



Maximize Student Engagement

Using Seguin's COMPUTER Concepts and Applications Course

Go Mobile Assessments

Allow students to explore new skills using mobile devices.

Mobile **Assessment 1.8 Go Mobile—Technology in Use at Your School**

Type: Individual or Pairs

Deliverable: Video or Picture and Document

Walk about your school campus and observe a technology device in action. For example, find a card reader that scans a student card to gain access to a computer lab or a self-service kiosk in the Registrar's Office. If you are taking this course online, visit a public library or shopping mall and observe a technology device, such as an interactive touchscreen.

1. Record a short video showing the device being used or take a still picture of the device with your smartphone. Do not include in the video or photo a person who has not given permission for his or her photograph to be taken.

Green Assessments

Provide opportunities for students to explore the ways to protect the environment and make good use of its resources.

Green **Assessment 1.4 Greener Computing—Benefits of Green Computing in a Newspaper Office**

Type: Individual, Pairs, or Team

Deliverable: Blog Entry

You are involved with the school newspaper and decide to write a blog entry that will help educate students on the benefits to the environment of embracing green computing practices.

1. Write and post a blog entry that will educate the readers about green computing and encourage all of them to participate with you in adopting green computing practices.
2. Submit the assessment to your instructor in the manner requested.

Optional

Read the blog entries of at least two classmates and post a comment to each. Submit the URLs of your classmates' blogs in Step 2.

Ethics Assessments

Offer opportunities for students to explore real-world ethical decisions they will encounter when using computers in their personal life and career.

Ethics **Assessment 1.7 Ethics Discussion—Is It OK to Use Work Technology for Personal Reasons?**

Type: Team

Deliverable: Document, Blog Entry, or Presentation

A friend at your workplace uses her computer for personal reasons several times throughout the day when she should be working. You have observed her updating her Facebook page, scrolling Instagram photos, tweeting, watching YouTube videos, shopping online, and looking at travel websites. At lunch you casually mentioned her use of the web for personal reasons, and she told you she likes the higher speed access at work over her home setup.

1. Within your team, discuss how you should handle this situation. Should you ignore the situation? Would your answer be different if the employee was not your friend? In what instances, if any, is it OK to use employer equipment for personal use? How should management handle employees' personal use of company-provided technology?
2. Prepare a summary of your team's discussion in a document, blog entry, or presentation.
3. Save the document or presentation as **PersonalUseDiscussion-YourName**.
4. Submit the assessment to your instructor in the manner requested.

Audio Assessments

Allow students to listen to instructions provided in an audio file and then compose a document, workbook, or presentation as instructed.

Audio **Assessment 7.6 Audio—Composing a New Flyer**

Type: Individual or Pairs

Deliverable: Food Drive Flyer

Create a flyer for the school's food drive campaign in support of the local food bank to be conducted on the fifteenth and sixteenth of next month. The organizer has left you a voice mail with details about the information to be included in the flyer.

1. Listen to the audio file **FoodDriveFlyer_instructions**. The file is located in the Ch7 folder in the StudentDataFiles folder on your storage medium.
2. Create the flyer including the details requested by the organizer in the voice mail.
3. Save the flyer in the Ch7 folder within the Assessments folder on your storage medium as **FoodDrive-YourName**.
4. Submit the assessment to your instructor in the manner requested.
5. Close the document.

Job Ready Assessments

Specifically challenge students to apply skills to real-world job experiences in order to prepare for work opportunities.

Jobs **Assessment 1.9 Job Ready—What Jobs Will Be in Demand in the Future?**

Type: Individual

Deliverable: Document

Advances in artificial intelligence, autonomous objects, and the trend toward shared services are bringing change to the workplace, disrupting traditional industries that provided jobs. For example, the popularity of Uber has disrupted the taxi industry, and self-driving trucks could replace professional truck drivers. Although automation and on-demand services are expected to make some jobs disappear, new jobs will be invented and existing jobs will be enriched with new skills.

1. Research two to three articles on jobs that will be in demand in the next decade.
2. Apply the information from your research to think about the jobs that are currently in existence in your field of study and the impact of automation or other disruption for those jobs in the future. Consider these questions:
 - Will the types of jobs change or stay the same?
 - Will the number of jobs increase or decrease?
 - What skills will be required for these jobs in the future?
3. Compose a one-page document with your analysis of the research applied to the questions posed in Step 2.
4. Save the document as **FutureJobs-YourName**.
5. Submit the assessment to your instructor in the manner requested.

BONUS - Visual Assessments

Give students opportunities to create a document similar to a model document. These assessments require attention to detail and creative problem solving.

Visual **Assessment 6.5 Visual—Campus Flyer from Template**

Type: Individual

Deliverable: Campus Flyer

Create a flyer for your school campus similar to the one shown in the Assessment 6.5 Campus Flyer below. Use a current date and a location suitable for concerts on or near your campus. Add current popular band names to the **FEATURING** section. Enter a fictitious web address and sponsor information. Make any other changes you think are necessary.

- Note: Search for the template shown using the search phrase simple flyer in the New backstage area.*
1. Create a flyer for your school campus similar to the one shown in the Assessment 6.5 Campus Flyer below. Use a current date and a location suitable for concerts on or near your campus. Add current popular band names to the **FEATURING** section. Enter a fictitious web address and sponsor information. Make any other changes you think are necessary.
 2. Save the flyer in the Ch6 folder within the Assessments folder on your storage medium as **CampusBandFlyer-YourName**.
 3. Submit the assessment to your instructor in the manner requested.
 4. Close the document.