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A Study to Determine Which Class Setting and Delivery Method Would Lead to Improved Test Scores in the Computer Information Systems (CIS) Firm at Bethel High School

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A STUDY TO DETERMINE WHICH CLASS SETTING AND DELIVERY METHOD WOULD LEAD TO IMPROVED TEST SCORES IN THE COMPUTER INFORMATION SYSTEMS (CIS) FIRM AT BETHEL HIGH SCHOOL

A Research Report Presented to the Graduate Faculty of the
Department Of Occupational and Technical Studies at
Old Dominion University

For Partial Fulfillment of the Requirements for the Masters of Science in
Business and Industry Training Degree

By
Deborah G. Vines
August 2003

SIGNATURE PAGE

This research paper was prepared by Deborah G. Vines under the direction of Dr. John Ritz in OTED 636, Problems in Occupational and Technical Studies. It was submitted as partial fulfillment of the requirements for the Degree of Master of Science in Occupational and Technical Studies.

Approved by: _____ Date: _8-18-03_

Dr. John M. Ritz
Advisor and Graduate Program Director

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CHAPTER I

INTRODUCTION

Hampton City Schools offers a course titled "The Firm". It is taught in the area's four high schools, Phoebus, Kecoughtan, Hampton, and Bethel. "The Firm" concept is paired with the tasks and competencies of select career and technical education (CTE) courses.

Bethel High School offers "The Firm" concept in its Computer Information Systems (CIS), Administrative Management, and Word Processing courses. The concept adds professionalism and time management to the state's and locality's tasks and competencies for each course. The Firm's setting is in a simulated office environment that comes complete with individual cubicles, an office manager's station, copy room, and state-of-the-art computers. It requires that students be good managers of their time, independent workers, and autonomous learners.

In recent years the questions keep surfacing at Bethel High School: Should the Firm concept be taught in a didactic structure with more teacher guided instruction and would students perform better in a didactic structure with more teacher guided instruction? Bethel's Firm teachers are looking for the best setting to teach CIS Firm, the course's tasks and competencies, and the Firm's professional concepts.

Statement of the Problem

The problem of this study was to determine which class setting and delivery method would lead to improved test scores in the Computer Information Systems (CIS) Firm at Bethel High School.

Hypothesis

To answer this problem the following hypothesis was established:

H1: There will be a significant difference in CIS Firm students' performance on tests that are taught in a didactic structure when compared to students taught in the simulated-office environment.

Background and Significance

The Firm concept was originated by Renee Pay, a business teacher from Sandy, Utah, in the early nineties. The goals and visions of The Firm concept are to offer business students a choice of career paths, real world / real business experiences in a simulated office environment. Students regularly attend presentations to cover new materials and concepts. They are given tasks / assignments and completion deadlines for all assignments, etc. In this environment, the teacher becomes the facilitator. The students are strongly encouraged to find answers, think critically, and solve problems on their own. By creating this type of environment for students, they learn to become independent and self-directed learners, while they learn valuable time management skills and business professionalism. Self-directed learning usually implies that learners

take responsibility for their learning processes, such as command of goal-setting, and instructional design of evaluative procedures. "Thus, on the teacher's role, the objective of conducting self-directed learning is to help learners become skillful in those processes independent of teachers. On the learners' part, in addition to attaining their learning goals, the objective of self-directed learning is to gain a sense of autonomy during and after their learning processes" (Nah, 1999). Thus, the eventual goal of self-directed learning is the learner becomes a teacher of herself or himself. Unfortunately, most high school students lack the maturity that is necessary to work independent of the teacher. Therefore, there may be a better approach to teaching CIS and The Firm's concepts that will be a more effective learning tool.

The computer information systems course is an applications course that teaches word processing, spreadsheets, and database concepts. Unlike the other courses offered in the Firm at Bethel, it requires more demonstrations and guided and independent practices, which makes it difficult to effectively teach and demonstrate in the simulated office setting. Therefore, a didactic structure would be more conducive to teaching CIS and the Firm concepts.

Didactic structure is found to be the most common arrangement observed in traditional classrooms. Typically, the physical arrangement is set up for the purpose of one-way transmission of information. The students are receivers-passive, observing, listening, or taking notes. The value of didactic instruction is that it is sometimes efficient to have everyone hear and see the same

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thing at the same time. It works well for giving directions, introducing a new topic, demonstrating, reviewing, or entertaining. It is commonly seen in any situation where the students are expected to be the receivers of information (Lowery, p. 2, 2003).

Thus, a didactic approach could maximize learning concepts of CIS and the theme of The Firm.

This study sought to determine which class setting and delivery method would lead to improved test scores in the Computer Information Systems (CIS) Firm at Bethel High School by comparing the test scores of CIS Firm students in the simulated office setting with the CIS Firm students in a didactic structure.

Limitations

The limitations of this study were as follows:

1. The experiment was limited to four CIS Firm classes in Bethel High School.

2. Data collected will be based on test scores collected from May 27, 2003, to June 9, 2003.

3. Only one Firm teacher will conduct the experiment.

Assumptions

This study was based on the following assumptions:

1. A significant difference in test scores will be found between students in a simulated office class and students in a didactic structure.

2. Students taught in a didactic structure will show improvement in quality of assignments.

3. Students taught in a didactic structure will have productivity levels that will increase significantly.

4. Students taught in a didactic structure will show comprehension levels that will increase.

5. Other area high schools will adopt the idea of teaching the CIS Firm in a traditional classroom.

6. Administrative Management and Word Processing Firm will continue to be taught in The Firm.

Procedures

To determine which class setting is most effective for teaching Computer Information Systems (CIS) Firm, students from two of four CIS Firm classes were placed in a didactic structure with the instructor guiding the learning process. Students that remained in the Firm setting used a tutorial program (SAM 2000) that was designed to aid in learning and performing real-world tasks in Microsoft Office 2000, along with other available reference materials. Evaluation results were then compared to the other two CIS Firm classes to determine if there was a difference in students' test scores.

Definition of Terms

The following definitions were provided to assist the reader in understanding the terms related to this study:

1. *Computer Information Systems (CIS)* – a computer course that teaches the concept and application of word processing, spreadsheets, databases, presentation graphics, and basic computer technology.

2. *The Firm* – also known as "The Company". A teaching concept that empowers students to become productive business professionals in a simulated office environment.

3. *Self-directed Learner* – someone who takes ownership and manages his or her own learning process.

4. *Autonomous* – self-governing, independent.

5. *Autonomous Learner* – a learner who is able to learn dependently from experts; interdependently from the experience and expertise of staff and students; and independently by researching, reading, theorizing, testing ideas in practice, and reflecting.

6. *Didactic Structure* – the instructor lectures or demonstrates to the class.

7. *SAM 2000* – a state-of-the-art, performance-based tool that measures students' proficiency in Microsoft Word, Excel, Access, and PowerPoint 2000.

Overview of Chapters

Chapter I introduced the problem of the study, which was to determine which class setting and delivery method would lead to improved test scores in

the Computer Information Systems (CIS) Firm at Bethel High School. The research goal was outlined through the following hypothesis: Students taught in a didactic structure will show a better performance on tests than students taught in a simulated-office environment. The background and significance provided information describing The Firm's concepts and purpose. The boundaries of this study were described in the limitations with statements that the researcher believed to be true and were contained in the section on assumptions. The procedures stated how selected CIS Firm classes will be structured and how the data will be compared. Terms specific to this study were defined in the definition of terms.

Chapter II provides a literature review related to conducive learning environments, self-directed learners and autonomous learners. Chapter III describes the methods and procedures used in this study. Findings will be provided in Chapter IV and Chapter V will include the summary, conclusions and recommendations.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter was to review literature related to the goals of the research study regarding the effectiveness of teaching tasks and competencies for Computer Information Systems (CIS) Firm in a didactic structure with the instructor guiding the learning process or for students to remain in the simulated office environment.

To further understand the purpose of the research, Chapter II will include a review of literature and information relative to independent learning, guided practice, and didactic (whole group) learning as it relates to the effectiveness of teaching CIS and Firm concepts in a traditional computer lab and in a simulated office environment.

An Overview of Computer Information Systems (CIS)

Computer Information Systems (CIS) is an 18 or 36 week state approved course that enable students to apply problem-solving skills to real-life situations through (a) database, spreadsheet and word processing software; (b) charting, and (c) integrated activities. Students also work individually and in groups to explore data / telecommunications, operating systems, and basic networking principles (VA Dept. of Education, 2003).

