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## Learning Support System Demo User's Manual: SchoolYear 2000 Florida

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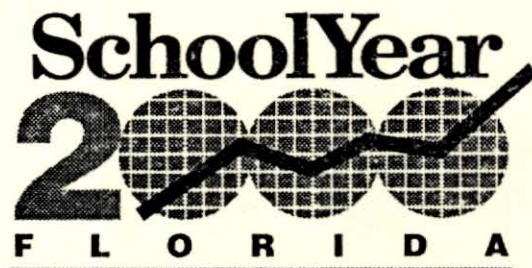
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INSTITUTE FOR SIMULATION AND TRAINING



**Learning Support  
System Demo  
User's Manual**  
12/30/93

**IST**

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# Introduction

## About the Manual

*The SchoolYear 2000 Learning Support System User's Manual* is a comprehensive guide that contains all of the procedures needed to work with the three versions of the *SchoolYear 2000 Learning Support System Demo*.

Because there are three different versions of the demo, some sections of this manual are not relevant to all three versions. For instance, the Interactivity section of the manual applies only to the freeplay demo, since that is the only version which allows true interaction. These sections of the manual make note of the relevant versions of the demo.

## About the Demo

The *SchoolYear 2000 Learning Support System Demo* was created to illustrate the vision of a Learner's Workstation in SchoolYear 2000 (SY2000). Specifically, it is intended to simulate a user interface for middle level students based on the concepts addressed in the various SY2000 Design Documents and Mission Statement. The demo will be used to stimulate input from teachers and students regarding the design and function of the system.

In order to accommodate the needs of different individuals, three separate versions of the demo have been created. The comprehensive full length Narrated Demo runs about 20 minutes and describes the major components of the demo. It also gives detailed information about learning activities and assessment. It was designed to show how a typical student might interact with his or her workstation. A shorter, 5 minute version gives just a brief overview of the demo's major components. Finally, a non-narrated freeplay version is available for exploration. It allows the user to freely explore and discover the possibilities of SchoolYear 2000.

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### Features

- *Learner Centered:* Students will be independent learners who select, direct, and evaluate their own learning.
- *Encourages Collaboration:* In addition to independent work, learners have ample opportunity to work in teams when appropriate for the task.
- *User-Friendly, Intuitive:* The demo was designed so that students will easily be able to navigate within the program with little instruction.
- *Mind-Expanding:* Learning activities are structured to promote higher-order (cognitive) thinking.
- *Resource-Enriched:* A variety of resources are available to students for use in completing learning activities,
- *Performance-Based:* Curriculum, assessment, and instruction are designed

## Features

to enable students to demonstrate the essential performance roles to attain the mission. Each student will acquire the foundational skills and competencies necessary to succeed in adult life in an information age.

- *Integrated Learning:* Learning activities combine curricular outcomes from multiple subject areas (e.g. math, science, social science, art).
- *Personalized Learning:* Students will be able to plan their educational programs collaboratively with their families and teachers. They can also choose how they will accomplish their educational goals from among a variety of paths.
- *Authentic Problem Solving:* Students must address local, state, national, and global agendas in their curriculum, which enables them to learn to solve problems and meet the demands of society.
- *Culturally Enriched:* By participating in learning activities which are international in scope, student will become aware of cultural implications for behavior and customs and learn to respect those which are different from their own. Students will work toward an understanding of the values and ideals which are common to our society to foster a sense of community within a diverse population.

## Symbols and Conventions

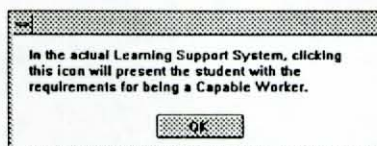


Throughout the demo, shaded icons such as this are links to major screens. For instance, the Main Menu screen shows five shaded icons which are links to the Learning Targets, Activity Center, Calendar, Performance Record, and Announcements. In addition, each learning activity (accessible through the Activity Center) always contains an associated icon in the upper right corner of all screens which pertain to that particular activity. This enables the user to return to the menu screen for that activity.



