

INF3280

Exercises for chapters 4, 5 & 7

1. Find other concepts/principles/ideas in the computer which are similar to
 - a. Cross references
 - b. Properties of a file in the file system
 - c. Master slides
2. For each of these cases, to which other general principles from computers would you relate them? Out of the possible ones, which principle would you use for explaining to users?
3. Four students should work together on this exercise.

Pick a relatively difficult IT user concept, and ask your fellow students to explain it. Note down what they say as precisely as possible. On which levels of IT understanding are your fellow students?

One student asking questions, one responding, and the two others taking notes. When two students take notes simultaneously, together they will better capture what the student in the other pair is saying.

4. When requested to explain graphs in spreadsheets, we get the following responses:

Gloria:

Graphs are drawings of numbers. They show us the numbers so that they are easier to compare.

Jussi:

The graphs are linked to the numbers, so when I change a number, the graph will also change.

Yma:

We make graphs by selecting the numbers to be charted, and then choose the graph type. We can change the format of the graph afterwards.

At which levels of skills or understanding are Gloria, Jussi and Yma?

5. When asked about also displaying percentages, Pablo says:

I know how to calculate these numbers. When I type them in one row, I can calculate the percentage in the row below.

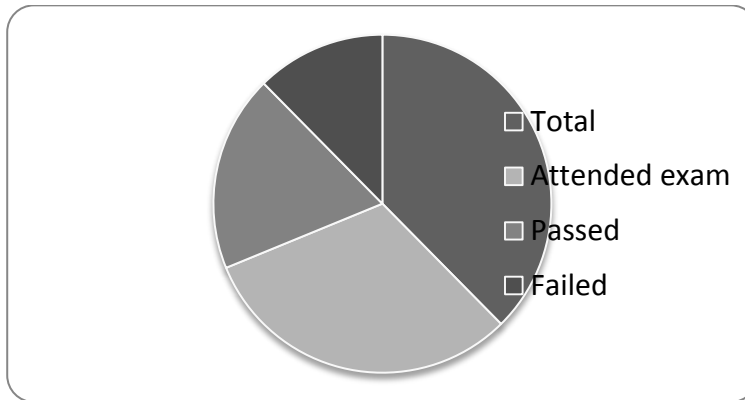
Which level of competence does Pablo demonstrate for this use of spread sheets?

6. When asked to explain tables in word processors, Zohran says:

You use tables for dividing text into columns, like in a newspaper. Then the text can start in one column and continue in another.

What type of misunderstanding does Zohran have? Discrimination errors or interference?

7. Consider the following pie chart and the comments to it. Characterise the comments according to their levels of syntax and semantic competence if possible.



Domenico:

So the biggest proportion here is the total. That is like it should be.

Julia:

Oh, that is a terribly high failure rate. What can we do about it?

Kylie:

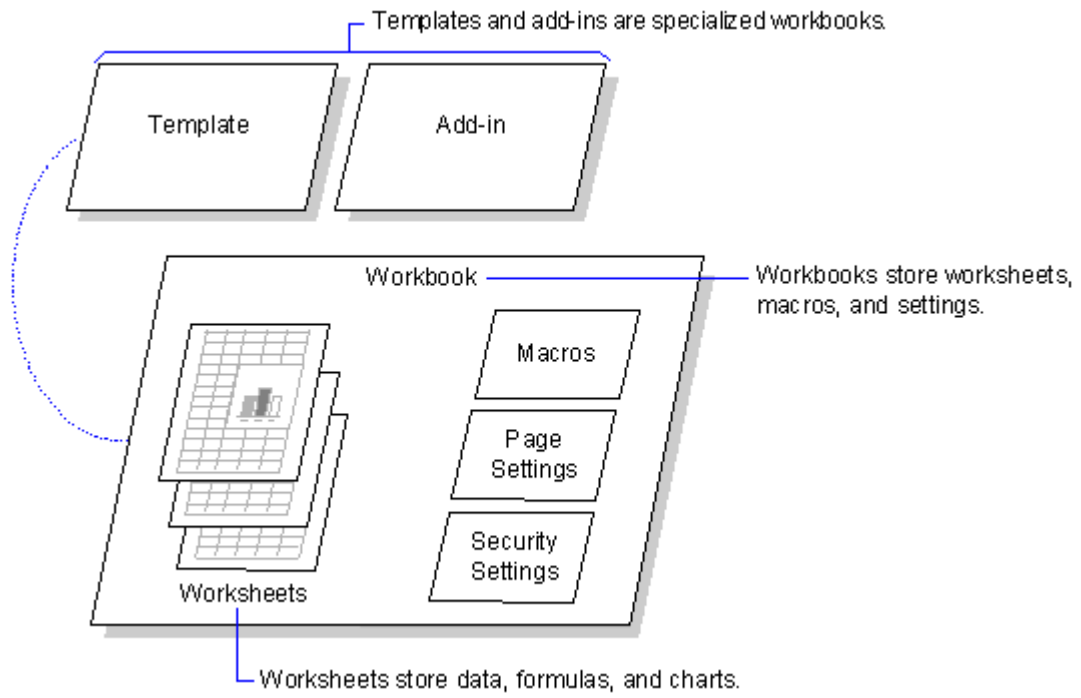
This diagram is completely rubbish. What was the purpose?

