

**MALONE COLLEGE
EDUCATION DEPARTMENT
COURSE SYLLABUS
EDUC 362**

Instructional Technology

Fall Semester 2005

3 Semester Credit Hours

Multi-Class Sessions M,T,W (5:30 to 8PM)

Location is Cattell Library – Room CL24 – Ed Lab



Course Instructor:
Office Phone:
Office Location:
Email Address:

Thomas E. Love
330.471.8200 (Dept of Educ)
Cattell Library Lower Level
tlove@malone.edu

Course Description:

This introductory instructional technology course will focus on the integration of microcomputer technology hardware and software into the K-12 classroom. To serve diverse needs of teachers and students, Educ 362 stresses the selection, implementation, and evaluation of microcomputer technology in elementary, middle, and secondary school environments. Learning styles and teaching strategies will be incorporated into the acquisition of knowledge, skills and dispositions of microcomputer technology. Major areas of concentration for Educ 362 will be: Microcomputer Hardware & Software, Production Software, Communication Software, Multimedia Software, Curriculum Software and Integration of HW & SW Technology used in K-12 classrooms.

Field Experience Hours: (None)

Prerequisites: Educ 232 and Junior or Senior Standing (Overall GPA 2.75)

Course Textbook:

Shelly, Gary B., e.t. (2004) *Teachers Discovering Computers, Integrating Technology in the Classroom*, Third Edition, Course Technology, Cambridge. Massachusetts 02142

ISBN: 0 – 619 – 20180 - 0

Course Objectives

Upon successful completion of EDUC 362, the teacher candidate will:

Stewardship

1. Demonstrate stewardship towards fellow classmates, especially the ones who do not have a strong background in technology. Sharing this strong technology background with those less technologically literate will enable the teacher candidate to realize the importance of stewardship with knowledge and experience and the significance of teamwork now and in future classrooms. (Skill/9,10/T)

Philosophy

2. Develop a philosophy of integrating technology into the classroom as teachers of the 21st Century and for their future students who will be living and working with technology. (Disposition/1)
3. Acquire a holistic philosophy of integrating technology for future classrooms and future students, which includes a Christian worldview. (Disposition/1)

Knowledge Base

4. Exhibit by way of a future classroom plan how a variety of technological equipment and experiences will be integrated into their future classroom and teaching. (Knowledge/4,6/T)
5. Identify a variety of online and off-line software experiences, which will enhance teaching ability as a 21st Century teacher as well as respond to a variety of differences among future students. (Knowledge/5)
6. Describe why using multimedia presentations will motivate students to work as members of a team which will promote active involvement and interaction with technology and curriculum. (Knowledge/ 6)
7. Acknowledge personal and community issues that might arise from the use of technology in the areas of security, social, ethics, culture and special needs. Knowledge/7/D)

Communication

8. Demonstrate effective 21st Century communication skills by using major components of the Internet to distribute and collect personal as well as professional information. (Skill /7)
9. Display efficient communication skills via in-class experiences and out-of-class experiences, which includes working together with their instructor and fellow students. (Skill/7)

Collaboration

10. Describe a variety of collaborative methods that will enable working with a diverse population of students, parents, school personnel and community groups. (Knowledge/8)
11. Recognize the importance to provide their future students with the opportunity to work in teams and the personal and professional benefits of this type of collaboration. (Disposition/ 8)

Professional Practice

12. Be able to locate and realize the importance of both traditional and contemporary learning experiences which will allow that all of their students to succeed. (Skill/6)
13. Demonstrate the ability to implement standards (National Educational Technology Standards) for both teachers and students using contemporary and consistently up-dated information using technology. (Skill/4)

Reflection

14. Develop a feedback procedure for use by students, colleagues and as an individual, which will allow for pro-active comments about effectiveness of teaching, learning and assessment practices. (Skill/9)
15. Review the evolution of the technology concepts and materials utilized in this course and suggest items that might be included and/or excluded in their future classrooms or curriculum. (Disposition /9)

* (Domain learning/candidate proficiency/diversity or technology emphasis)

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Assessment of Course Objectives