Gray push-buttons are located at the bottom of each screen. These buttons perform specific functions or take the user to screens which are related to the current screen. For instance, the "Back" button is always located on the lower left corner of screen, and it always returns the user to the screen he or she was previously using. The "Narration" button provides narration for the text on designated screens.

Note: Throughout the demo, there are a number of buttons and icons that are not functional. There are two reasons for this. Often, there are groups of buttons or icons that perform similar functions, so only one or two from the group were made active for demonstration purposes. In other cases, a button or icon may be intended for functions which are beyond the scope of this demo. Whenever one of these non-functional buttons or icons is clicked, a pop-up window will appear with a message that explains what would occur in an actual Learning Support System.





## **Symbols and Conventions**

Occasionally, the user will be prompted to enter text in the demo. Specifically, the Log-on button (Log-on screen), Edit button (Calendar screen), and space shuttle icon (Homework Planner screen) utilize text prompts. Default text has already been created for these prompts, so it will not be necessary to actually type in text. Changing the text in the default boxes will have no effect on the functions.

### **Freeplay Demo**

To activate the freeplay demo once the file has been opened, click on the Log-on button on the lower center of the screen. You will be prompted for a name and password. Defaults have been entered, so you will not need to make any changes. Simply click the "OK" button for each prompt.

Hot words are bold text that can be clicked on to obtain definitions or more specific information. For instance, in the Post Gulf War Tensions learning activity, there are several words in the text which have been highlighted in bold to indicate that they are vocabulary words which have definitions linked to them.

To end a work session in the Learning Support System, a student would click on the "Go To..." menu at the top of the screen and select the "End Session" option. This logs the user off of the system and returns to the Log-on screen so that a new user may log on.

### **Narrated Full Length and Overview Demos**

Throughout the full length and overview versions of the demo, the user will occasionally have to click on various buttons or icons in order for the demo to progress. At these times, a beep tone will sound, and the mouse pointer will automatically be positioned at the designated location on the screen. At these times, click on the button or icon where you see the mouse.

Once the full length and narrated versions of the demo have run through completely, there will be a screen with a picture of the sun rising over Florida and the heading "SchoolYear 2000 Florida, the Dawn of Florida's Educational Horizon." To restart the demo at this point, simply click the mouse anywhere on this screen. This will take you to the beginning introduction screens and run through the entire demo again.

# Installation

## Hardware Requirements

The *SchoolYear 2000 Learning Support System Demo* was developed on an IBM platform in a Windows environment. The demo will require a 486 CPU, a CD-ROM drive, 4 MB RAM, and a sound card. In addition, a maximum of 200 MB of available hard disk space is necessary to store all three versions of the demo, all voice and video files, and all supporting software.

## Software Requirements

Below are the specific software requirements for each individual version of the demo in its current form. To create runtime versions that will run without the actual Asymetrix Multimedia Toolbook program, see the "Creating a Runtime Demo" section at the end of this manual.

---

### Overview Demo

To run the Overview Demo and all of its functions properly, the following software will be needed:

- MS-DOS 6.0
- Microsoft Windows
- Asymetrix Multimedia Toolbook 1.53
- MCI multimedia drivers (for sound, video, and animation)

The following demo files (currently located in the C:\SY2000\DEMO directory) will also be needed:

- SYDEMO.tbk
- VOC1 - 16, 44 - 47.wav
- VOC18.wav
- VOC42.wav
- INTROMUS.wav

---

### Full Length Demo

To run the Full Length Demo and all of its functions properly, the software requirements for the Overview will be sufficient. In addition, the following demo files will be needed:

- SYSHORT.tbk
- VOC1 - 102.wav
- INTROMUS.wav
- RINGIN.wav
- NEWS02.fli
- SMITH.avi
- KINCAID.avi
- COLLAB.avi
- SLAUNCH.avi

## Freeplay Demo

To run the Freeplay Demo and all of its functions properly, the following software will be needed with the specified path names:

