The educational need I was trying to fulfill with my major StAIR project was to help students (probably 2nd or 3rd grade) learn and decide which Microsoft Office program needed to be used in particular instances. It was also designed to familiarize students with some of the program language and icons. I was addressing the technology standards, benchmark 1, basic operations.

I tried to use several instructional strategies with my project in hopes that no matter what type of learner used this tool, they would be able to learn and take something from using it. I targeted 2nd and 3rd grade students because this is a pivotal age in which students have learned to read and are refining those skills. They are trying to become more independent workers and get excited when they can make decisions for themselves without "help" from the teacher.

My project began by introducing each of the four Microsoft Office tools that my District uses at the elementary level. Though students could choose where they wanted to start, these four slides are looped. I included screen dumps on each slide to give students an idea of what the programs might look like when opened.

Hopefully, once students went through all four at least once, they would then proceed to the quiz. These first four slides were setting up some scaffolding practices by just giving the kids the information and then beginning to pull some of that support during the quiz. I tried to come up with different types of questions toward the end of the quiz so they would hopefully be working more independently. I might also consider this Rule-Eg practices. I stated what each program did in the first four slides, I provided examples and then I asked the learner to show understanding during the quiz.

The quiz requires a response from the learner. I put in an action buttons throughout so that children who struggle with reading could successfully complete this assignment. The quiz was intended to use Eg-Rule principles by asking a question and giving very specific feedback if the student got it either wrong or right. I could have simply made one slide or inserted a sound on the wrong answer choices but I wanted the student to have specific feedback so they could choose correctly. I also made program specific language (ie: Microsoft Word and word processing program or Microsoft Excel and spreadsheet program) a different color so that it would stand out and be more recognizable.

I tried to come up with an example of abduction when I made slide #46. I used the term "graph paper" program instead of spreadsheet program. I realize now it was a bad attempt but I wanted the kids to put other vocabulary with each program also.

I did not use any weblinks in my project because I was unable to find grade appropriate places to send them. I wanted to send them to some type of tutorial about the Microsoft product of their choosing. I looked at Atomic Learning but thought some

of the content might be over their heads. I will continue to look for something like this to add to the project. I know Microsoft had a really good tutorial program that was loaded on the TTI laptops our District received several years ago. I'll have to check if they would let me use something like that. It read all of the text to you throughout the tutorial and gave immediate feedback at the end of each section. Each section took about 10-15 minutes to complete which would be a good match for the attention span of my 2nd and 3rd grade students.

Since I teach in a lab setting, I ran this program by two of my third grade classes before turning it in the final class. I showed students how to access the program, then the first couple slides, and the action button to hear my voice and then set them loose. The funniest thing was when they heard my voice over the speakers they actually thought I was talking! I was the best ventriloquist ever for about 5 minutes of each class. Once they started the program they were engaged. Upon finishing, I asked them to return to our rug area for comments and suggestions. Whoa! The first thing they all had to say was that they really liked it but it was too short. I had to agree with them. I probably need to double the amount of questions I ask. I had to keep in mind that this was the first time I had done so much hyperlinking successfully. The kids had really good suggestions. Better than I anticipated. After adding more slides they said I needed to add music or something to the first slide. I agreed and added a 30 second clip to the first slide before I submitted it (30 seconds keeps me within copyright issues). Another suggestion that I will be changing is the icon (action button) for my voice. They suggested a picture of me. I agree but absolutely hate having my picture taken so I'm working up the nerve on that. Some thought it was too hard while others thought too easy. Some suggested a game after each correct answer. That's a little beyond me right now. The sound clips were from several movies and quite a few of the students figured out the movie that each sound clip was from. A couple students suggested playing the theme song from the movie as well as the sound clip on slides.

Overall, I was very happy with my StAIR. I want to continue working on it because I agree with my students that it needs to be longer. I didn't have the heart to tell them how many hours I had put in to making a 10 to 15 minute activity for them. I plan on adding my picture for the voice icon and hopefully finding a grade appropriate tutorial that I can make links to for them. I think some of my students got something out of this but a lot of them thought it was "fun" and just wanted to play the game more. Time will tell me how effective it really was.