 discussion board by Wednesday at 23h30.  **E-TIVITY 7.3 [3 hours]**  The purpose of this e-tivity is to familiarise yourself with the use of internet for research (e-Resources, OERs & MOOCs Digital library), Ethics (Plagiarism, copyright, privacy)  **TASK:**  1: What is internet?  2: What is e-Resources?  3: What is Digital library?  4: Web page is:   1. Collection of slides 2. Collection of databases 3. Collection of tables 4. Collection of web pages 5. All above are correct   5: Software which allows the user to view the webpage is called   1. Website 2. Interpreter 3. Internet Browser 4. Device driver 5. None among above   6: Discuss the benefits of using internet  7: Discuss the risks of using internet  8: What is the most used search engine on the world wide web?   1. Google 2. Yahoo 3. Msn 4. Ask 5. Bing   10: Which one of the following websites is used to search information on other websites by typing a keyword?   1. Social Networks 2. Routers 3. Search Engine 4. None of these   11: All search engines are the same so I can just use the same search engine all the time.   1. TRUE 2. FALSE   12: Where did Internet start?   1. In USA 2. In Japan 3. In France 4. In England 5. None of the above   13: When did Internet start?   1. In 2000s 2. In 1900s 3. In 1960s 4. In 1980s 5. None of the above   14: What was the first name for Internet?   1. DARPA 2. ARPANET 3. ARPA 4. MIT 5. None of the above   15: When was the first email sent?   1. In 1960 2. In 1971 3. In 1983 4. In 1990 5. None of the above   16: When was the beginning of TCP/IP?   1. In 1960 2. In 1970 3. In 1974 4. In 1983 5. None of the above   Post work in the online quizzes and discussion forum on week 9 discussion board by Friday at 23h30. | | |
| Where do they do it? | Online | | |
| By when should they do it? | Through the learning process of the unit | | |
| E-moderator/tutor role | | | |
| 1. Ensure that learners are focused on the task given 2. Stimulate further learning and generation of new ideas. 3. Help students during the lab activities 4. Provide prompt and meaningful feedback on the learning progress. | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 |
| In this unit, learning outcomes will be assessed through SummativeAssessment for the Unit to be given at each end of the unit. | | | |
| How does this section link to other sections of the module? | | | |
| This session linked to other section as students will practice the contents covered form from other section. | | | |

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| --- | --- |
| = Total number of hours | 18 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | * <https://www.pdfdrive.com/the-internet-book-everything-you-need-to-know-about-computer-networking-and-how-the-internet-works-d183848463.html> * <https://www.youtube.com/watch?v=QMeGNhjeDfc> * How to evaluate information you found on internet * <https://www.youtube.com/watch?v=7aYZ3vOp3kI> * using Google for academic research * https://www.ajol.info/index.php/ajesms/article/download/187479/176751 * https://www.slideshare.net/kinarossi/ict.tools.and.the.utilisation * https://www.slideshare.net/YESVITA/ict.tools.49037225 |
| How are students enabled to access the resources? | Students are given credentials on the eLearning platform to enable them to access the resources. They are also trained on the usage of eLearning platform. |
| Where in this unit are students expected to work collaboratively? | Students are expected to work collaboratively on eLearning platform and in computer labs. |
| How has an inclusive approach been incorporated in this unit? | Inclusive approach is incorporated in this unit by inviting each student to share with the e-moderator any special learning difficulty. Group work will be formed to help students with special needs. |
| How will feedback on unit be obtained from students? | The feedback from students on this unit will be obtained through the discussion forum around specific topics on eLearning platform. We will set a google form to be filled anonymously by the students for the evaluation of this unit. |
| How will student feedback be used to improve unit? | The feedback provided by students will help us to revise the unit for the next cohort. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | As this unit is taught within one week, the formative feedback on the work students have done will be provided by Friday at 23h30 in the next week. |

END OF UNIT/WEEK/SECTION-LEVEL TEMPLATE

UNIT/WEEK/SECTION-LEVEL TEMPLATE

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit-level overview** | | **Unit/week/section** | **8** |
| Topic name: | Practical 2:  **practices related to the units 4, 5and 6.** | | |
| Aim of the topic: | The aim of this topic is to give you hands-on ability to use Collaborative tools, social media, cloud computing services and computer system protection and files. | | |
| This topic covers: | This unit covers the hands-on practice on units 4 and 5. | | |
| Intended learning outcomes: | *At the end of this* ***unit****, you will be able to:*   1. Protect computer and files with password, 2. Use social media network in communication, 3. Use the cloud computing services in your daily life. | | |

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| Overview of student activity: | * You will be engaged with hands-on practices related to the use of collaborative tools (social media and cloud computing services) and computer security. * In groups, you will be directed to create an account/download and install a Collaborative tool,   Upon the completion of the creation of new account/installation of the collaborative tool, you will be able to exchange files among group members and your e-moderator. |

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| **Constructive alignment of unit level outcomes with module level outcomes, learning activities and assessment** | | | |
| Intended unit learning outcomes: | No of module-level outcome | Activity where students engage with this outcome | Where and how is this outcome assessed? |
| ***At the end of this unit, you will be able to:*** | | | |
| 1. Protect computer and files with password, |  | E-tivity 8.1 | * Assured protection of their relevant documents, e.g.: file protected with password. * Assured protection of their computers, updated installed antivirus and scan status and configuration installation of antivirus for automatic scan. |
| 1. Use social media network in communication, | 4 | E-tivity 8.2 | Students will form groups and use the social media piece of software to share ideas and information, and thoughts. |
| 1. Use the cloud computing services in your daily life. | 4 | E-tivity 8.3 | Individual Practical work |