- MS-DOS 6.0
- Microsoft Windows
- Asymetrix Multimedia Toolbook 1.53
- MCI multimedia drivers (for sound, video, and animation)
- Microsoft Paintbrush "c:\windows\pbrush.exe"
- Microsoft Calculator "c:\windows\calc.exe"
- Microsoft Notepad "c:\windows\notepad.exe"
- Microsoft Terminal "c:\windows\terminal.exe"
- Microsoft Powerpoint "c:\powerpnt\powerpnt.exe"
- Microsoft Publisher "c:\mispub\mispub.exe"
- Microsoft Word for Windows "c:\winword\winword.exe"
- Microsoft Encarta Encyclopedia (on CD-ROM) "c:\encarta\encarta.exe"
- Algeblaster Plus "c:\algebra\algebra.exe"

In addition, the following demo files will be needed:

- SYPLAY.tbk
- VOC35.wav
- VOC80.wav
- NEWS02.fli
- SMITH.avi
- COLLAB.avi
- SLAUNCH.avi

## Hardware Assembly

The instructions for assembling the notebook computer's hardware components are listed below.

**Note:** *Never transport (pick up or carry) the hardware components when joined together!!!*

1. Place the notebook computer on a flat surface with sufficient space for the external components. *(Do not attach the expansion chassis at this time.)*
2. Attach the SCSI cable to the connector of the lower slot on the left side of the expansion chassis.
3. Plug sound cable (1/8" phone plug on each end) into the jack on the lower slot on the left side of the expansion chassis.
4. Plug external speaker plug into middle jack (the jack beside the thumb wheel) on the upper slot on the left side of the expansion chassis.
5. Align the connector on the expansion chassis with the connector on the back of the notebook computer. Slide the two units together and tighten the two thumbwheels together. *(Do not pick up and carry the two units when joined together. This can break the contact between the units and cause failures.)*
6. *Optional* - Plug the second external speaker (it has a dual prong plug) into the first speaker.
7. *Optional* - Plug the external power source into the primary speaker and turn



the amplifier switches (labelled "Left Amp" and "Right Amp") on the back of each speaker ON. If you choose not to use the external power source, make sure the amplifier switches are OFF or you will not get sound.

8. Attach the SCSI connector and audio plug to the external CD-ROM.
9. Attach the mouse to the COM1 port (closest 9 pin connector to the front) on the right side of the expansion chassis.
10. *Optional* - Plug the cable from the modem to the COM2 port on the expansion chassis.
11. Plug the external power supply into the notebook computer and then directly into the wall outlet. *(Do not use a power strip. This can cause the computer to run improperly or not at all.)*
12. *Optional* - If you want to use an external VGA monitor or a projection device, remove the connector cover on the left side (toward the back) of the notebook computer. Plug your external display into the 15 pin VGA connector.
13. Make sure there is no floppy disk in the disk drive, and turn the computer ON.
14. *Optional* - If you want to activate the external monitor port, double click on the windows utilities icon to open the utilities window. A window will open with three menu choices. Select the display menu and then select the simultaneous display option. Do not save these new settings. Select this option **only** when you are actually using an external display device. *(Leaving the simultaneous display active with no device attached can slow performance and damage the equipment.)*

**Note:** A routine disk maintenance procedure has been installed into all versions of the demo which, when closing the demo, causes the screen to appear as if it is temporarily blacking out. This is normal behavior and should last only a few seconds.

# Interactivity

## Menu Bar

The menu bar is located at the top of every screen. Once a student logs onto the Learning Support System, all menu options in the drop-down menu headings will always be available (in the freeplay demo only).

---

## **Resources**

Resources are materials that can be used for reference. The following options are available:

- Encyclopedia: opens Microsoft Encarta CD-ROM encyclopedia
  - Dictionary: not functional
  - Thesaurus: not functional
  - Almanac: not functional
  - Quotations: not functional
  - News Service: simulates a news service with animated newspaper headline
- 

## **Tools**

Tools are standard utility programs available to students for completing assignments. The following options are available:

- Word Processor: opens Microsoft Word for Windows
  - Desktop Publisher: opens Microsoft Publisher
  - Presentations: opens Microsoft Powerpoint
  - Painting: opens Microsoft Paintbrush
  - Calculator: opens Microsoft Calculator
  - Notepad: opens Microsoft Notepad
  - Music: not functional
  - Scanner: not functional
  - Printer: not functional
- 

