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| **Analyze & Interpret: tutoring information technology: Microsoft Office Access** | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret **the importance of Microsoft Office and the use of technology as it relates to the real world.** | | | | | | | |
| **When Students analyze and interpret, they …** | **Articulate**  Assemble  **Break down**  Calculate  Categorize  Choose  Clarify | Compare  Contrast  **Decipher**  **Define**  Detail  Determine | **Differentiate**  **Discover**  **Discuss**  **Dissect**  Distinguish  **Examine**  Find | | Gather  **Identify**  Inspect  **Investigate**  Label  Map | Match  Organize  **Outline**  Paraphrase  **Relate**  Rephrase | **Resolve**  Select  Separate  **Signify**  **Summarize**  Understand |
| **To help students analyze & interpret, the tutor/SI Instructor asks…** | \*What do you already know about Access?  \*What have you learned about databases?  \*What do you want to know about databases?  \*What can you say about…?  \*What do you think about?  \*How would you explain each part of Access?  \*What would you use to support…?  \*What is the significance of the support of?  \*What is valid?  \*What is relevant to databases?  \*What has meaning for …?  \*What information is most important to database design? | | | \*How would you best organize the information on a database?  \*How would you categorize or classify the different parts of a database?  \*What is the purpose or motive of Access  \*What are your assumptions about Access?  \*Who, what, when, where, why and how?  *Additional Questions*: Compare and contrast Access to Excel  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | |
| **Analyze & Interpret: tutoring formulas in Excel** | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret **to demonstrating understanding of “Absolute” vs “Relative” formulas.** | | | | | | | |
| **When Students analyze and interpret, they …** | Articulate  Assemble  Break down  Calculate  Categorize  Choose  **Clarify** | **Compare**  **Contrast**  Decipher  Define  Detail  Determine | **Differentiate**  Discover  Discuss  Dissect  Distinguish  Examine  Find | | Gather  **Identify**  Inspect  Investigate  Label  Map | Match  Organize  Outline  Paraphrase  Relate  Rephrase | Resolve  Select  Separate  Signify  **Summarize**  Understand |
| **To help students analyze & interpret, the tutor/SI Instructor asks…** | \*What do you already know about Excel?  \*What have you learned about…?  \*What do you want to know about…?  \*What can you say about tables?  \*What do you think about…?  \*How would you explain columns on a table?  \*What would you use to support…?  \*What is the significance of the support of…?  What is valid?  \*What is relevant to…?  \*What has meaning for…?  \*What information is most important to create the table? | | | \*How would you best organize the information on…?  \*How would you categorize or classify the different parts of…?  \*What is the purpose or motive of…?  \*What are your assumptions about…?  \*Who, what, when, where, why and how?  *Additional Questions*: Why is it necessary to break table columns into the smallest entities?  Apply and Explain to reach sound conclusions.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | |
| **Analyze & Interpret: using formulas in Excel/tutoring in Access** | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret **formulas in Excel/tutoring in Access** | | | | | | | |
| **When Students analyze and interpret, they …** | Articulate  Assemble  Break down  Calculate  **Categorize**  Choose  **Clarify** | **Compare**  **Contrast**  Decipher  **Define**  Detail  Determine | **Differentiate**  **Discover**  Discuss  Dissect  **Distinguish**  Examine  **Find** | | **Gather**  **Identify**  Inspect  **Investigate**  Label  **Map** | **Match**  **Organize**  Outline  Paraphrase  **Relate**  Rephrase | Resolve  Select  **Separate**  **Signify**  **Summarize**  Understand |
| **To help students analyze & interpret, the tutor/SI Instructor asks…** | \*What do you already know about databases?  \*What have you learned about differences between Access and Excel?  \*What do you want to know about…?  \*What can you say about …?  \*What do you think about …?  \*How would you explain …?  \*What would you use to support…?  \*What is the significance of the support…?  What is valid about…?  \*What is relevant to…?  \*What has meaning for…?  \*What information is most important to…? | | | \*How would you best organize the information on…?  \*How would you categorize or classify the different parts of…?  \*What is the purpose or motive of …?  \*What are your assumptions about…?  \*Who, what, when, where, why and how?  *Additional Questions*: How is Access different from Excel?  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | |
| **Analyze & Interpret tutoring Microsoft Access** | | | | | | | |
| Learning Outcome 1  Students will analyze and interpret **steps involved in database design.** | | | | | | | |
| **When Students analyze and interpret, they …** | Articulate  Assemble  Break down  Calculate  Categorize  Choose  Clarify | **Compare**  **Contrast**  Decipher  **Define**  Detail  **Determine** | **Differentiate**  Discover  Discuss  Dissect  Distinguish  Examine  Find | | Gather  **Identify**  Inspect  Investigate  Label  Map | Match  **Organize**  Outline  Paraphrase  Relate  Rephrase | Resolve  Select  Separate  Signify  Summarize  Understand |
| **To help students analyze & interpret, the tutor/SI Instructor asks…** | \*What do you already know about database design?  \*What have you learned about…?  \*What do you want to know about…?  \*What can you say about …?  \*What do you think about …?  \*How would you explain use of primary key in a database?  \*What would you use to support…?  \*What is the significance of the support of…?  What is valid…?  \*What is relevant to Excel normal view and Access datasheet view?  \*What has meaning for…?  \*What information is most important …? | | | \*How would you best organize the information on…?  \*How would you categorize or classify the different parts…?  \*What is the purpose or motive of changing the field size in design view?  \*What are your assumptions about…?  \*Who, what, when, where, why and how? Where Access can be used. Where Excel can be used.  *Additional Questions*: Compare and contrast Access and Excel. Situations where Access can be used. Disadvantages and advantages of Access.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | | | |

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| Analyze & Interpret:  Learning Outcome 1  Students will analyze and interpret object-oriented programming concepts. | | |
| **When students analyze and interpret, they…** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Articulate | Compare | Differentiate | Gather | March | Resolve | | Assemble | Contrast | Discover | Identify | Organize | Select | | Break down | Decipher | Discuss | Inspect | Outline | Separate | | Calculate | Define | Dissect | Investigate | Paraphrase | Signify | | Categorize | Detail | Distinguish | Label | Relate | Summarize | | Choose | Determine | Examine | Map | Rephrase | Understand | | Clarify |  | Find |  |  |  | | |
| **To help students analyze & interpret, the tutor/Instructor asks…** | \* What do you already know about core concepts of object-oriented programming?  \* What have you learned about classes/ objects/ attributes/ methods/ abstraction?  \* What do you want to know about polymorphism?  \* What can you say about informative hiding?  \* What do you think about relationship?  \* How would you explain Inheritance?  \* What would you use to support the benefits of object-oriented programming? | Additional Questions:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |