

# **Desktop Publishing and Multimedia Activities Module**

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# Desktop Publishing and Multimedia Activities Module

## Introduction

The *Desktop Publishing and Multimedia Activities Module* provides 25 units that demonstrate internal alignment between the measurable learner objectives, the instructional activities and the assessments. Thirteen *Desktop Publishing* and twelve *Multimedia* activities are provided in the module.

## Purpose

The twenty-five units are provided to supplement class activities and/or to be used as end-of-unit projects. You may use any or all the units as they are or modify them to fit your preferred format and your course curriculum.

The activities were developed to emphasize a direct relationship between objectives and assessment. This process will help insure that the assessment actually evaluates whether or not students have mastered the stated objectives at an acceptable standard of performance. The student assignments provide practice and completion of tasks to facilitate mastery of the objectives. In addition, each unit is externally aligned with the *Missouri Show-Me Standards* revealing how the course objectives reinforce academic knowledge and performance and with the most recent *National Standards for Business Education*, published in 2001.

## Description

Six major categories of the *Desktop Publishing* activities correlate with six of the seven major categories of the *Desktop Publishing* competency profile developed in 1998. Also, six major categories of the *Multimedia* activities correlate with six of the seven major categories of the *Multimedia* competency profile developed in 1998. An electronic version of the Competency Profile may be accessed for use or modification at <http://www.mcce.org>. The most recent *National Standards for Business Education* can be purchased from the National Business Education Association, 1914 Association Drive, Reston, VA 20191-1596 or (703) 860-8300. A copy of the *National Standards for Business Education* can be borrowed from the Missouri Center for Career Education's free loan library, Resources@MCCE at <http://www.resources.mcce.org>.

Each unit is named for one of the competencies within the specific profile part, but additional competencies as appropriate have been selected from throughout the profile as measurable learner objectives (competencies) to be mastered and assessed.

Each unit includes an *overview*, *teaching points*, the student *assignment*, and one or more *assessments*.

**Overview:** The overview is a one- or two-page curriculum summary that gives a general goal that defines the purpose of the unit. This goal is followed by a grid that lists measurable learner objectives, identifies the *Missouri Show-Me Standards* related to each objective, describes the activities, and identifies the assessment document(s) to be used in evaluating mastery of the

objectives. The numbers in parentheses following the objectives identify the competencies as they appear on the *Desktop Publishing* or *Multimedia* competency profile.

**Teaching Points:** These pages in each unit contain the following information to help the instructor prepare to teach the unit:

- An *Overview* gives the rationale for and importance of the unit and a more detailed summary of the tasks the student will complete.
- The *Content Review* outlines topics to be taught or reviewed.
- *Activity Preparation* includes suggested instructional strategies and activities for the instructor to follow in teaching the concepts, use of software, soft skills, etc. It also alerts the instructor to special considerations that should be given to certain parts of the assignment. Some units also include worksheets and/or instructional information related to the concepts or tasks being presented.
- The *Resources* section provides the teacher with a list of supplies and materials needed for the unit; Web sites related to the instruction; books, articles and other resources—including any materials from Resources@MCCE.

**Assignment:** Students are provided with step-by-step directions and/or requirements for completing the activities.

**Assessment:** A variety of assessment instruments (scoring guides, checklists, peer and team evaluations, and others) are provided. In some cases, suggested weighting is used to show greater or lesser importance to criteria being assessed.

## **Flexibility of Use**

The activities provide you with flexibility and creativity in modifying the existing content—the number and selection of objectives, additional content and detail in the activity preparation and review, instructions and requirements in the student assignments, and customization of the assessment documents to match selected objectives. Some of the assignments are more complex than others, but you have the option of restructuring the units and covering smaller portions of each as needed based upon the time frame and focus you wish for your course.

To assist the business education section of the Department of Elementary and Secondary Education in the improvement and development of this and future curriculum projects, please e-mail any feedback and suggestions to Linda Sullivan, Business Education Supervisor, at [linda.sullivan@dese.mo.gov](mailto:linda.sullivan@dese.mo.gov).