

A Mac for the Teacher

ClarisWorks® Version Second Edition



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A Mac for the Teacher: ClarisWorks® Version Second Edition

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Dedication

For Nancy, whose support, energy, intelligence, and constancy continually amaze me, and for Sandy and Justin, who make us a family and who always bring me back to what is really important. Also, special thanks to Les Sternberg and Leigh Chiarelott, both for their support and for their work as true leaders in education.

Gregg Brownell

This book is dedicated to our families: the Metzgers—Den, Brianne, and Dustin; and the Youngs—Bill, Beau, and Betsy. Thank you for your support through all the long hours we have spent sitting in front of a computer rather than spending time with you. We appreciate your assistance with this project in all the large and small ways that you have contributed to the finished product.

Jan Metzger
Carol Youngs

For my family, whose love and support are always present and always appreciated.

Nancy Brownell

Preface

This text is designed as an introduction to the Macintosh computer for both preservice and inservice teachers. As such, it covers key concepts and skills related to computers and the tasks teachers commonly perform. Software covered includes ClarisWorks, Version 4.0, a popular integrated software package on the Mac that offers word processing, spreadsheet, database, graphics, and telecommunications applications; HyperCard, a popular, powerful Mac program for creating interactive software on the Mac, as well as Mac-based presentations; and HyperStudio, another interactive program for producing presentations and interactive software that provides for easily integrating images from videotape or videodisc. Examples and practice exercises have been carefully chosen to reflect the types of activities teachers need to perform. Throughout these chapters references are made to make a connection between the tutorial activities and possible classroom activities in sections called Classroom Connection. In addition to the skills-oriented tutorial chapters on these three programs, information about educational computer use in general and the use of different types of computer programs with students is also covered. The text assumes that the user is working on a Macintosh with a hard drive and is operating under System 7.5. Tutorial chapters are written for ClarisWorks, Version 4.0; HyperCard, Version 2.3; and HyperStudio, Version 3.0.6. A brief chapter summary follows.

Chapter 1 Getting to Know the Mac

Introduction to a teacher's perspective on software and to the Macintosh desktop interface.

Chapter 2 ClarisWorks—Word Processing

Editing text, handling documents, using rulers, using font options, finding/changing text, checking spelling and making outlines.

Chapter 3 ClarisWorks Graphics—Draw and Paint

Using draw and paint tools, moving object layers, and using Arrange and Transform menu options.

Chapter 4 ClarisWorks—Database

Browsing and editing data, creating new databases and fields, sorting records, finding and matching records, and creating and editing layouts.

Chapter 5 ClarisWorks—Spreadsheet

Entering and editing data, using formulas and functions, pasting and inserting columns and rows, using absolute and relative references, and making charts and grids.

Chapter 6 ClarisWorks—Additional Features

Using ClarisWorks Stationery and Assistants to help create documents. Introduction to telecommunications, networks, and basic steps for making connections with ClarisWorks.

Chapter 7 Introduction to HyperStudio

Creating cards, adding text and graphic objects, creating buttons, and creating stacks.

Chapter 8 HyperCard - Introduction to Stacks, Fields, and Buttons

Browsing, setting user levels, editing fields, adding cards, using paint tools, adding buttons, and printing stacks.

Chapter 9 HyperCard—Backgrounds, New Stack, and Added Features

Exploring background and layers; using script—hide, show, and empty fields, push and pop card, and answer and ask commands; creating new stacks; adding sound to a stack; creating animation; using the color tools; and exploring button tasks.

Chapter 10 More with the Mac

More on the teacher's perspective, software examples, classroom scenarios, multimedia examples, and ethics and equity questions.

One basic premise of this text is that the best initial place for a computer in the classroom is on the teacher's desk. For teachers to comfortably and effectively integrate technology into the classroom, they must themselves be comfortable with the technology and able to use it effectively. This can often be accomplished by first providing teachers with the technology and training on how to use it, then providing teachers with time to think about how to use the technology and time to implement the use of technology in accordance with their own teaching styles.

The authors are sensitive to the realities of the classroom as they affect both teachers and students and have all spent considerable time in K through 12 education. We hope that an awareness of the reality is reflected in this work. One major strength of the project, from our perspective, has been its collaborative nature. Carol Youngs is currently Coordinator of Computer Services for Washington Local Schools in Toledo, Ohio, and has spent 20 years previously as a classroom teacher. Jan Metzger is Director of Technology at Maumee City Schools in Ohio and also has over 23 years of classroom experience. Nancy Brownell teaches computer education courses in the Department of Educational Curriculum and Instruction at Bowling Green State University and has previously worked as a math teacher and in industry as a programmer and systems analyst. Gregg Brownell is Director of the Clinical and Computer Labs in the College of Education and Allied Professions at Bowling Green State University and has taught in elementary and secondary education, as well as at the community college and university levels. From these various perspectives we sought to offer a text that would be useful and practical to both the beginning and practicing teacher interested in making use of technology in the schools.

As with any project like this, the comments and suggestions of the reviewers have helped to guide us and, we hope, make a better product. We wish to thank the following people who reviewed our first edition and whose suggestions were insightful, knowledgeable, and much appreciated.

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In closing, we hope your experiences with technology are both positive and productive, and that this text helps that to be so. We welcome comments or suggestions related to this work and may be contacted at the following postal and e-mail addresses:

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