



T U T O R S ' T I P S

Understanding Technology

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Technology may present special challenges for some people. There are a few differences between the text of technological products and print-based texts. We need to understand the differences so we can adequately prepare our students.

1. Establish Context

Find out from your student what technological products they encounter, or would like to encounter, in their lives.



Make a list of the things you and your student use on a daily basis.

You may come up with a list similar to the following

1. Telephone

- ☞ contacting friends
- ☞ paying bills
- ☞ making calls requiring a response to automated cues

2. Computer

- ☞ contacting friends
- ☞ searching for information
- ☞ paying bills

3. Mobile Phones

- ☞ contacting friends
- ☞ sending messages
- ☞ paying bills
- ☞ taking photos

4. Automatic Teller

- ☞ checking account balances
- ☞ drawing money
- ☞ transferring money

5. Machines at Work

- ☞ programming sequences

6. Microwaves

- ☞ heating and cooking food
- ☞ setting the clock





What others did you come up with?

2. Analyse Differences

Discuss with your student the differences that may exist in the presentation of information between the more familiar, print-based texts and that of the technological products they have mentioned above.



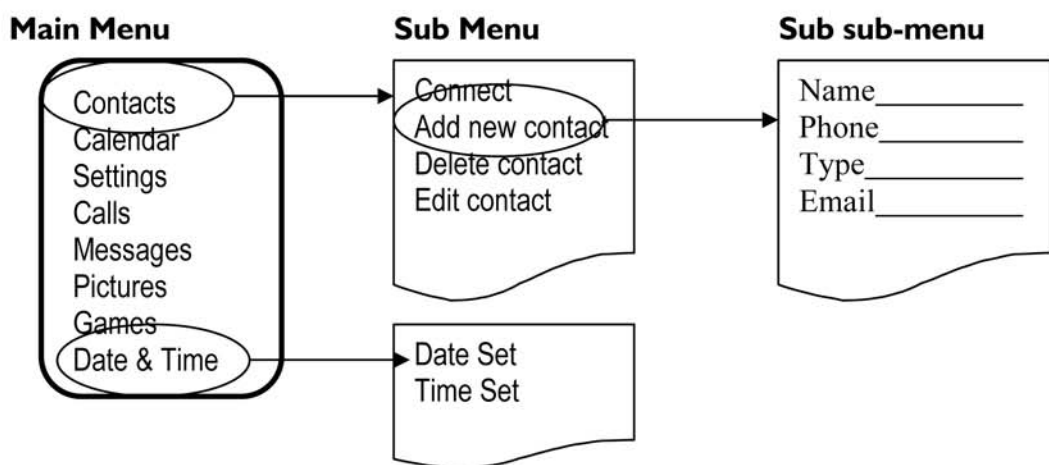
Make a list of the differences you see when using technological texts when compared to print-based texts? You may come up with a list similar to the following:

Technology	Print-based
<input type="checkbox"/> not all information is visible at once	<input type="checkbox"/> all the information is visible on the page
<input type="checkbox"/> print size is all the same	<input type="checkbox"/> print size varies according to headings, graphics, and lists
<input type="checkbox"/> options need to be selected	<input type="checkbox"/> there are no options to select
<input type="checkbox"/> options are presented in "menus"	<input type="checkbox"/> there are no menus
<input type="checkbox"/> language and spelling can vary	<input type="checkbox"/> language and spelling is traditional and predictable
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

3. Make the connection



Using a mobile phone, access each menu and draw a concept map of the menu elements. It may look like the following:



If your student is having trouble understanding the concept of menus, use coloured cards to demonstrate each level of the menu – Blue for the Main Menu, Green for the next level, and so on. You can also demonstrate the menus on a large piece of cardboard, spacing out the Main Menu items to coincide with the sub menu and sub sub-menus.

Using multiple learning approaches, such as visual, auditory, kinaesthetic and digital, increases the learning effectiveness.

4. Examine Language

Every industry has its own special language. This is often called “jargon”. Your student will need to understand words and phrases encountered often when using technology.



Where are these words and phrases found?

CDMA (Code-Division-Multiple-Access)

WAP (Wireless-Application-Protocol)

B-Pay

Billpay

Biller Code

Reference Number

Soft Keys

Hash Key

Picture-in-Picture

Stills

Contacts

Text messages

Voice Mail

SMS

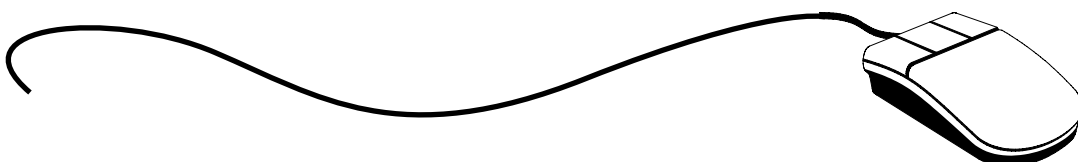
Power level

(Answers: mobile phones {particular type of application}, mobile phones [method of sharing information by wireless], telephone or on-line paying of bills, telephone or on-line paying of bills through Australia Post[code to identify merchant], telephone or on-line paying of bills [code to identify merchant], telephone or on-line paying of bills [code to identify customer], mobile phones [to select on-screen prompts], telephones [#], television [having separate small picture visible on main screen], digital camera [still shot – not movie shots], telephone and computer [list of people in phone book], mobile phones [text message sent through mobile phone], mobile phone [audio message heard when accessing message retrieval service], Mobile phone [Short-Message-Service - text message sent through mobile phone], microwave oven [level of power for different cooking temperatures]



Using a computer logged on to the Internet, find out the meanings of various words and phrases by accessing:

www.webopedia.com or www.oucs.ox.ac.uk/pcbuy



5. Learn a New Language

SMS – Short-Message-System - is way to reduce the number of characters used when transmitting words through the mobile phone. Older mobiles were limited in the number of characters that could be transmitted at the one time so a new “language” was developed.



Send text messages to students with the following SMS codes and have them return the full text version by SMS.

AFAIK	As far as I know	ATB	All the best
C%d	Could	CID	Consider it done
CUL8r	See you later	D8	Date
F8	Fate	Gr8	Great
HHOJ	Ha ha only joking	Hot4U	Hot for you
ILBL8	I'll be late	K8	Kate
L8	Late	LOL	Laugh out loud
M8	Mate	MbRsd	Embarrassed
NMP	Not my problem	OIC	Oh, I see
OMG	Oh, my god	OvR8d	Overrated
PCM	Please call me	PPL	People
RUF2T	Are you free to talk?	SWDYT	So what do you think?
un4gtebl	Unforgettable	W8	Wait
W8nC	Wait and see	W%d	Would
XOXOX	Hugs and kisses	XXXX	kisses



Create a “telephone chain”. This is a list of each student and their telephone number. Give the list to each person and explain that Person 1 will receive the first message; they are to send it to Person 2, etc. Then, send “word codes” to Person 1, continuing through the telephone chain, until the last person on the list sends you the last message. Examples could include:

1. Change “chat” to “shin” in 4 moves (Answer: chat – chap – chip – ship – shin)
2. Send any of the “emoticons” (from the table below) and have the student return the full text.

:~)	smiling	:~/	sceptical
;~)	kidding or teasing	:~(not happy
-O	laughing	>:~(angry
:~D	determined	:~	angry
:~I	yawning	:~&	tongue tied
:~@	shouting or screaming	:~C	disappointed
:~'-(crying		