An Overview of "The Firm" Structure

The Firm structure that is used today in Hampton's four high schools is a simulated office setting complete with individual cubicles, state-of-the-art computers, reference materials, high tech printers and other peripherals. Computer Information Systems (CIS), Word Processing, Administrative Management, and Advanced CIS courses are all taught in the same environment. In a ninety-minute block, the state's tasks and competencies relative to the course taught are in addition to time management skills, office procedures, managerial skills, professional dress, and other office related skills. In the Firm's present structure, it mandates that students' learning style(s) include a mixture of independence, self-directedness, and autonomy. However, teacher observations suggest that teaching tasks and competencies are not as effective in the CIS Firm courses.

The advantage of the "traditional" Firm setting is that it works better for courses whose tasks and competencies align with business and office procedures (i.e., administrative management and word processing). It has been observed at Bethel High School that the majority of students in these courses tend to work independent of the teacher, are autonomous, and self-directed learners.

The disadvantage of the "traditional" Firm setting is that it is difficult to effectively teach the tasks and competencies of CIS along with the Firm's professionalism concepts. It has been discovered at Bethel High School that the configuration of the class makes it difficult to effectively model and demonstrate

learning objectives. Computer applications courses require use of instructional strategies that accommodate demonstration and guided practice; therefore, it is believed that CIS Firm at Bethel High School would be best taught using instructional strategies which utilize guided practice in a didactic structured (traditional) computer lab setting.

Instructional Strategies

According to Calhoun and White-Robinson (1995), the business teacher may choose from a variety of instructional techniques, understanding that not all techniques are equally effective for each student or for teaching each objective. Techniques are not viewed as "good" or "bad" but are evaluated in relation to their appropriateness for the student, the objective, and the learning situation. These authors state that, "Instructional strategies are presented in two categories: grouping students for instruction and instructional procedures" (p. 201).

Students may be grouped or arranged in several ways for instruction. When choosing a grouping plan, instructors should consider its appropriateness for learner style, for meeting instructional objectives, and for use with materials and space available.

Calhoun and White-Robinson (1995) state that:

The total group arrangement (Whole Group, Didactic) is based on the assumption that students are alike, that they need the same learning experiences, that the material is appropriate for all, and

that learning styles and rates are the same. The major advantage is economical use of instructor time; only one preparation and one presentation are necessary for the entire group. Total class grouping is appropriate when the entire group requires the same information. Introducing a unit, summarizing key points learned, and giving directions are examples of situations that lend themselves to the use of total group arrangement (p. 201).

Teachers have the most direct role in ensuring that this emphasis is carried into the classroom through skillful classroom management, evaluation of student progress, and effective teaching strategies. According to Paik (2003), direct teaching is still a good-old-fashioned, effective teaching that can be traced to the turn of the century. Effective direct instruction, which is still expected in the modern classroom, should consist of: 1) clear teaching, daily review, and homework checks; 2) presentation of new content and skills; 3) teacher monitoring and guided student practice; 4) corrective feedback and instructional reinforcement; 5) independent practice in school and at home; and 6) regular evaluations. The skills and attributes of teachers employing effective direct instruction should include organization, clarity, task orientation, enthusiasm, and flexibility.

In addition to choosing the most appropriate teaching / instructional strategies, instructors should match their teaching strategies to students' learning style preferences by way of using learning styles inventories (LSI) as a guide. According to Beck (2001), although learning styles inventories serve a variety of

purposes, such as diagnosing learning difficulties, advising and placing students, selecting teaching materials and arranging the classroom atmosphere, the most common reason for implementing an LSI is to help teachers select the most appropriate teaching strategies to meet the learning styles of their students. As teachers become more cognizant of learning styles diversity, they develop a deeper sense of responsibility for reaching and motivating their students. Perceptive teachers recognize that it is important to address preferred or dominant learning styles, and they also recognize the need to broaden the learning styles and preferences of their students. Felder (1996) suggests that teachers find a balance in their instructional methods using a variety of teaching styles hoping to reach as many students' learning styles as possible.

Gardner's (1983) theory of multiple intelligences proposes that learners each have potentialities in different areas, and the more these different intelligences can be addressed, the more likely each learner's individual differences will be accommodated.