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| Detailed explanation of ALL student and teacher engagement with the unit:  *(This should be presented in the order that the activities take place. So if students do work online* ***before*** *coming to the lecture, that should be shown ahead of what happens in class.*  *If there is more than one opportunity for face-to-face contact, or more than one online task, there should be a separate section for each instance, and they should be presented in the template in the same order that students encounter them.)*  ***Content*** *– such as lecture material – can EITHER be shown here OR added as* ***clearly identifiable*** *addenda to the document. If you plan to use addenda, you should ensure that this are cross-referenced in this section.)* | | | |
| Module-level outcomes addressed: | | | |
| Identify some potential information system threats and the human impacts of those threats ( Protect data with passwords, antivirus, firewall) | | | |
| Purpose of this unit/ week/section | | | |
| Acquire the cloud computing piece of software, install it, and use it. | | | |
| Over to you: *(a description of the process of the section)* | | | |
| This unit empowers you the ability to get familiar with the use of Collaborative tools, social media cloud computing services and equip you with competencies for computer protection. | | | |
| Pre-topic activity: | | Number of hours | 4 |
| Reading through the unit 4, 5 and 6 | | | |
| Face to face time: *(if applicable)* | | Number of hours | 4 |
| * In groups, students will download a Collaborative tool piece of software, for example skype. * Students observe a video on the installation and use of collaborative tools. * Students install and use a Collaborative tool piece of software. * In groups, students will download a social media piece of software, for example WhatsApp. * Students observe a video on the installation and use of social media. * Students install and use a social media piece of software. * In groups, students will download a cloud computing piece of software, for example salesforce. * Students observe a video on the installation and use of cloud computing. * Students install and use a cloud computing piece of software. | | | |
| Online activity: | | Number of hours | 8 |
| What should students do? | **E-TIVITY 8.1 [3 hour]**  **Purpose**  In this e-tivity, you will get best ideas on how to protect your files and computer system.  Access the readings available on the link below and do task 1, task 2 and task 3.  Watch the following video about document protection available at: Protecting MS Word with Password  https://www.youtube.com/watch?v=ipl2wSlzJr8  <https://www.youtube.com/watch?v=rfKv4M8HUpg>  How to configure updates in Kaspersky Total Security 2017  <https://support.kaspersky.com/13239#block2>  **Task 1**   1. Create a Microsoft word document. 2. Encrypt the document with password.   Post your document in the forum discussion as attachment by Wednesday at 23h30 and indicate the password used to encrypt your document so that others will be able to open it for reflection.  Comment on at least one of your colleagues’ contributions to which no-one else has responded yet expand on their reasoning if appropriate.  **Task 2**   1. Through your computer system in” control panel “create a new standard account 2. Name it :” Guest\_User\_Test” 3. Protect it with password called “Test123” 4. Upload your profile picture to your created account 5. Using screenshot tool available to your computer system, take a screenshot picture.   Post work in the online quizzes and discussion forum on week 8 discussion board by Wednesday at 23h30.  **Task 3**   1. Verify if your computer is protected by an antivirus like Avast, McAfee, Vipre, Norton, or Kaspersky. 2. Verify if your antivirus is up-to-date 3. Update your antivirus. 4. After update, run a full scan of your computer. 5. Set your antivirus to automatic scan when external devices are connected to your computer system 6. Set automatic update after 3 days when it is connected to the internet 7. Write down all the steps you passed through and take a screenshot of both update, scan progress and image indicating the automatic update then post it in discussion forum for their inputs and reflection.   Post work in the online quizzes and discussion forum on week 8 discussion board by Wednesday at 23h30.  **E-TIVITY 8.2 [3 hours]**  The purpose of this e-tivity is to help you to understand cloud services and use different cloud computing platforms in data sharing and explore more available google services in facilitation of learning.  Watch a video on Introduction to Cloud services available on the link: <https://www.youtube.com/watch?v=OhmG0nCPqNM>  watch the video  1.Google Apps for Education Tutorial  https://www.youtube.com/watch?v=TbCAzdTGAvY  **Task 1**   * 1. Discuss the importance of cloud computing   2. Identify different cloud services available for data sharing  1. 3.Choose one for example Dropbox, go to its website www.dropbox.com 2. Register and Create an account    1. Download dropbox app on your smartphone/ your computer. App settings – > link a computer, follow instructions    2. Install local desktop client on computer and locate your dropbox folder under favorite section.    3. Create a folder system after following structure.    4. Share all folders with the person sitting on your left, use different sharing options – via link, sharing folders, share through desktop client and through web client    5. Open files and change their content, save and close them.    6. Open Events section and see the changes done by you and people who have shared documents with you.    7. Take a picture and add it to your Dropbox folder.   Suggested length 100 words maximum.  Reply at least one post and share your views (if applicable) with your colleagues’ predictions.  **Task 2**  Use Google Docs for software as services to do the following:   * Create a document   + Publish a document * Create a spreadsheet   + Publish and insert spreadsheet   + Setup and print spreadsheets * Create a Presentation   + Show a presentation, print it and get a preview   + Publish and insert presentation * Drawing   + Create, edit and format   + Tools   + Add elements to a drawing * Forms   + Create a Google form   + Add and edit questions, headers, images, videos and page breaks   + Create a questionnaire with five different type of question asking the respondents to give feedback on a product of your choice   + Add a theme to a form   + Send the form to the rest of the class   + respond to other questionnaires   + Chose responses destination   Suggestion length 100 words maximum.  This E-tivity 8.2 has to be done before Friday at 23h 59’.  **E-tivity 8.3** **[2 hours]**  The purpose of this e-tivity is to help you to be able to use social media platforms in your learning life.  Watch a video on- How Social Media is Transforming the Future of Education  <https://www.youtube.com/watch?v=fQ3j6zf9Xms>  Watch the following on how to download and install dropbox, available at : <https://www.youtube.com/watch?v=JAVx3tYytmE>  **Task1:**   1. Try to install WhatsApp app on your phone. 2. Set up your username and share contacts with colleagues 3. Share status with colleagues 4. Chat with colleagues 5. Send video/audio message to colleagues 6. Send files to colleagues 7. Share contact/phone number 8. Create a WhatsApp group for the class including the e-moderator. 9. Share files/status/video/audio/text with colleagues 10. Contribute to the message by exchanging ideas with group members 11. Leave a voice message to your group members 12. Share on group one e-tivity 8.2. 13. Exit the group 14. Delete a group   **Task 2**   1. Go to Dropbox web page www.dropbox.com register and create an account 2. Download dropbox app on your smartphone or on your computer. 3. App settings – > link a computer, follow instructions 4. Install local desktop client on computer and locate your dropbox folder under favorite section. 5. Create a folder system after following structure. 6. Share all folders with the person sitting on your left including e-modulator, use different sharing options – via link, sharing folders, share through desktop client and through web client 7. Open files and change their content, save and close them. 8. Open Events section and see the changes done by you and people who have shared documents with you. 9. Take a picture and add it to your Dropbox shared folder.   **Task 3**  Use Google Docs for software as services to do the following:   * Create a document   + Publish a document * Create a spreadsheet   + Publish and insert spreadsheet   + Setup and print spreadsheets * Create a Presentation   + Show a presentation, print it and get a preview   + Publish and insert presentation * Drawing   + Create, edit and format   + Tools   + Add elements to a drawing * Forms   + Create a Google form   + Add and edit questions, headers, images, videos and page breaks   + Create a questionnaire with five different type of question asking the respondents to give feedback on a product of your choice   + Add a theme to a form   + Add the e-modulator as collaborator to flow all activities   + Send the form to the rest of the people of class   + Respond to other questionnaires   + Chose responses destination   This E-tivity 8.3 has to be done before Friday at 23h 59’. | | |
| Where do they do it? | Online and In computer Lab | | |
| By when should they do it? | Through the whole process of this unit | | |
| E-moderator/tutor role | | | |
| Facilitate and organise groups, provide the instructions and monitoring the activities | | | |
| How are the learning outcomes in this unit assessed? | | Number of hours | 2 |
| In this unit, learning outcomes will be assessed through SummativeAssessment for the Unit to be given at each end of the unit. | | | |
| How does this section link to other sections of the module? | | | |
| This unit is related to other unit as it is hands on computer of the covered learning materials | | | |

