



Employee Training and Resource Module Report II

Section 1: Performance Objectives and Assessment

Parts 1 & 2:

Instructional Goals and Assessment Instruments

Main Task	Performance Objective	Assessment Instruments
1.0 Identify Individual Components of a Computer (CC)	Given accurate graphical representations of a complete computer system, identify all of the individual components. Learner should correctly identify all kinds of components by marking the letters within the graphic.	Using the following pictures of complete computer systems, write the correct name of the component beside the corresponding letter with a line pointing to it for each item.
Subordinate Tasks	Performance Objectives	Assessment Instruments
1.1 Identify a case	Given accurate graphical representations of a complete computer system, identify the case. Learner should correctly identify both kinds of cases by marking the letters within the graphic.	Using the following pictures of complete computer systems, write the correct name of the component beside the corresponding letter with a line pointing to it for each item.
1.1.1 Describe what a case is	Given an open-ended question that asks for a written description of the components, learner should correctly list 90% of the primary visual characteristics and summarize the differences in types of cases by writing them.	<ol style="list-style-type: none"> List 5 characteristics of a case. Compare and contrast the different types of cases.
1.2 Identify a monitor	Given accurate graphical representations of a complete computer system, identify the monitors. Learner should correctly identify two kinds of monitors by marking the letters within the graphic.	Using the following pictures of complete computer systems, write the correct name and type of the component beside the corresponding letter with a line pointing to it for each item.
1.2.1 Describe what a monitor is	Given an open-ended question that asks for a written description of the components, learner should correctly list 90% of the primary visual characteristics and summarize the differences between monitors by writing them.	<ol style="list-style-type: none"> List 5 characteristics of a monitor. Compare and contrast the different types of monitors.
1.3 Identify a keyboard	Given accurate graphical representations of a complete computer system, identify the keyboards. Learner should correctly identify two kinds of keyboards by marking the letters within the graphic.	Using the following pictures of complete computer system, write the correct name of the component beside the corresponding letter with a line pointing to it for each item.
1.3.1 Describe what a keyboard is	Given an open-ended question that asks for a written description of the components, learner should correctly list 90% of the primary visual characteristics and summarize the difference between the keyboards by writing them.	<ol style="list-style-type: none"> List 5 characteristics of a keyboard. Compare and contrast the different types of keyboards.

1.4 Identify a mouse	Given accurate graphical representations of a complete computer system, identify the mouse(s). Learner should correctly identify two kinds of mouse(s) by marking the letters within the graphics.	Using the following pictures of, write the correct name of the component beside the corresponding letter with a line pointing to it for each item.
1.4.1 Describe what a mouse is	Given an open-ended question that asks for a written description of how to use the components, learner should correctly list 90% of the primary visual characteristics and summarize the difference between the types of mouse by writing them.	<ol style="list-style-type: none"> List 4 characteristics of an optical and a standard mouse. Describe what the different mouse plugs look like that can be used to connect the mouse to the computer.
1.5 Identify a printer	Given accurate graphical representations of a complete computer system, identify the printers. Learner should correctly identify three kinds of printers by marking the letters within the graphic.	Using the following pictures, write the correct name of the component beside the corresponding letter with a line pointing to it for each item.
1.5.1 Describe what a printer is	Given an open-ended question that asks for a written description of how to use the components, learner should correctly list 90% of the primary visual characteristics and summarize the differences in printers by writing them.	<ol style="list-style-type: none"> List 5 characteristics of a printer. Compare and contrast the different types of printers.
1.6 Identify a modem	Given accurate graphical representations of a complete computer system, identify the modems. Learner should correctly identify two kinds of modems by marking the letters within the graphic.	Using the following pictures, write the correct name of the component beside the corresponding letter with a line pointing to it for each item.
1.6.1 Describe what a modem is	Given an open-ended question that asks for a written description of how to use the components, learner should correctly list 90% of the primary visual characteristics and summarize how to use a modem by writing them.	<ol style="list-style-type: none"> List 3 characteristics of a modem. Compare and contrast the different types of modem.
Main Task	Performance Objective	Assessment Instruments
2.0 Identify Windows NT Desktop Components. (CC)	Given accurate graphical representations of complete computer software screens identify all of the individual components. Learner should correctly identify all kinds of components by marking the letters within the graphic.	Using the following pictures of complete software screens, write the correct name of the component beside the corresponding letter with a line pointing to it for each item.
Subordinate Tasks	Performance Objectives	Assessment Instruments
2.1 Identify Windows NT Desktop Components	Given accurate graphical representations of complete computer software screens, identify the Windows NT desktop components. Learner should correctly identify all kinds of desktop components by marking the letters within the graphic.	Using the following pictures of complete software screens, write the correct name of the Windows desktop components beside the corresponding letter with a line pointing to it for each item.
2.1.1 Identify Control Box	Given accurate graphical representations of computer desktop screen components, identify the Control Box. Learner should correctly identify all components of the Control Box by marking the letters within the graphic.	Using the following pictures of software screens, write the correct name of the Control Box beside the corresponding letter with a line pointing to it for each item.
2.1.1.1 Describe what a Control Box is	Given an open ended question that asks for a written indication of the function of a component, learner should summarize of the functions by writing them.	Using the following list of components, describe the function in your own words.
2.1.1.1 Identify Minimize Button	Given accurate graphical representations of complete computer software screens, identify the Minimize Button. Learner should correctly identify the Minimize Button by marking the letter within the graphic.	Using the following pictures of software screens, write the correct name of the Minimize Button beside the corresponding letter with a line pointing to it for each item.
2.1.1.2 Identify Maximize Button	Given accurate graphical representations of complete computer software screens, identify the Maximize Button. Learner should correctly identify the Maximize Button by marking the letter within the graphic.	Using the following pictures of software screens, write the correct name of the Maximize Button beside the corresponding letter with a line pointing to it for each item.
2.1.1.3 Identify Restore Button	Given accurate graphical representations of complete computer software screens, identify the Restore Button. Learner should correctly identify the Restore Button by marking the letter within the graphic.	Using the following pictures of software screens, write the correct name of the Restore Button beside the corresponding letter with a line pointing to it for each item.
2.1.1.4 Identify Close Button	Given accurate graphical representations of complete computer software screens, identify the Close Button. Learner should correctly identify the Close Button by marking the letter within the graphic.	Using the following pictures of c software screens, write the correct name of the Close Button beside the corresponding letter with a line pointing to it for each item.