Online & In Class Chapter Tests will be administered at bi-weekly intervals during the development of the course to evaluate student knowledge, skills, and disposition of course content. Study Guides and Online Reflections will also be assessed on a bi-weekly basis. Production, Communication, Multimedia, and Curriculum, Integration Projects will be assessed in T & E Portfolios. Hardware and Software proficiency will be evaluated during class activities throughout the course. Projects will be compiled in both Traditional (Paper) & Contemporary (Electronic) Portfolios. Collaborative Team Activities, Creation and Organization of T & E Portfolios, Attendance, Attitude, and Participation will also be evaluated throughout the course.

Portfolio Exhibits

The development of traditional and contemporary portfolios which will contain student created documents and presentations in paper printout forms and in electronic forms which will provide evidence of student knowledge and skill to organize and compile necessary materials for a 21st Century classroom and curriculum.

Instructional Process

Discussions, demonstrations, and presentations will be used during the development of this course. Small, medium, and large group as well as individual participation will be implemented to foster **active** learning. Discovery/Inquiry, Constructionist, and Problem Solving **teaching strategies** will augment traditional instructional techniques. A special emphasis of “Hands-On and Minds-On” will foster a **team** attitude and approach. “Learning How to Learn and Teach” will be a **holistic** theme.

Course Policies

Educ 362 allows a **unique opportunity** for students to **practice stewardship** among fellow classmates due to a wide range of technology backgrounds and abilities.

Absence must be reported via E-mail using: **tlove@malone.edu** (Even after class absence!)
Failure to report an absence is grounds for a grade reduction (+B, B, B-).

Absences are expected to be **made-up** by attending an alternate (Ed 462) session.
If an alternate session is not possible then an agreed upon session with instructor is required.

Any session **not made-up** in an appropriate manner is grounds for a grade reduction (+B, B, B-).

All traditional assignments must be satisfactorily **completed** and **turned in** by assigned date(s) or an appropriate grade reduction (+B, B, B-) can be expected.

All technology assignments must be satisfactorily **completed** and **turned in** by assigned date(s) or an appropriate grade reduction (+B, B, B-) can be expected.

Grade Reduction: Grades A,B,C,... **Grade Reduction = 3%** since (**B+, B, B-**) = 10%

Academic Integrity Policy

Students are **required** to review and comply with **Academic Integrity Policy** in the Student Handbook, which is published and distributed by Malone College.

Even though, a thematic theme of Ed 362 is **collaboration**, students are expected to complete all assigned projects and activities **individually when instructed** to do so.

Evaluation Distribution

Students will be assessed at **weekly period intervals** for **Completion** and **Quality** of assignments.
Student assessment will be a **combination** of traditional and authentic methods.

Grading Scale: A, A- = 90% to 100% B+, B, B- = 80% to 89% C+, C, C- = 70% to 79%...
Grade Reduction: Grades A,B,C,... **Grade Reduction = 3%** since (B+, B, B-) = 10%

12% / 12% Bi-weekly **On-line Chapter Tests** and Bi-weekly **In-class Chapter Tests (Total of 8 tests)**
(Assessment of On-line and In-class tests will be as follows: (A=3pts, B=2pts, C=1pts)
(Chapter Tests can only be taken **ONCE** in class with **NO** multiple attempts or make-ups.)

12% / 12% **Study Guides (1pt) & Online Reflections (2 pts)** assessed on a bi-weekly.
Study Guides = (1pt, 1/2pt, 0pt) Online Reflections = (2pts, 1pt, 0pt)

9% / 9% **Collaborative Activities** will be completed inside & outside classroom with designated
classmates and/or course instructor. (Inappropriate Participation=**Grade Reduction**)

12% / 12% **Creation & Organization** of traditional & electronic portfolios will exhibit knowledge, skills
and dispositions and assessed **bi-weekly**. (Inappropriate Completion=**Grade Reduction**)

4% / 6% **Attendance & punctuality**, professional attitude, and active participation will constitute
the final portion for the total semester grade. (Inappropriate Deviations=2pts for each event)

