

## OUTCOMES-BASED LEARNING MATRIX

**Course: CTIM114 - Beginning PowerPoint (1 credit, 15 hours)**  
**Department: Computer Technology and Information Management**

**Description:**

**This course provides basic training in Microsoft PowerPoint for Windows presentation graphics software. Students learn to plan, create, modify, and enhance presentations and to produce slides for an on-screen slide show. Effective presentations are created using graphics, tables, transitions, WordArt, sound, animation, and object linking and embedding.**

While completing the table below, remember that the individual outcomes you list in the first column should answer this question: **What must the learner know and be able to do at the end of the course?** Items in the third column should answer the question: **How do we know?** The second column is where teachers can be most creative; it's for pedagogy. Each rectangle in column one should contain just one outcome; the corresponding rectangles in columns two and three, however, may contain more than one item. Using the code at the end of the matrix, indicate the core competencies being strengthened by the outcomes activities and the assessment tools.

<b>*COURSE OUTCOMES</b>	<b>OUTCOMES ACTIVITIES</b>	<b>ASSESSMENT TOOLS</b>
<p>At the end of this course, the student will develop electronic slideshows using the following features of PowerPoint presentation graphics software:</p> <p>a. Work with the standard features of PowerPoint</p>	<p>1.</p> <p>a. Identify and describe the terminology of electronic slideshows and presentation graphics software (CCT, R)</p> <p>b. Use keys, toolbars, menus, and keyboard commands (CCT, IG)</p> <p>c. Save, close, and exit PowerPoint (CCT, IG)</p>	<p>1. Quiz/test on terminology and content (CCT, IG, WC)</p> <p>2. Demonstration to instructor (CCT)</p> <p>3. Hands-on application assignments completed in-class and out-of-class (CCT, IG, WC)</p> <p>4. Hands-on application tests completed in class (CCT, IG, WC)</p>

<p>b. Create presentations</p>	<p>2.</p> <ul style="list-style-type: none"> <li>a. Use a template to create a presentation (CCT, IG)</li> <li>b. Revise slides (CCT, IG)</li> <li>c. Use the various view options (CCT, IG)</li> <li>d. Move among slides in normal view (CCT, IG)</li> <li>e. Run an electronic slide show (CCT, IG)</li> <li>f. Print a presentation (CCT, IG)</li> </ul>	<p>Referenced above</p>
<p>c. Modify presentations</p>	<p>3.</p> <ul style="list-style-type: none"> <li>a. Open an existing presentation ( IG)</li> <li>b. Add and delete slides ( IG)</li> <li>c. Change slide order ( IG)</li> <li>d. Add, demote, and promote text ( IG)</li> <li>e. Select and move text ( IG)</li> <li>f. Create speaker notes (CCT, IG)</li> <li>g. Print speaker notes and handouts ( IG)</li> </ul>	<p>Referenced above</p>
<p>d. Format text and bullets</p>	<p>4.</p> <ul style="list-style-type: none"> <li>a. Change text appearance</li> </ul>	<p>Referenced above</p>



<p>g. Automate electronic slide shows</p> <p>h. Integrate PowerPoint with other programs</p>	<p>(CCT, IG)</p> <p>c. Change the slide background (CCT, IG)</p> <p>d. Work with a slide master (CCT, IG)</p> <p>e. Create drawn objects (CCT, IG)</p> <p>f. Select and modify drawn objects (CCT, IG)</p> <p>g. Use clip art (CCT, IG)</p> <p>7.</p> <p>a. Use slide transitions (CCT, IG)</p> <p>b. Add text animation (CCT, IG)</p> <p>c. Time the slide show presentation (CCT, IG)</p> <p>d. Use the annotation pen (CCT, IG)</p> <p>e. Use the meeting minder (CCT, IG)</p> <p>8.</p> <p>a. Open a Word document as a PowerPoint presentation (CCT, IG)</p> <p>b. Use the Presentation Assistant to fix stylistic</p>	<p>Referenced above</p> <p>Referenced above</p>
--	---	---

	problems (CCT, IG) c. Draw and format a table (CCT, IG) d. Copy and paste information between slides and programs (CCT, IG) e. Copy information from an Excel worksheet to a datasheet (CCT, IG) f. Insert a picture from a file (CCT, IG)	
To strengthen Core Competencies** in order to increase success in this and other courses and in the workplace.	Referenced above	Referenced above.

\*Try to express an outcome as an infinitive phrase that concludes this sentence: **At the end of the course, the students should be able to . . .** Finding the line between too general and too specific can be difficult. In an English Composition course, for instance, it is probably too general to say, "The student should be able to write effective essays." It is probably too specific to say, "The student should be able to write an introductory paragraph of at least 50 words, containing an attention-getting device, an announcement of the narrowed topic, and an explicit thesis sentence." Just right might read, "The student will write introductions that gather attention and focus the essay."

\*\* Indicate the Core Competencies that apply to the outcomes activities and assessment tools: critical and creative thinking (CCT); oral communications (OC); quantitative literacy (QL); information literacy (IL); written communication (WC); civic engagement (CE); integrative learning (IG); global learning (GL).