## **Communication**

Communication programs facilitate access to the electronic communications network. The following options are available:

- E-mail: simulates an electronic mail program which allows students to send and receive written messages.
- Chat: simulates a chat program which allows real time talk between two computer terminals.
- Internet: contains these options:
  - Gateway: not functional
  - FIRN: accesses Terminal modem software
  - Kidsnet: not functional
- Library: not functional

---

## Go To...

The Go To options will allow students to access any main menu option, including the main menu itself, from any screen within the program. It also allows students to end a current working session. The following options are available:

- |                       |  |
|-----------------------|--|
| • Activity Center:    | goes to the student's activity center      |
| • Announcements:      | goes to the student's announcements        |
| • Calendar:           | goes to the student's calendar             |
| • Learning Targets:   | goes to the student's learning targets     |
| • Main Menu:          | returns to the main menu screen            |
| • Performance Record: | goes to the student's performance record   |
| • Portfolio:          | not functional                             |
| • End Session:        | ends the student's current working session |
- 

## Help

The help options supply on-line assistance within the Learning Support System and explain how to use the available menu options. They may also be used to perform pre-scripted, commonly used functions. The following options are available:

- |               |                |
|---------------|----------------|
| • Index:      | not functional |
| • Smart Help: | not functional |
| • Using Help: | not functional |
- 

## Main Menu Icons

---

The Main Menu screen is the first screen students see after they have logged onto a computer workstation. It provides access to the major components of the Learning Support System. These components are also always accessible from the "Go To..." menu at the top of the screen.

---

## Learning Targets



The Learning Targets outline all long term objectives that students must meet in order to advance to a new learning level, as well as exit outcomes necessary to graduate from School Year 2000. Each Learning Target is categorized as either a *knowledge area*, *context area*, or *outcome* in order to help students understand why they are learning something and how it applies to the "real world." To get more information about a specific learning target, click on an associated icon or text.

Traditional knowledge areas include:

- |                                |  |
|--------------------------------|--|
| • Social Studies:              | lists social studies requirements                |
| • Science:                     | lists science requirements                       |
| • Math:                        | lists mathematics requirements                   |
| • Language Arts:               | lists language arts requirements                 |
| • Fine Arts:                   | lists fine arts requirements                     |
| • Health & Physical Education: | lists health and physical education requirements |
-



## Learning Targets

Context areas include:

- |                    |                                |
|--------------------|--------------------------------|
| • Environment:     | lists environment requirements |
| • Society:         | lists society requirements     |
| • Relationships:   | not functional                 |
| • Culture:         | not functional                 |
| • Work & Economy:  | not functional                 |
| • Accomplishments: | not functional                 |

Outcomes include:

- |                             |   |
|-----------------------------|---|
| • Responsible Collaborator: | lists responsible collaborator requirements |
| • Innovative Producer:      | not functional                              |
| • Adaptable Problem Solver: | not functional                              |
| • Capable Worker:           | not functional                              |
| • Active Facilitator:       | not functional                              |
| • Self Manager:             | not functional                              |
| • Effective Communicator:   | not functional                              |

## Activity Center



The Activity Center is a screen which includes a student's schedule for the day. Each of the items on the schedule can be clicked on for additional information. These items often pertain to the student's currently assigned learning activities.

Most activities, such as group meetings or teleconferencing appointments, will take place at fixed times. However, the student also has independent time to work on "Guided Activities." These are activities which do not require specific scheduling. It is the student's responsibility to prioritize their activities and get work done on time. By clicking on Guided Activities in the schedule, you can see a list of suggested activities that a student should work on during the allotted time.

Other active options in the Activity Center are the Homework Planner and the Learning Activities. Clicking the "Homework Planner" button will take you to the homework planner, which presents a list of suggested homework activities. The student can select items from this screen to add to the Activity Center schedule. When an item is selected, the user is prompted to specify a start time and allotment time for the activity, and then the assignment is automatically added to the schedule. If a student is not sure what to select, he/she can look at the schedule for the following day by clicking the "Tomorrow" button.

