

816 BUSINESS COMPUTING

Purpose

Students will be able to make decisions about applying computing skills and using general office applications in workplace environments. They will consider workplace issues, perform investigations, propose solutions, create examples and verify the feasibility of their solutions.

Knowledge

- Understanding and use of the Windows desktop, and use of security techniques and 'good practice'
- File management and networking functions
- When and how to use a range of software applications, including at least SIX of the following:
 - Word processing software functions
 - Spreadsheet software functions
 - Desktop publishing functions
 - Presentation software functions
 - Email functions
 - internet functions
 - Website authoring software functions

Skills

- Using the Windows desktop, security techniques and 'good practice'
- File management to assist in efficient retrieval
- Evaluating options to make appropriate choices of software application to use in a variety of situations
- Using computer software programmes to develop and apply solutions to workplace scenarios/problems. These programmes may include the use of at least SIX of the following:
 - Word processing (intermediate level functions), to include mail merge, labels, tables, table of contents and reports
 - Spreadsheets, to use spreadsheets to meet workplace needs (including use as a data source such as a mini 'database')
 - Development of desktop published documents
 - Presentation software
 - Email use
 - Internet searching
 - Website authoring software

Learning Outcomes

This paper has four learning outcomes:

1. Using software:

Use a range of current business software in typical workplace scenarios. These will include at least SIX of the following: word processing, spreadsheet, desktop publishing, presentation, email, internet and web authoring software

2. Problem solving:

Solve business problems by using numeracy, literacy and computing skills to investigate feasible solutions and justify choices made, using IT functions and software appropriate for the particular situation.

3. Design and production

Design and produce a range of relevant workplace documents or tools based on problem solving investigations and resulting choices

4. Security & good practice

Demonstrate an understanding of maintenance related issues for the Windows desktop, including data security and how to use current 'best practice' in terms of operating procedures when using software applications in a business setting

These outcomes should relate to real or simulated workplace situations relevant to the students. It is expected that where a number of NZIM papers are taught as part of a programme or course, assessment will be integrated across all papers where possible.

Assessment

Evidence for assessment of this paper will primarily be in the form of documents or files demonstrating investigations have been performed, appropriate solutions proposed and justified, and examples created that show the most acceptable solutions. The evidence will include:

- file management, including appropriately named files stored in relevant folders, facilities for sharing folders
- maintenance related issues for the Windows desktop, data security and current 'best practice' in terms of operating procedures and software use

and at least SIX of the following:

- word processing for typical workplace documents such as mail merged letters and labels, reports (including table of contents, tables and data imported from other applications)
- spreadsheet construction using typical workplace scenarios, including use as a data source for other uses such as mail merge and charts/graphs
- creation of published workplace documents
- using presentation software in typical workplace situations
- internet searching
- email operations
- creation of a website for a workplace situation

The documents or files are expected to be submitted electronically. These files will provide at least 80% of marks allocated.

Students will maintain a scrapbook-journal to document their learning and decision making processes. The evidence will include:

- Descriptions, identifications and clarification of the issues
- Problem solving, including investigating feasible solutions and justifying choices made
- Design and production: ideas, new skills and knowledge, improvements to processes, and research including topical material.
- Decisions and justifications about the use of IT functions and software
- Evaluation of appropriateness and effectiveness of solutions
- Reflection on their own work and discussion of strengths and weaknesses in their own and each others' work

The scrapbook-journal may be submitted electronically or in hard copy. It will provide up to 20% of the final grade.

Formative assessments should occur throughout the course, to ensure that students understand and apply theoretical aspects of computing. These and other assessments may be taken into account when deciding on a final mark.

It is expected that where a number of NZIM papers are taught as part of a programme or course, teaching and assessment will be integrated across all papers where possible.

Resources:**Teacher guide**

A teacher guide is being developed for this paper, and it will contain suggestions and ideas, learning activities and tasks, resources, and formative assessment activities for each learning outcome, and should be available from NZIM late 2008.

Suggested text and Other readings

Hallas, Julia (2007). *Business Computing – An enquiry-based approach*, Pearson Education, New Zealand