The Self-Directed Learner

Self-directed learning is widely associated with adult education; however, it can also be associated with secondary education. According to Nah (2000), self-directed learning usually implies that learners take responsibility for their learning processes, such as command of goal-setting, instructional design or evaluative procedures. Thus, on the teachers' part, the objective of conducting self-directed learning is to help learners become skillful in those processes

independent of teachers. On the learners' part, in addition to attaining their learning goals, the objective of self-directed learning is to gain a sense of autonomy during and after their learning processes. Thus, the eventual goal of self-directed learning is the learner becomes a teacher of herself or himself. Therefore, students who are effective users of learning strategies also typically have a better sense of their own strengths and needs.

The Autonomous Learner

An important attribute of a Firm's participant is being an autonomous learner. It is expected of students in The Firm to be able to take charge of their learning. Learner autonomy can be defined, according to Dam (1990), in terms of the learner's willingness and capacity to control or oversee her own learning. Dam (1990) holds that someone qualifies as an autonomous learner when he independently chooses aims and purposes and sets goals; chooses materials, methods and tasks; exercises choice and purpose in organizing and carrying out the chosen tasks; and chooses criteria for evaluation.

Guided Practice

Guided practice is defined as a form of scaffolding. It allows learners to attempt things they would not be capable of without assistance. In the classroom, guided practice usually looks like a combination of individual work, close observation by the teacher, and short segments of individual or whole class instruction. In computer based or Internet based learning, guided practice has

come to mean instructions presented on the learner's computer screen on which they can act. This action may be to perform some task using a program that is running at the same time, or it may be to interact with a simulation that is embedded in the program or web page (Anonymous, n.d., p. 38).

Summary

Chapter II, Review of Literature, presented information that gave an overview of The Firm and Computer Information Systems.   Presented was supporting information as it related to instructional strategies that could be considered when choosing the best option for teaching CIS Firm.   Chapter III provides methods and procedures used to evaluate the effectiveness of teaching computer applications and concepts in a didactic (traditional) computer lab setting.

CHAPTER III

METHODS AND PROCEDURES

The problem of this study was to determine which class setting and instructional method would lead to improved test scores in the Computer Information Systems (CIS) Firm at Bethel High School. This chapter will discuss and define the population chosen for this study, instrument design, procedures for collecting data, and the statistical analysis method used.

Population

The population used for this study was 29 students who were enrolled in a regular Computer Information Systems (CIS) Firm class and 29 students who were enrolled the simulated office CIS Firm during the 2002-2003 school year. The students ranged from grades 10 through 12. The total population was 58 students.

Instrument

At the end of the MS Word 2000 unit, the students were given an unit exam testing their knowledge of MS Word 2000. The test was graded on a point value score to identify their proficiency in MS Word 2000. Appendix A contains the final exam.

Data Collection

Data from test results were collected and evaluated after the unit test was given. The test consisted of 50 objective items that were based upon competencies of MS Word 2000. Both test groups were given the same unit test. The resulting means for each group were recorded and compared.

Statistical Analysis

After both groups of CIS Firm students took the unit test, testing their skills and knowledge of word processing and MS Word 2000, the results of the two groups were compared to each other using the t-test method of statistical analysis. This method determined if there was significant difference between knowledge of both groups.

Summary

In this chapter, the methods and procedures used to collect and analyze data were presented. Chapter IV contains a description of the findings of the research and an analysis of the data.

CHAPTER IV

FINDINGS

The purpose of this study was to determine which class setting and delivery method would lead to improved test scores in the Computer Information Systems (CIS) Firm at Bethel High School. Presented in this chapter are the results of the data collected from test instruments.

Knowledge of Microsoft Word 2000 Concepts

To collect the data, a unit test was given to each class. The unit test consisted of samples of each competency represented in Microsoft Word 2000. The resulting means of each group were compared using a t-test method.

Scores Calculation

The mean score for the unit test was 79.2 for the group taught in a traditional computer lab and 82.7 for the group taught in the simulated office environment. The t-test calculation was -.94. The results of these comparisons can be found in Table 1.