1st Half Sem / 2nd Half Sem **Grade Reduction = 3%** since (B+, B, B-) = 10%

Traditional Content Areas for Ed 362 Portfolios

1. **Chapter Study Guides** as directed and discussed in class. (Listed on ITWS: **www.itws.org**)
2. **Course Materials** as directed and discussed in class. Syllabus, Overview Ed 362, 21st Century Skills, etc...
3. **On-Line Reflections** as directed and discussed in class. (Listed on ITWS: **www.itws.org**)

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4. **Production SW:** Documents as directed & discussed in class. (**AppleWorks & MS Office: wp,ss,db,p/d**)
5. **Hardware & Software:** Study Guides, Handouts, Activities, as directed and discussed in class.
6. **Communications SW:** Documents as directed & discussed in class. **Email, WWW, BBs, NLs, FTPs, CR/IMs**

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7. **Multimedia Activities** Documents as directed and discussed in class. (**SSs, PPs, HSs, WPs, etc...**)
8. **Integration of Technology:** Curriculum Pages, Scavenger Hunts, Virtual Tours, WebQuests, etc...
9. **Curriculum Activities** Documents as directed and discussed in class **On-Line & Off-Line** Sources.

@@@ **Teachers Discovering Computers Web Site (TDC3):** <http://www.scsite.com/tdc3/>

@@@ **Instructional Technology Ed362 Web Site (ITWS):** <http://www.itws.org>

Office Hours: All meetings between students and instructor need to be **made prior** to meeting and
specific arrangements have been **agreed** upon by **both** student and instructor.

Home Phone: 330 - 492 - 8927 **Voice Mail available on** Home Phone.

Faculty E-mail : tlove@malone.edu

Instructional Technology – Ed 362 – Page 5 Key Terms, Concepts, and Principles

Hardware & Software

will consist of basic components of a **personal computer** as well as many **peripheral** devices. Projection Devices, Digital Cameras, Analog and Digital Camcorders, Flatbed Scanners will be investigated. An **awareness** and functional knowledge is expected with all of the hardware & software demonstrated and discussed throughout this course. **Appropriateness** and personal usage will be the focus of these HW & SW experiences and activities.

Production Software

will primarily consist of these areas: **word processing, spreadsheets, databases, paint & draw** illustrations, and comprehensive documents. Production exercises will be required of each student and saved in electronic form as well as produced in hard copy printed form. Assignments in each of the major areas of production will be explained during the appropriate section of the course.

Communication Activities

will primarily consist of a variety of Internet activities such as **E-Mail, WWW, Bulletin Boards, News Letters, FTPs (Downloads&Uploads), Chat Rooms/Instant Messengers**. Awareness of how to locate K-12 Educational web sites as well as creating a personal web site with web pages will be required. A variety of Internet Component functions will be required to communication within and beyond the Malone College campus.

Multimedia Projects

will consist of investigating and creation of multimedia software developed for the K-12 classroom from off-line and on-line sources. Students are expected to be acquainted with the major attributes & operation in the development of interactive multimedia software. Multimedia projects are expected from each student in: **Appleworks Slide Shows, Microsoft PP Presentations, Hyperstudio Stacks, and HTML Code & HTML Editor Web Sites**.

Curriculum Software

will primarily consist of a variety of software packages for instructional **development, supplement, and enrichment** of education. Students will experience instructional software from both on-line and off-line sources. To enhance the student's technology experience a variety of classroom presentation devices will be used and discussed during classroom activities.

Integration of Technology

will consist of a variety of hardware devices and software applications from on-line and off-line sources. An **awareness** of the **multi-sensory materials** will be acquired from class discussion and hands-on activities. Although, in reality both traditional and contemporary devices will be confronted by teachers in existing classrooms, an emphasis on 21st Century knowledge, skills and dispositions will be stressed throughout the course.

For additional demonstration, discussion, and/or practice with technology or media contact
(**Media Services**) ICC Coordinator (471-8309) located in Lower Level of Library.