Clicking on any of the Learning Activity icons ("Lost in Space," "Post Gulf War Tensions," or "Saving Our Own Backyard") will take the user directly to the menu screen for that activity. For more information about the learning activities, see The Learning Activity section of this manual.



---

## Calendar



The calendar gives the student a monthly view of when learning activities and events will be occurring and allows the student to plan his or her activities for the entire month.

Students can edit the calendar by adding items, deleting items, or changing existing items. When a student chooses to add an item, he or she will be prompted to enter the item and the date on which it should be entered. When the student chooses to delete an item, he or she will be prompted to enter the date and first word of the item to delete. Students can only edit their own items, which appear in black text. Items which appear in red text have been added by the teacher and can not be deleted or changed by the student. For the *SchoolYear 2000 Learning Support System Demo*, default values have been created for the add and delete options. Other entries will not be functional.

Students will also be able to look at the calendar for previous and upcoming months. These buttons are not functional for this demo, however.

---

## Student Performance

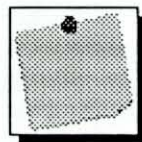


The Student Performance Record will allow students to see how they have done on completed activities. In the Learning Support System, students will be able to look up performance information by categories such as outcomes, subject areas, or context areas. They will also be able to open an entire learning activity to see all performance feedback related to that activity.

In the demo, however, only the Responsible Collaborator option under the Outcomes heading is active. By clicking on this option, you will be presented with a list of all completed learning activities which assessed being a responsible collaborator. You can then choose to look at either strengths or improvement areas for being a responsible collaborator in a particular activity. Only the "Congress: We the People" activity is active at this point.

---

## Announcements



The Announcements screen electronically informs students of school events such as club meetings, academic schedule changes, social events, intramural activities, and service projects. By clicking on an event, a student can automatically add it to his or her calendar.



## The Learning Activity

### About the Activity

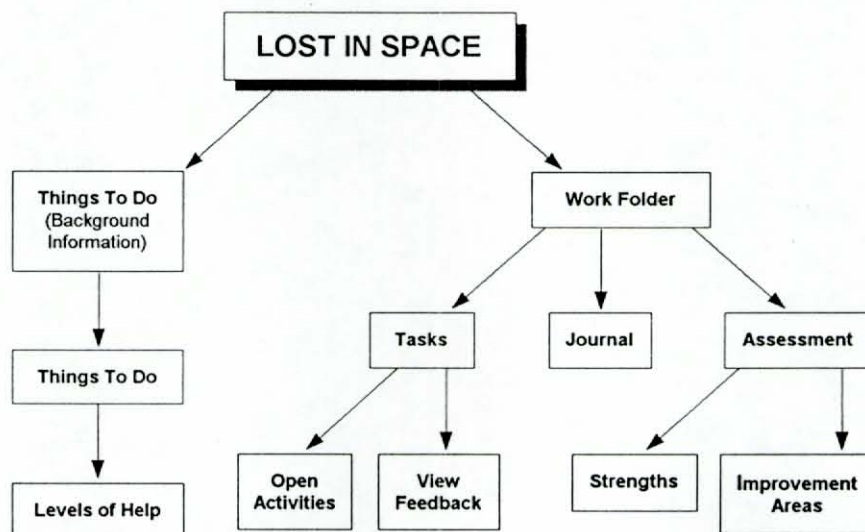
In the *SY2000 Learning Support System Demo*, there are three learning activities ("Lost In Space," "Post Gulf War Tensions," and "Saving Our Own Backyard"). However, only the "Lost In Space" activity is fully functional in the freeplay demo. In the remaining two activities, only the Things To Do background information is active.

When a student selects a learning activity from the Activity Center, a new menu heading is added to the menu bar at the top of the screen. This menu is titled "Targets" and it provides information about learning targets which are specific to the learning activity. For instance, in the "Lost In Space" activity, the Capable Worker and Responsible Collaborator selections are highlighted since they are outcomes which are relevant to "Lost In Space." Clicking on Responsible Collaborator calls up a video which explains what it means to be a responsible collaborator by using an example of a stock car racing team working together to get a car back on the track and into the race.