Summary

The researcher collected data from two groups in order to test the hypothesis. The t-test method was used to test for any significant differences in test scores of students taught in a didactic environment as compared to students who remained in the Firm's simulated-office environment. Chapter V will

TABLE 1

A COMPARISON OF THE MEAN SCORES OF THE EXPERIMENTAL GROUP AND THE
CONTROL GROUP ON MS OFFICE 2000 UNIT TEST

	$\overline{X}$
CONTROL (SIMULATED-OFFICE STRUCTURE) *N*=29	82.7
EXPERIMENTAL (DIDACTIC STRUCTURE) *N*=29	79.2
T-TEST	-0.94
DEGREE OF FREEDOM	56

summarize the research study, provide conclusions based on the research goals and data collected, and make recommendations based on the research results for this study and any future studies.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to report the summary, conclusions, and recommendations of this study. The summary will review the entire study, the conclusions will be drawn from the findings of the study, and the recommendations will suggest areas for improvement in the course instruction and any further studies needed.

Summary

The Computer Information Systems (CIS) course is an application course that teaches word processing, spreadsheets, multimedia, and database concepts. The course requires demonstration and guided and independent practice. The researcher believed that CIS concepts as a part of The Firm would be better learned outside of a simulated office environment.

The problem of this study was to determine which class setting and delivery method would lead to improved test scores in the Computer Information Systems (CIS) Firm course at Bethel High School.

The population of this study was fifty-eight CIS Firm students of Bethel High School that were enrolled in the 36-week course. The instrument used to conduct the study was a fifty-item objective unit test. Based on the t-test method used to test for significant differences in test scores of students taught in a didactic environment compared to students who remained in the Firm's

simulated-office environment, conclusions were drawn and recommendations were made.

Conclusions

The hypothesis tested was:

H1: There will be a significant difference in CIS Firm students' performance on tests that are taught in a didactic structure when compared to students taught in the simulated-office environment.

The researcher collected and tabulated the test scores of both groups with a sample size of 29 for each. The normal curve value of 1.671 (5 percent) was used to determine the significance of the difference. Since the obtained t-ratio of -.94 does not exceed 1.671, the observed difference between the means is not significant. Therefore, the researcher would reject the hypothesis that students taught in a traditional computer lab will perform better on tests than students who remained in the simulated-office environment.

Based on the data presented, it was determined that CIS Firm tasks and competencies and the Firm's professional concepts can continue to be taught in the simulated-office environment.

Recommendations

Based on the findings of this research, the following recommendation was made:

1) CIS tasks and competencies along with the Firm's professional concepts can continue to be taught in the simulated-office environment.

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APPENDIX A

MS Office 2000 Unit Test

APPENDIX A

MICROSOFT WORD 2000 UNIT TEST

Multiple Choice
Select the best response for the following statements.
1. The Normal view screen contains all of the following except:
   a. Title bar
   b. View buttons
   c. Text box
   d. Insertion point
2. What dialog box do you use to save a file for the first time?
   a. Save
   b. Locate File
   c. Save As
   d. Save File
3. Clicking the Print button on the toolbar causes Word to
   a. Begin printing immediately using default settings
   b. Display the Print dialog box
   c. Switch to the Print Preview screen
   d. Show the document on the screen as it will appear when printed
4. To see a list of the Word toolbars you can
   a. Click the arrows at the bottom of a menu
   b. Choose Display from the Toolbar menu
   c. Click More Buttons (>>) on the toolbar
   d. Right-click on a toolbar
5. In Print Preview the insertion point changes to a
   a. Pointer
   b. Magnifying glass
   c. I-beam
   d. Hand
6. What type of text has a full blank line between each line of text?
   a. Single-spaced
   b. Indented
   c. Double-spaced
   d. Paragraph
7. A line of periods or dashes preceding a tab is called a
   a. Tab symbol
   b. Leader
   c. Decimal line
   d. Default dot
8. The upper triangle at the left edge of the ruler indicates the
   a. First-line indent marker
   b. Decrease indent marker
   c. Hanging indent marker
   d. Left indent marker

9. To customize your bulleted list, you can change
    a. Bullet character
    b. Bullet position
    c. Text position
    d. All of the above
10. Which tab in the Bullets and Numbering dialog box contains predefined formats for multilevel lists?
    a. Numbered
    b. Bulleted
    c. Outline Numbered
    d. All of the above
11. What command do you use to skip to a specific part of a document?
    a. Find
    b. Move To
    c. Go To
    d. Skip To
12. Using the Show/Hide ¶ command, you can view hidden
    a. Orphans
    b. Formatting characters
    c. Window panes
    d. Bullets
13. A footnote can be used to document
    a. Quotations
    b. Figures
    c. Summaries
    d. All of the above
14. Text printed at the top of the page is called a(n)
    a. Header
    b. Footer
    c. Footnote
    d. Endnote
15. To have more than one page layout in a document, divide the document into
    a. Styles
    b. Sections
    c. Summaries
    d. Splits