Teachers Discovering Computers Web Site (TDC3): <http://www.scsite.com/tdc3/>
Instructional Technology Web Site (ITWS): <http://www.itws.org>

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Proposed Course Outline

Week (1) >>>>>> Chapter 1A >>>>>> Discuss CH 1 & SG 1
Ed 362: Syllabus & Overview / Ed 362: T-Portfolio / PC Desktop ShortCuts
In Class: E-mail: Malone & Outside WWW: TDC3 & ITWS
In Class: Link pages * ITWS HP Links * Mozilla Composer * Concept Maps
HW: Read CH 1 & Study Guide CH 1 & Study Online Test CH 1 from TDC-3rd

Week (2) >>>>>> Chapter 1B >>>>>> Review CH 1 & Take Online Test CH 1
TDC 3rd Online Textbook Links & Interactive Lab & 21st Century Resources HW Email #1
In Class: Student H Drive / Course R Drive / Access from Dorm / E - Portfolio
In Class: Discuss Curriculum Pages & Create Collaborative Curriculum Page
HW: Reflections on CP Links-A (4) & Create (1) CPs with URLs * Mozilla Composer
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Week (3) >>>>>> Chapter 2A >>>>>> Discuss CH 2 & SG 2
CH 2: Search Engines, Directories, and Databases & Internet Tutorials
In Class: Types & Usage of Internet Components > Email, WWW, BBs, NLs, FTP, CR/IM
In Class: AppleWorks Production Software: WP, SS, DB, P/D
HW: Read CH 2 & Study Guide CH 2 & Study In Class Test CH 1&2 = (Class & SGs 1&2)

Week (4) >>>>>> Chapter 2B >>>>>> Review CH 2 & Take In Class Test 1 & 2
TDC 3rd Online Textbook Links & Interactive Lab & Online Communication HW Email #2
In Class: Discuss Curriculum Pages & Create Collaborative Curriculum Page
In Class: AppleWorks Production Software: WP, SS, DB, P/D
HW: Reflections on CP Links-B (4) & Create (1) CPs “no” URLs * Mozilla Composer
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Week (5) >>>>>> Chapter 3A >>>>>> Discuss CH 3 & SG 3
CH 3: Types of Software >>> Operation, Utility, Apps, P, C, MM, C, etc..
In Class: Software Magazines CCV / EducRs & SW Types & Pricing of SW
In Class: Microsoft Office Production Software: wp, ss, db Wa/Wd
HW: Read CH 3 & Study Guide CH 3 & Study Online Test CH 3 from TDC-3rd

Week (6) >>>>>> Chapter 3B >>>>>> Review CH 3 & Take OnLine Test CH 3
TDC 3rd Online Textbook Links & Interactive Lab & Online Software HW Email #3
In Class: Discuss Scavenger Hunts & Create Collaborative Scavenger Hunt
In Class: Microsoft Office Production Software: wp, ss, db Wa/Wd
HW: Reflections on SH Links-A (4) & Create (1) “heterogeneous” SHs * Mozilla Composer
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Week (7) >>>>>> Chapter 4A >>>>>> Discuss CH 4 & SG 4
CH 4: Types of Hardware >>> PCs, Peripherals, Connectors, Storage, etc..
In Class: Hands-On Hardware Components * HW Peripherals * Types & Pricing & Buying
In Class: Finish up Appleworks and/or Microsoft Office Assignments (Slideshows)
HW: Read CH 4 & Study Guide CH 4 & Study In Class Test CH 3&4 = (Class & SGs 3&4)

Mid-Term Week (8) >>>> Chapter 4B >>>> Review CH 4 & Take In Class Test 3 & 4
TDC 3rd Online Textbook Links & Interactive Lab & Online Hardware HW Email #4
In Class: Discuss Scavenger Hunts & Create Collaborative Scavenger Hunt
In Class: Finish up Appleworks and/or Microsoft Office Assignments (PowerPoints)
HW: Reflections on SH Links-B (4) & Create (1) “homogenous” SHs * Mozilla Composer