Another video can be viewed on the first "Lost In Space" screen. By clicking on the space shuttle picture in the center of the screen, a video of a launching space shuttle will be called up. This is intended to give a "real world" feel to the activity.

### Navigation Chart

The diagram below is a chart which shows how screens in the "Lost In Space" learning activity are linked.





## **Components of the Activity**

The "Lost In Space" activity contains two major components: Things To Do and the Work Folder. The Things To Do contains information that the student will need to know before beginning an activity. It also provides levels of help which guide the student toward successful completion of a task. The Work Folder contains work in progress and allows the student to view video and written feedback from the teacher. It also provides access to the student's journal, which allows the student to self-reflect on his or her progress to date.

These two major activity components are accessible from the main "Lost In Space" screen. To return to this screen at any time from within the activity, simply click on the space shuttle icon in the upper right corner of the current activity screen.

---

### **Things To Do**

When a student begins a new activity, the first thing he or she usually does is look at the Things To Do. The first Things To Do screen usually provides some type of background information related to the activity and gives the student a starting reference point. To get more specific information about what is expected, a student can click on the "More" button to see a specific list of tasks related to the activity that must eventually be turned in.

If a student needs help getting started and forming ideas for a particular task, he or she can click on that task for help. In the "Lost In Space" activity, only option #1, (writing a report) is active. By clicking that option, you can choose whether you need detailed guidance, want to go straight to the planner, or are ready to begin the assignment. For more detailed information about getting help, see the "Levels of Help" section below.

---

### **Work Folder**

Once a student knows what is expected for the activity and has received any needed help, he or she typically goes to the Work Folder to open portions of the activity that he or she has begun, but not yet completed. The student can also view video or written feedback on work that has been done so far. For instance, if a student clicks on the "Report on Mars" task in the scroll bar in the center of the screen, he or she is presented with the following choices: "Open assignment," "View video feedback," or "View written feedback." If the student clicks on a task in the scroll bar that has not yet been started, however, a message will appear indicating that the task cannot be opened because it has not yet been started, and the student should return to the Things To Do screen to begin that segment of the activity.

### **Opening an Activity**

When the user clicks on the "Open assignment" option, a copy of work done on the activity so far will be presented. Clicking on the "Revise" button at the center of the screen will, in an actual Learning Support System, link the activity to the program in which it was created for editing. For instance, a written report would have been created using a word processor, so clicking on the "Revise" button would automatically link the assignment to the appropriate file in the word processor. In the demo, however, this button is not actually functional.

## **Work Folder**

## **Video Feedback**

Whenever a student enters the Work Folder, he or she will automatically be prompted if there is new video feedback from the teacher that has not yet been viewed. When the OK button is clicked, the video feedback will appear and then be stored so the student can view it again later.

To review stored video feedback messages, click the "Report on Mars" task in the scroll bar in the center of the screen and select the "View Video Feedback" option. This will call up stored video messages for the report and replay them in reverse order, with the most recent messages being shown first. In this demo, there is only one video feedback message.

## **Written Feedback**

To view written feedback from the teacher, click the "Report on Mars" task in the scroll bar in the center of the screen and select the "View Written Feedback" option. This will take you to a screen with a copy of the report to date and a feedback window. The copy of the report contains feedback annotations following paragraphs with teacher comments. To view these written comments, select one of the three feedback icons in the report window. Doing this will cause the feedback for the preceding paragraph to appear in the feedback window. Selecting a new feedback icon will replace the current contents of the feedback window with the newly selected feedback. To clear the feedback window, click on the "Clear" button at the bottom center of the window.

---

## **Assessment**

The Assessment function keeps a record of teacher feedback and assessment for work done on the learning activity to date. It includes information for all learning targets relevant to the activity (e.g. Responsible Collaborator, environment, science). After clicking on the "Assessment" button in the Work Folder, students may choose to view either strengths or improvement areas. Strengths make note of positive behaviors which demonstrate that the student has mastered certain areas, while improvement areas give suggestions for improvement in areas that have not yet been mastered.

