

# SOLUTIONS MANUAL



# Chapter 2

## Looking at Windows

### **A Guide to this Instructor's Manual:**

We have designed this Instructor's Manual to supplement and enhance your teaching experience through classroom activities and a cohesive chapter summary.

This document is organized chronologically, using the same headings that you see in the textbook. Under each heading you will find (in order): Lecture Notes that summarize the section, Figures and Boxes found in the section (if any), Teacher Tips, Classroom Activities, and Lab Activities. Pay special attention to teaching tips, and activities geared towards quizzing your students, enhancing their critical thinking skills, and encouraging experimentation within the software.

In addition to this Instructor's Manual, our Instructor's Resources CD also contains PowerPoint Presentations, Test Banks, and other supplements to aid in your teaching experience.

### **For your students:**

Our latest online feature, CourseCasts, is a library of weekly podcasts designed to keep your students up to date with the latest in technology news. Direct your students to <http://coursecasts.course.com>, where they can download the most recent CourseCast onto their mp3 player. Ken Baldauf, host of CourseCasts, is a faculty member of the Florida State University Computer Science Department where he is responsible for teaching technology classes to thousands of FSU students each year. Ken is an expert in the latest technology and sorts through and aggregates the most pertinent news and information for CourseCasts so your students can spend their time enjoying technology, rather than trying to figure it out. Open or close your lecture with a discussion based on the latest CourseCast.

### **Table of Contents**

<a href="#"><u>Which version of Windows do I have? (19)</u></a>	2
<a href="#"><u>What is the Windows desktop? (21)</u></a>	2
<a href="#"><u>How do I use the Start menu? (22)</u></a>	2
<a href="#"><u>How do I use the Sidebar and gadgets? (23)</u></a>	3
<a href="#"><u>What does Windows include? (24)</u></a>	3
<a href="#"><u>Hardware: Input devices (26)</u></a>	3
<a href="#"><u>Glossary of Key Terms</u></a>	5

### [Which version of Windows do I have? \(19\)](#)

#### LECTURE NOTES

- Review what an operating system is and explain that Windows is an operating system.
- Ensure that your students understand which version of Windows is installed on your school's computers.
- Mention the different versions of Microsoft Windows and explain that Windows Vista is the latest version.
- Make sure students understand that previous versions of Windows are still widely used.

#### FIGURES

- Figure 2-1

#### TEACHER TIP

Some students may be unfamiliar with DOS commands, which are based on a command-line interface, not a GUI. Consider showing students a typical DOS command, such as `C:\> Copy A:*.*`

#### CLASSROOM ACTIVITIES

- Class Discussion: To illustrate the point that many version of Windows are still used, have students call out which version(s) they've worked with.

#### LAB ACTIVITY

- Have students determine what version of Windows is on their computer.

### [What is the Windows desktop? \(21\)](#)

#### LECTURE NOTES

- Explain that the desktop is the jumping-off point when a computer is started.
- Make sure your students understand the functions of **icons**, **taskbar**, and **Start menu**.

#### FIGURES

- Figure 2-2

#### TEACHER TIP

If you have a computer and projection system in your classroom, display the Windows desktop on your school's system. You may want to discuss how it differs from the desktop shown in Figure 2-2, and how and why it has been customized. Then, click on a few icons, taskbar buttons, and the Start button so students can see how they work. Explain to students the difference between clicking a button and using a menu, as well as the difference between shortcuts and executable files.

#### CLASSROOM ACTIVITIES

- Quick Quiz:
  - What is the gateway to all the tasks performed with a PC? (Answer: Desktop)
  - What is the main control on the desktop? (Answer: Start button)

### [How do I use the Start menu? \(22\)](#)

#### LECTURE NOTES

- Define and explain **application software**.
- Explain that there are many ways to start an application, but the most frequently used method is clicking the Start button.
- Demonstrate starting an application using the Start button.

## FIGURES

- Figure 2-3

## TEACHER TIP

Make sure students understand that the applications listed on the All Programs menu differ among computers depending on what programs have been installed on each computer.

## CLASSROOM ACTIVITIES

- Assign a Project: Have students view the Start menu and practice using it to start an application.

[How do I use the Sidebar and gadgets? \(23\)](#)

## LECTURE NOTES

- Demonstrate the Windows Sidebar and gadgets.
- Explain what it means that gadgets can be updated on the fly and demonstrate doing so, if possible.
- Caution students not to get carried away with too many gadgets; it can slow down other important functions of the computer.

## FIGURES

- Figure 2-4

## TEACHER TIP

Consider using the Play It! in this section to show students how to customize the Sidebar.

## CLASSROOM ACTIVITIES

- Critical Thinking: What is the right amount of gadgets? Which ones would be useful to students and which would be unnecessary? How would students use them and how often? Students' answers will vary, of course.

[What does Windows include? \(24\)](#)

## LECTURE NOTES

- Review the Accessories folder and what it contains.
- Explain the difference between mini-applications and settings.

## FIGURES

- Figure 2-5, Figure 2-6

## TEACHER TIP

Be sure to cover the Control Panel in detail and explain that it is where students can modify many different computer settings.

## CLASSROOM ACTIVITIES

- Assign a Project: Have students start several different applications from the Accessories folder.

## LAB ACTIVITY

- Have students use the Control Panel to change the desktop background.

[Hardware: Input devices \(26\)](#)

## LECTURE NOTES

- Students should understand the **user interface** is a combination of software and hardware.
- Discuss the differences and advantages of the alternative input methods presented in the text

## FIGURES

- Figure 2-7, Figure 2-8, Figure 2-9

## TEACHER TIP

It is important for students to see examples of these software interface elements and to understand that some are better designed than others. If you have a classroom presentation system that contains a variety of software, you might run some of this software and ask the students to discuss the software interface elements and why they do or do not work well.

## CLASSROOM ACTIVITIES

- Group Activity: Divide the class into small groups of three or four students. Provide each group with a list of job descriptions and have them decide which type of input devices would be best suited for that particular job. For example, a traveling salesperson might need a wireless mouse.

### [Glossary of Key Terms](#)

- Accessories folder (24)
- All Programs option (22)
- BitLocker Drive Encryption (19)
- Control Panel (25)
- feedback device (28)
- force-feedback joystick (28)
- gadget (23)
- graphical user interface (GUI) (26)
- handwriting recognition software (27)
- icons (21)
- input (26)
- notification area (21)
- output (26)
- Quick Launch toolbar (21)
- Search box (22)
- Start button (21)
- Start menu (21)
- stylus (27)
- taskbar (21)
- touch-sensitive LCD (27)
- user interface (26)
- Windows desktop (21)
- Windows Aero (19)
- Windows Media Center (19)
- Windows Meeting Space (19)
- Windows Mobility Center (19)
- Windows Sidebar (23)
- Windows Vista (19)

[Top of Document](#)