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Proposed Course Outline

Week (9) >>>>>> Chapter 5A >>>>>> Discuss CH 5 & SG 5
CH 5: Types of Multimedia Components & On-line and Off-line Integration
In Class: Casio Digital Cameras & Sony Digital Cameras & PC Microphones
In Class: Slideshows, PowerPoints, Hyperstudio, Web Site Pages & Team Webquest...
HW: Read CH5 & Study Guide CH 5 & Study Online Test CH 5

Week (10) >>>>>> Chapter 5B >>>>>> Review CH 5 & Take OnLineTest 5
TDC 3rd Online Textbook Links & Interactive Lab & Online Multimedia (4) & Email #5
In Class: Online Video Tutorials for Digital Teachers & Discuss Webquest Building Blocks
In Class: Slideshows, PowerPoints, Hyperstudio, Web Site Pages & Team Webquest...
HW: Reflections on WQ Links-A (4) & Create (1)WQs on Major Area * Mozilla Composer
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Week (11) >>>>>> Chapter 6A >>>>>> Discuss CH 6 & SG 6
CH 6: Types of Technology & Curriculum Integration into the Classroom
In Class: Discuss Virtual Tour / Field Trip & Virtual Tour / Field Trip Four Seasons
In Class: Slideshows, PowerPoints, Hyperstudio, Web Site Pages
HW: Read CH 6 & Study Guide CH 6 & Study In Class Test CH 5&6 = (Class & SGs 5&6)

Week (12) >>>>>> Chapter 6B >>>>>> Review CH 6 & Take In ClassTest 5 & 6
TDC 3rd Online Textbook Links & Interactive Lab & Online Integration (4) & Email #6
In Class: QT Movies using WindowsXP & Movie Maker & Discuss Webquest Templates
In Class: Slideshows, PowerPoints, Hyperstudio, Web Site Pages
HW: Reflections on WQ Links-B (4) & Create (1) WQs on Major Area* Mozilla Composer
Chapter 8 ##### Thanksgiving Break ##### Chapter 8

@ @ @ Week (13) >>>>>> Chapter 7A >>>>>> Discuss CH 7 & SG 7 @ @ @
CH 7: Types of Evaluating Educational Technology & Integration Strategies
In Class: Tutorial on Easy Grade Pro * Managing Records for the Digital Teacher
In Class: Slideshows, PowerPoints, Hyperstudio, Web Site Pages
HW: Read CH 7 & Study Guide CH 7 & Study Online Test CH 7

Week (14) >>>>>> Chapter 7B >>>>>> Review CH 7 & Take OnLineTest 7
TDC 3rd Online Textbook Links & Interactive Lab & Online Evaluation (4) & Email #7
In Class: Discuss Virtual Tour / Field Trip & Virtual Tour / Field Trip Major Area
In Class: Slideshows, PowerPoints, Hyperstudio, Web Site Pages (CH 7 & 8 In Class Test)
HW: VT/FT Links-A (4) & Create (1) Non-Linear PP on Major Area * Mozilla Composer
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@ @ @ Week (##) >>>> Chapter 8A >>>> Discuss CH 8 & SG 8
CH 8: Types of Security Issues, Ethics and Emerging Technologies
Gradebook on Easy Grade Pro * Managing Records for the Digital Teacher
Weeks 17 & 18 (CH 8) must be completed to achieve an (A?) in Ed 362....
HW: Read CH 8 & Study Guide CH 8 & Study Online Test CH 8 (No On-line Test)

@ @ @ Week (##) >>>>> Chapter 8B >>>>> Review CH 8 & Online Test = Study Guide
TDC 3rd Online Textbook Links & Interactive Lab & Online Security (4) & Email #8
Discuss Virtual Tour / Field Trip & Virtual Tour / Field Trip Major Area
Weeks 17 & 18 (CH 8) must be completed to achieve an (A?) in Ed 362....
HW: Read CH 8 & Study Guide CH 8 & Study In Class Test CH 7&8 = (Class & SGs 7&8)

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Course Reference Materials

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- Shelly, G., Cashman, T., Gunter, R., Gunter, G. (2003). *Teachers Discovering and Integrating Microsoft Office*. Boston, MA: Course Technology
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