---

## **Journal**

By clicking on the "Journal" button in the Work Folder, students can self-reflect on performance and progress. The Journal rephrases questions addressed in the student's Planner (see Levels of Help below) to find out if what was planned was actually carried out.

## **Levels of Help**

---

When a student needs help beginning a portion of the learning activity, he or she can click that segment on the Things To Do list. In the "Lost In Space" activity, for example, you can click on segment #1, create a report. The first choice you will have to make is what type of report you want to create - written, oral, or multimedia. In this demo, only the "Written" button is active. After clicking on the "Written" button, you must identify whether you need detailed guidance, want to go straight to the Planner, or are ready to begin. Clicking on "I'm ready



to begin" will call a message which directs you to begin working. Clicking on "I want to plan" will bypass detailed help and take you directly to the student Planner (see the Planner section below). Clicking on "I need guidance" will take you to a menu from which you may specify what help you need.

The guidance menu has five options: Getting Started, Getting Support, Brainstorming, Webbing, and Organizing Information. Once you have selected an option, you will be guided through your selection and all following levels of help, as well as the student Planner, before beginning the task. Students can return to the guidance menu from any of the help screens by clicking the "No" button at the bottom of screen and selecting the "Guidance Menu" option.

If a student needs more help than that which is available, he or she can click on the "No" button and select the "More Help" option. The student will then be directed to check with someone (teachers, parents, etc.) who can provide more help.

---

#### **Getting Started**

Getting Started is the first level of help. The first screen outlines what steps are typically necessary to perform before creating a written report. Notice that the first item is looking at an example of a good report. To do this, click on the "Yes" button at the bottom of the screen.

By looking at an example of a report that is well written, the student can see what is expected and get an idea about how to begin his or her own report. The student can click on the section headings (Introduction, Body, and Conclusion) in the sample report to get specific descriptions about what should be included in each section. In addition, several words are highlighted in bold throughout the text of the sample report. These are vocabulary words that call up definitions directly on the screen when clicked.

To go to the next level of help, Getting Support, click on the "Yes" button at the bottom of the screen.

---

#### **Getting Support**

Getting Support provides students with a list of available resources, tools, communications, and other support services that will assist them in completing their activity. Students can find out where locate any of the suggested sources of support by clicking on their desired choice(s).

To go to the next level of help, Brainstorming, click on the "Yes" button at the bottom of the screen.

---

#### **Brainstorming**

Students can brainstorm by writing down all ideas and questions related to the topic of their report, even if it doesn't seem to make sense at first.

To go to the next level of help, Webbing, click on the "Yes" button at the bottom of the screen.



---

**Webbing**

The first Webbing screen gives a description of webbing and shows a sample webbing diagram. To start their own web, students click on the "Yes" button at the bottom of the screen.

The second Webbing screen is a blank webbing diagram which students can fill in with their own ideas. This is a good way to begin grouping ideas that were formed while brainstorming.

To go to the next level of help, Organizing Information, click on the "Yes" button at the bottom of the screen.

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**Organizing Information**

The first Organizing screen shows students the components of a good report and gives step-by-step instructions on how to begin organizing their information. To proceed to the next screen, click on the "Yes" button at the bottom of the screen.

On the second Organizing screen, students can use the web they have created to organize their ideas and information into a report form.

To proceed to the Planner, click on the "Yes" button at the bottom of the screen and select the "I want to plan" option.

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**Planner**

The Planner contains a list of questions to help students organize their time and resources. These questions are related to the student's Learning Targets, and they address information that can be obtained in the guidance options. If a student chooses to bypass guidance and go directly to the Planner, he or she must complete the Planner before beginning the activity. If, however, the student chooses guidance, the planner will be filled in automatically with information the student entered in the guidance options. This feature is not actually functional for this demo, however. The Planner in the demo has already been completed.

Once the Planner has been completed, the student is ready to access the desired resource(s) and begin work on the activity.

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