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| --- | --- |
| = Total number of hours | 18 |

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| **Some important questions** | |
| Which learning resources/ references will scaffold the students’ learning? | Collaborative Learning: https://www.youtube.com/watch?v=8EXuYDatTEk, visited 19/09/2019  Academic Uses of Social Media: https://www.youtube.com/watch?v=\_OdaDJ2PLmQ, visited 19/09/2019  Introduction to Cloud services: https://www.youtube.com/watch?v=OhmG0nCPqNM, visited 19/09/2019 |
| How are students enabled to access the resources? | Students are given credentials on the eLearning platform to be enabled to access the resources. They are also trained on the usage of eLearning platform. |
| Where in this unit are students expected to work collaboratively? | Students are expected to work collaboratively on eLearning platform and in computer labs. |
| How has an inclusive approach been incorporated in this unit? | Inclusive approach is incorporated in this unit by inviting each student to share with e-moderator any special learning difficulty. Group work will be formed to help students with special needs. |
| How will feedback on unit be obtained from students? | The feedback from students on this unit will be obtained through discussion forum around specific topics created on eLearning platform. We will set a google form to be filled anonymously by the students for the evaluation of this unit. |
| How will student feedback be used to improve unit? | The feedback provided by students will help us to revise the unit for the next cohort. |
| At which point(s) will students receive formative feedback on the work they have done in the unit? | As this unit is taught within one week, the formative feedback on the work students have done will be provided by Friday at 23h30 of the next week. |