8. Qing is an accountant, paying expenses and salaries in a construction company, saying:

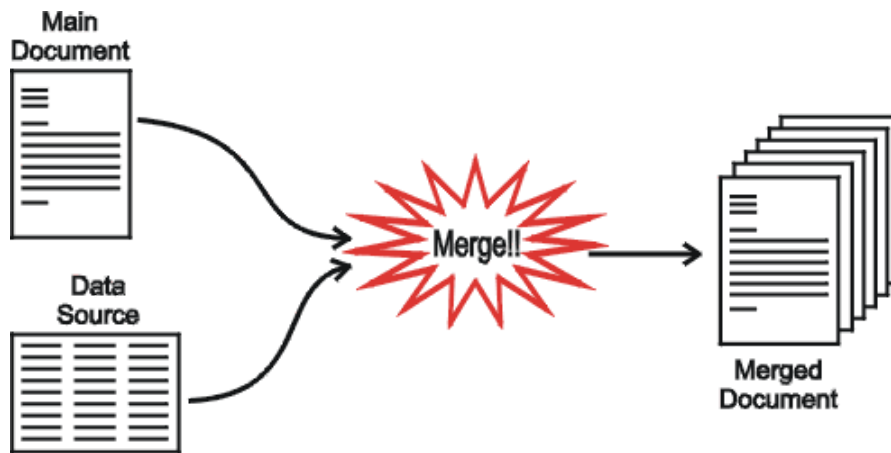
I always get approval from somebody for paying expenses. The other day, I noticed an invoice of 3 million, which is way above our normal payments, so I checked with the issuing company.

At which levels of information competence is Qing? Consider both her syntax and her semantic competence.

9. Which learning process do the following illustrations aim at; navigation, imitation, interpretation, or reflection?



a. How MS Excel Is Structured by Microsoft TechNet



b. Mail Merge by Clement Khalika and Eddons Munthari

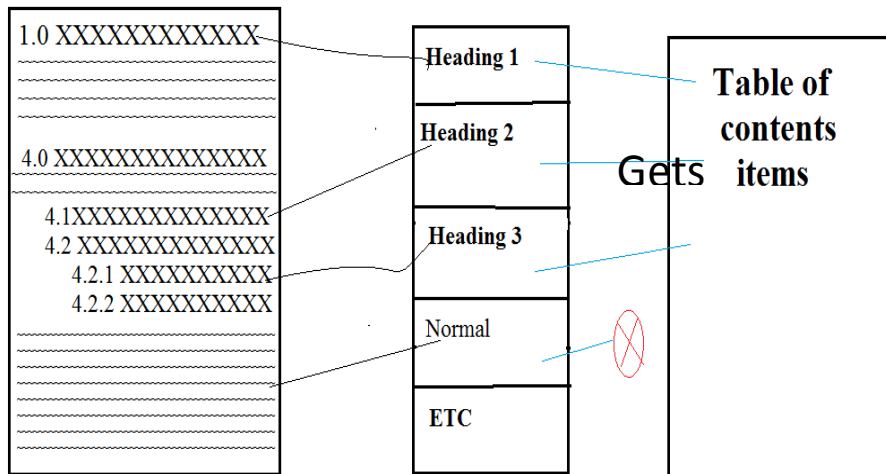
1	i	Section 1
2	ii	
3	a	Section 2
4	b	
5	c	Section Break
6	-1-	Section 3
7	-2-	
8	-3-	
9	-4-	
10	-5-	

c. Page numbering by Chipiliro Awali and Muhabi Chisi

Document e.g.
Thesis

Apply Styles

Insert Table
of Contents



d. Table of Contents by Christina Ussein and Edward Kambwiri