

## Module 5: Information Technology Skills

<b>Stage</b>	1						
<b>Semester</b>	1						
<b>Module Title</b>	Information Technology Skills						
<b>Module Number</b>	5						
<b>Module Status</b>	Mandatory						
<b>Module ECTS Credits</b>	5						
<b>Module NFQ level</b>	6						
<b>Pre-Requisite Module Titles</b>	None						
<b>Co-Requisite Module Titles</b>	None						
<b>Capstone Module?</b>	No						
<b>List of Module Teaching Personnel</b>	Michael Franklin						
<b>Contact Hours</b>					<b>Non-contact Hours</b>		<b>Total Effort (hours)</b>
36 (24) <sup>1</sup>					64 (76)		100
<b>Lecture</b>	<b>Practical</b>	<b>Tutorial</b>	<b>Seminar</b>	<b>Assignment</b>	<b>Placement</b>	<b>Independent Work</b>	
9 (0)	27 (24)			20		44 (56)	100
<b>Allocation of Marks (Within the Module)</b>							
	<b>Continuous Assessment</b>	<b>Project</b>	<b>Practical</b>	<b>Final Examination</b>			<b>Total</b>
<b>Percentage Contribution</b>	50	50					100

### Intended Module Learning Outcomes

On successful completion of this module learners will be able to:

1. Demonstrate technical competency of a typing speed of at least a speed of 50 words per minute
2. Demonstrate competency in application of basic computing skills
3. Competently and accurately negotiate word processing and document production using Word
4. Generate charts and manage information using Excel
5. Manage an email system adeptly
6. Navigate the web proficiently

<sup>1</sup> Part time hours shown in brackets where different from full time hours

7. Use the knowledge and skills acquired in the module to promote both personal and career development.
8. Navigate a Legal Case Management System.

### **Module Objectives**

The objective of the Information Technology Skills module is to assist learners develop their IT skills to enable them to achieve a comfortable competency in both conducting relevant research and the production of documents demonstrating the results of such research. The module aims to develop understanding and appreciation of the importance of learning skills in post-secondary education and the legal environment in general. It seeks to impart to learners the basic skills of using IT technology, and in particular to engender familiarity with IT packages such as Word and Excel and email programmes.

The primary aim of the module is develop in learners a competency in using modern office software and procedures.

### **Module Curriculum**

#### Keyboard Skills:

- Proper touch typing technique
- Develop speed and accuracy
- Develop proper ergonomics, work more comfortably and avoid injury

#### Basic Computer Skills:

- basic understanding of computer components
- work with windows, toolbars, and command menus
- perform basic word processing and graphic tasks
- explore Web browsing basics
- backup files; save, copy, and organize their work

#### Word:

- utilize views and styles
- change line spacing
- align text using tabs and indents
- sort information
- format bulleted and numbered lists
- create headers and footers
- create cover pages

- add bibliographies and footnotes
- check spelling and grammar
- change line spacing
- insert page breaks and page numbering
- save backup copies of documents

### Excel

- spreadsheet terminology
- enter various types of data into a worksheet
- work with formulas and functions
- create a simple chart
- import tab-delimited data into Excel
- format cells and ranges
- create named ranges and use them in formulas
- customize printouts

### Outlook or other email system:

- explore the Outlook 2010 interface
- compose, format, and send email
- reply to email messages
- set the importance level of an email
- understand how to use Conversation View
- use IU's Global Address List to find email addresses
- use categories to organise messages
- create and add an automated signature
- learn to work with email attachments

### Web Browsing:

- Navigating the web: address bar, links, navigation buttons, search bar
- Bookmarks
- Browsing history: viewing and deleting history
- Tabbed browsing
- Downloading files: saving information downloaded

- Plugins

## **Reading lists and other learning materials**

### **Primary Reading**

Morgan, G. O'Neill, S. (2007) *Essential Computer Applications*. Dublin: Gill & MacMillan

### **Secondary Reading**

Murray, K. (2013) *Microsoft Word 2013 Plain & Simple*. Remond: Microsoft Press

Alexander, M. (2010) *Easy Microsoft Excel 2010*. Indianapolis: QUE

McClave, H. (2008) *Communication for Business*. Dublin: Gill & Macmillan

## **Module Learning Environment**

### **Accommodation**

Lectures and practical classes take place in a computer lab environment where each learner has access to an individual PC. Learners also have access to online teaching resources and Moodle.

### **Library**

All learners have access to an extensive range of “physical” and “remote access” library resources. The library monitors and updates its resources on an on-going basis, in line with the College’s Library Acquisition Policy. Lecturers collaborate with the library in updating reading lists for this course on an annual basis as in the norm with all programmes run by Griffith College.

## **Module Teaching and Learning Strategy**

The module is taught by a combination of theoretical lectures and practical lab based tutorials. These sessions are supplemented by online resources and practical exercises for the learners to practise in their own time. In addition, learners maintain and produce a portfolio of work by the conclusion of the module which demonstrates their growing competence in the subject areas.

## **Module Assessment Strategy**

This module is wholly assessed by continuous assessment. Given that the focus of the module is on ensuring that learners develop practical IT skills, the assessment strategy reflects this. The assessment consists of two speed touch typing in class tests each worth 5%, thereby assessing learning outcome 1. There are both a mid-semester test (20%) and an end of semester test (20%), in class, where learners produce a number of specified reports to a time limit of 2 hours, with 20 minutes extra for printing, thereby assessing learning outcomes 2, 3 and 4. Finally, throughout the module, the learners produce various documents, under supervision, and conduct supervised in-class exercises which form a

portfolio. This portfolio demonstrates the development of the learner's competencies and skills in IT and accounts for 50% of the assessment of the module, thereby assessing learning outcomes 1-7.

The module assessment consists of assignments.

Element No.	Weighting	Type	Module Learning outcomes
1	10%	Touch Typing	1
2	20%	Mid-Semester test	2,3,4
3	20%	End-of-semester test	2,3,4,8
4	50%	Portfolio	1-7

Sample Assessment with Rubrics - see Annex 2