

INF3280

Exercises for levels of competence and scaffolds

1. 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 (functional, structural) are your fellow students?

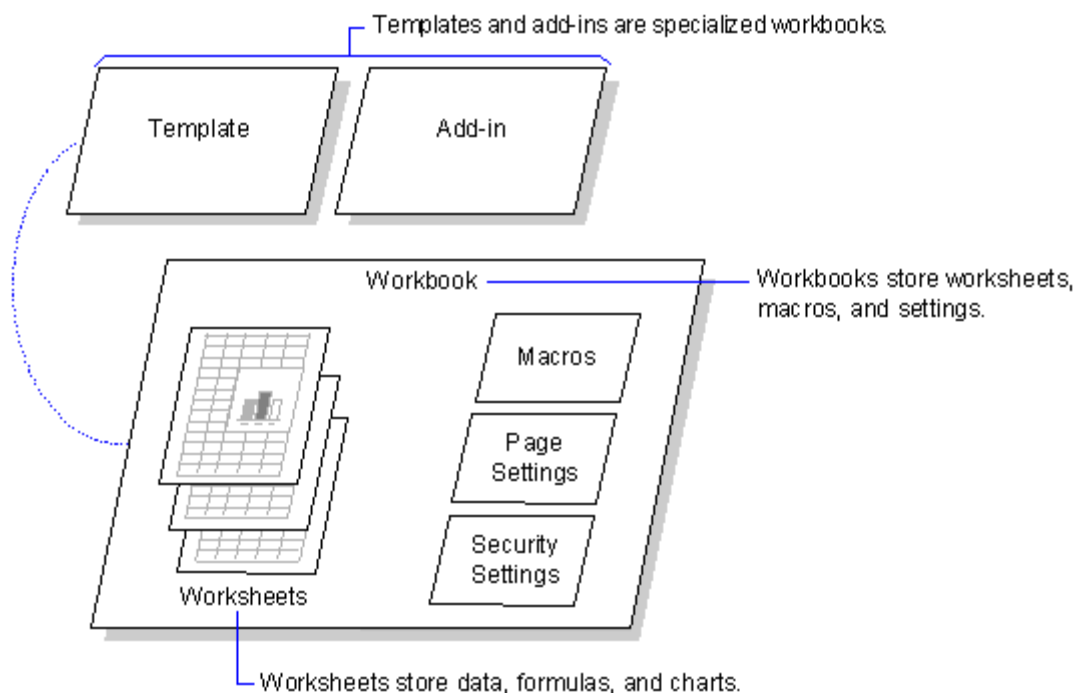
One student asking questions, one responding, and the two others taking notes. When two students take notes simultaneously, together they will better capture what the student in the other pair is saying.

2. When asked about displaying percentages in spread sheets, Pablo says:

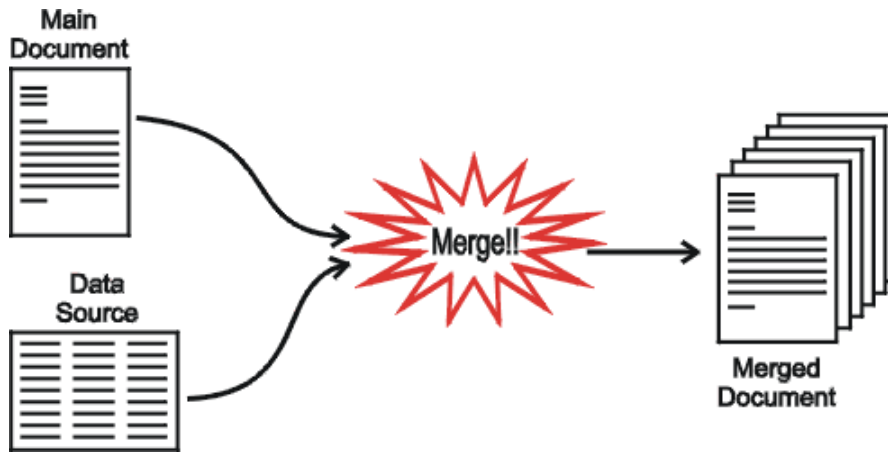
I know how to calculate these numbers. When I type them in one row, I can calculate the percentage in the row below.

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

3. Which learning process do the following illustrations aim at;
 - I. imitation,
 - II. repetition,
 - III. compare task and functionality (for understanding usefulness in own task)
 - IV. compare model and experience (for understanding usefulness in business)
 - V. compare input and output (for functional understanding)
 - VI. conceptualise (for structural understanding)



a. How MS Excel Is Structured by Microsoft TechNet



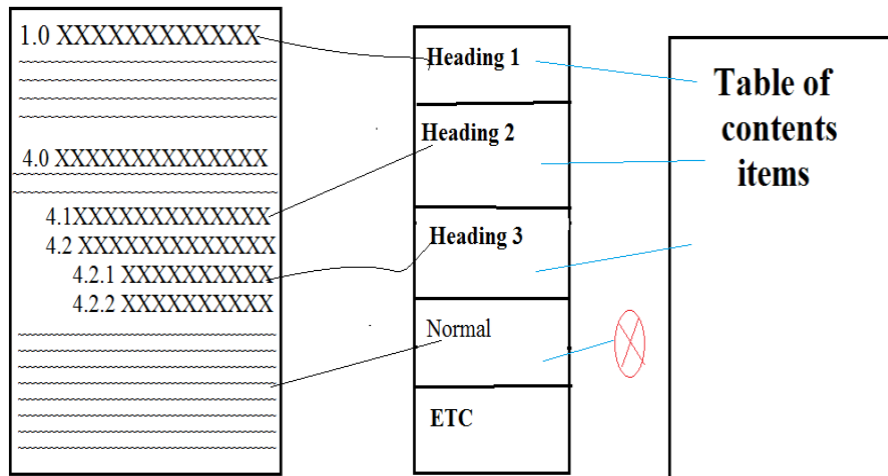
b. Mail Merge by Clement Khalika and Eddons Munthari

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

Section Break

Section Break

c. Page numbering by Chipiliro Awali and Muhabi Chisi



d. Table of Contents by Christina Ussein and Edward Kambwiri