Fill in the Blanks
Complete the following sentences by writing the correct word or words in the blanks provided.
1. The toolbars use _____ to remind you of each button's functions.
2. To insert a blank line in a document, press the _____ key twice.
3. Documents printed in _____ orientation are wider than they are long.
4. The blinking _____ shows where text will appear when you begin keying.
5. _____ can help you organize files on your disks.
6. Checking the *Update automatically* box will display the _____ date each time you open the document.
7. A wavy green underline in a document indicates a possible _____ error.
8. To make sure that text separated by a hyphen doesn't divide over two lines, use a(n) _____ hyphen.

9. The Thesaurus is useful for finding a(n) _____ for a word in your document.
10. The Replace command is an extended version of the _____ command.
11. The process of combining text and graphics, using a computer, to create attractive documents is called _____.
12. The _____ toolbar contains tools you can use to draw and manipulate objects.
13. To resize an object, select it and drag one of the _____.
14. Using the _____ command, you can rotate a graphic to any angle.
15. In the Format Object dialog box, click the _____ tab to see the text wrapping options.
16. When you open a new document, a button corresponding to the document is displayed on the _____.
17. You can view two parts of your document at once by using the _____ command.
18. To count words in a document, choose the Word Count command from the _____ menu.
19. A(n) _____ is a predefined set of formatting options that have been named and saved.
20. A(n) _____ before a heading in Outline view indicates that there are subheadings or body text below it.

True/False
Circle T if the statement is true or F if the statement is false.

T F 1. Selecting is highlighting a block of text.

T F 2. Pressing Backspace deletes the character to the right of the insertion point.

T F 3. Use Overtype mode to reverse a recent action.

T F 4. The Repeat command will repeat your last action.

T F 5. The Clipboard provides long-term storage just as saving a file does.

T F 6. An indent is the space you place between text and a document's margins.

T F 7. Tabs are useful for adding space before or after a paragraph.

T F 8. A list of numbers in ascending order goes from largest to smallest.

T F 9. Pictures, symbols, and icons can all be used as bullets.

T F 10. If you do not specify margins, your document will not have any.

T F 11. To scale a graphic means to change its size and maintain the correct proportions.

T F 12. Text within a text box can be formatted just like regular text.

T F 13. With WordArt you can transform text into a graphic object.

T F 14. Applying 3-D effects is a good way to enhance a text paragraph.

T F 15. Borders are lines that emphasize clip art.

T F 16. A template file can be only used once.

T F 17. A cell is where a row and column intersect.

T F 18. The data source contains the information that stays the same in a mail merge.

T F 19. A theme links one document to another.

T F 20. The file you are moving data from is called the source file.

Matching

Match the correct term in Column 2 to its description in Column 1 for Parts A, B, and C.

Part A

Column 1

__ 1. Small lines at the ends of characters.

__ 2. Unit for measuring type size.

__ 3. Designs of type.

__ 4. Whether letters are capitalized or not.

__ 5. How text is positioned between margins.

Column 2

A. Font style

B. Format

C. Font size

D. Serifs

E. Fonts

F. Case

G. Alignment

H. Points

Part B

Column 1

__ 1. Guesses words as you are typing

__ 2. Changes fractions and numbers such as 3/4 to ¾ as you key

__ 3. Stores frequently used entries

__ 4. Uses a wavy red underline

__ 5. A wildcard

Column 2

A. Exclamation point

B. AutoComplete

C. Automatic grammar checking

D. AutoFormat As You Type

E. AutoCorrect

F. Automatic spell checking

G. Asterisk

H. AutoText

Part C
Column 1
- ___ 1. Reverses the orientation of an object.
- ___ 2. Working with several objects as one.
- ___ 3. Selecting more than one object.
- ___ 4. Objects on top of others.
- ___ 5. Positioning text around an object.

Column 2
- A. Layering
- B. Drawing
- C. Rotating
- D. Flipping
- E. Wrapping
- F. Grouping
- G. Shift-clicking