2.1.2 Identify Icons	Given accurate graphical representations of complete computer software screens, identify the Icons. Learner should correctly identify all kinds of Icons by marking the letters within the graphic.	Using the following pictures of software screens, write the correct name of the Icons beside the corresponding letter with a line pointing to it for each item.
2.1.2.1 Describe what an icon is	Given an open ended question that asks for a written indication of the function of a component, learner should summarize of the functions by writing them.	Using the following list of components, describe the function in your own words.
2.1.3 Identify Pointer	Given accurate graphical representations of complete computer software screens, identify the Cursor. Learner should correctly identify the Cursor by marking the letters within the graphic.	Using the following pictures of software screen components, write the correct name of the Cursor beside the corresponding letter with a line pointing to it for each item.
2.1.3.1 Describe what a Pointer is	Given an open ended question that asks for a written indication of the function of a component, learner should summarize of the functions by writing them.	Using the following list of components, describe the function in your own words.
2.1.4 Identify Taskbar	Given accurate graphical representations of complete computer software screens, identify the Taskbar. Learner should correctly identify the Taskbar by marking the letters within the graphic.	Using the following pictures of software screen components, write the correct name of the Taskbar beside the corresponding letter with a line pointing to it for each item.
2.1.4.1 Describe what a Taskbar is	Given an open ended question that asks for a written indication of the function of a component, learner should summarize of the functions by writing them.	Using the following list of components, describe the function in your own words.
2.1.4.1 Identify Start Button	Given accurate graphical representations of complete computer software screens, identify the Start Button. Learner should correctly identify the Start Button by marking the letters within the graphic.	Using the following pictures of software screen components, write the correct name of the Start Button beside the corresponding letter with a line pointing to it for each item.
2.1.4.1.1 Identify "Shutdown"	Given accurate graphical representations of complete computer software screens, identify "Shutdown". Learner should correctly identify "Shutdown" by marking the letters within the graphic.	Using the following pictures of software screen components, write the correct name of the "Shutdown" button beside the corresponding letter with a line pointing to it for each item.
2.1.4.1.2 Identify "Restart"	Given accurate graphical representations of complete computer software screens, identify "Restart". Learner should correctly identify "Restart" by marking the letters within the graphic.	Using the following pictures of software screen components, write the correct name of the "Restart" button beside the corresponding letter with a line pointing to it for each item.

Part 3: The primary goal for this instructional material is to foster understanding through direct instruction via self-instructional training module. The model that serves as the foundation for this material is Mayer's "Designing Instruction for Constructivist Learning." The critical components of the instructional module, which are derived from Mayer's model, include material that serve to aid in the learner selecting, organizing and integrating the relevant information that is presented within the module. The structure of the material that will be presented in the module follows this general format:

- 1) Introduction: The introduction will include the instructional objectives for that section or lesson.
- 2) Summary: The clear and concise summary will serve to help the learner organize their thoughts about how they are to proceed through the lesson, which is stated at the beginning of the module, and an advanced organizer in each section describing how the information will help them in their job, which should help to motivate the learner to complete each lesson.

- 3) Instructional Materials: The material will be presented with illustrations and captions along with pointer words that will help the learner to infer cause and effect relationships. This will also aid in the construction of mental representations of the material. The information will also be organized with outlines at the beginning of the lesson if there are steps involved in completing the objective. Instructional material will include compare/contrast structures, elaborative questions and enumeration to help the learner connect the new information with existing knowledge, which will also help to encourage and motivate them. The terminal objectives will be taught primarily with illustrations and captions of each type of computer component and descriptions of the physical characteristics. At the end of each lesson there will be a summary of the material which will help the learner to retain the information and organize it in conjunction with other material that they have learned in that section.
- 4) Assessments: A pre-test and post-test will be used at the beginning of the module and again at the end to assess the learner's overall knowledge gain. The tests include a question asking the learner to identify all of the components of a complete computer system and all desktop components. The tests also include a question that asks the learner to match the component with the description of what that component does. The instruments are virtually identical except for the order of the items to decrease the chance of any order effects. After each lesson and at the end of each major section there will also be assessments that may include retention and transfer tests, elaborative questions, open-ended or objective questions asking the learner to describe components and graphics with letters and lines pointing to the component for the learner to identify each item.
- 5) Glossary of Terms and Table of Contents: At the end of the module there will be a glossary of terms and definitions so that the learner can quickly look up the definition of a term. At the beginning of the module there will be a table of contents so that the learners can use the module as a quick reference guide if they need to review a lesson to help solve an issue in their station.
- 6) Headings: Both sections (hardware and desktop components) and each lesson within the section will have headings at the top of the page that will indicate to the learner that this is the beginning of new material. Using heading should help to motivate the learner by gaining their attention and sustaining it through the lessons.
- 7) Highlighting: The most important material will be emphasized throughout each lesson by using boldface letters, large font size, bullets, underlining, margin notes, repetition and colored words that match colors of the associated captions under each illustration.

Click here to view the [Pre](#) and [Post](#) Tests (PDF)