

Overview

Computers are tools that open up opportunities for learning because they enable students to:

- access ideas and information from diverse sources through searching, locating, selecting and authenticating material in a wide range of forms;
- extend ideas and information through processing, manipulating, analysing and publishing material in different multimedia forms;
- transform ideas and information into new or different forms through synthesising, modelling, simulating, and creating material in many multimedia styles and formats
- share ideas and information across local, national and international networks through interacting electronically with others in actual and or delayed time

Computer based technologies expand the repertoire of methods by which students can learn and teachers can teach. The tools can be applied in all areas of learning from kindergarten to year 12.

It is critical that the focus be on what people can do with computers and the software.

There are three categories of educational software:

2. Generic tools for learning
3. Content-based resources
4. Instructional programs

1. Generic tools for learning:

Generic tools may be general or specialised in their application. The content for both general and specialised tools is provided by the users – teachers and students – to achieve purposes identified by them.

Generic tools can be used for:

- Word processing and publishing
- Free hand and geometric drawing
- Collecting and organising data
- Analysing and managing information
- Presenting and displaying information
- Modelling and simulating ideas
- Communicating in text, graphics and sound
- Constructing sounds and images
- Creating interactive multimedia productions
- Controlling mechanical and electronic devices

2. Content based resources:

Content-based resources are a vast source of ideas and information. They give students access to experiences, which they would otherwise not have.

Content-based resources include:

- The Internet. It is content based as well as a tool for communication. As a content based resource it is analogous to an enormous library.
- CD-Roms

3. Instructional programs:

Instructional programs are concerned with teaching learners. Many are in the form of self-paced instruction.

Student learning is the primary purpose of computers in classrooms and in the computer lab. Computer based technologies are of little value in themselves and therefore should not be detached from student learning.

General Learning Outcomes Kindergarten to Grade Eight

Students will use computers for a range of purposes

Evidence of this could include:

- Solving problems, conducting investigations and undertaking challenges
- Collaborating in the use of computer-based technologies as well as using them to share ideas and information with others
- Communicating in combinations of words, numbers, sounds, images and movies
- Locating, retrieving, storing organising, interpreting, analysing, synthesising and evaluating ideas and information using computers
- Representing, structuring and constructing knowledge from direct experience, simulations and imaginary situations
- Modelling and simulating issues, events, and/or processes to investigate ideas and information

Students will develop knowledge and skills in operating computers

Evidence of this could include:

- Using generic software tools and specialised programs as appropriate
- Using a range of software programs to explore content and undertaking instruction in all areas of learning
- Accessing ideas and information through local, national and international networks
- Operating file systems including retrieving and storing information
- Using peripherals such as keyboard, mouse, printer, server, digital camera, scanner, cd writer, video camera appropriately

Students will develop an understanding of the role of computers in society

Evidence of this could include:

- Understanding the impact of computer-based technologies on daily life and work, now and in the future
- Exploring the relationship between people, information, technology, and society, as a whole and in sub-cultures within society

Students will critically interpret and evaluate computer-mediated information

Evidence of this could include:

- Recognising the techniques used in software to amplify, distort, ignore, simplify and reduce aspects of real life
- Evaluating bias, accuracy, credibility, and assumptions in computer mediated ideas and information
- Appreciating the aesthetics of interactive multimedia presentations

Students will develop an understanding of the role of computers in society

Evidence of this could include:

- Understanding the impact of computer-based technologies on daily life and work, now and in the future
- Exploring the relationship between people, information, technology, and society, as a whole and in sub-cultures within society

Students will develop skills in information management

Evidence of this could include:

- Organising electronic filing systems so that they are readily accessible and easily modified
- Employing practises that protect against viruses, provide security and confidentiality of stored information
- Using software in ways that extract optimum value from its functions
- Storing information derived from electronic networks for future reference

Students will develop appropriate attitudes to the use and development of computer-based technologies

Evidence of this could include:

- Displaying confidence and responsibility when using computer-based technologies
- Discriminating between appropriate and inappropriate uses of computer technologies
- Collaborating and promoting teamwork when undertaking tasks requiring computer based technologies
- Responding to ethical issues associated with software production, copyright, access and security
- Examining issues of equity in relation to access and the application of computer-based technologies

Specific Learning Outcomes for Skills

The General Learning Outcomes previously described assume a beginning level of skill. Basic Outcomes need to be achieved before moving forward with technology. Kindergarten children would start with some of the basic outcomes as would an adult unfamiliar with computer-based technologies.

1. Basic Outcomes

Learning Outcome	This will be evident when you can:
Computer awareness	<ul style="list-style-type: none"> • Turn machine on and off – shut down correctly • Log onto network correctly • Name items on the desktop • Use mouse to point to items • Single click and double click with left mouse button • Use Start Menu to run programs • Are aware of care issues and responsible use of computer
Keyboard awareness	<ul style="list-style-type: none"> • Use shift key to type upper case letters • Know where all letters are • Type numbers and symbols • Single space between words • Use both hands to type • Know how to delete, backspace and use cursor to insert at any point • Use enter to start new line • Can print out a document
Window awareness	<ul style="list-style-type: none"> • Name parts of window • Be aware of toolbars/rulers • Minimize and resize window • Scroll down a page • Close window • Be aware of title bar • Know difference between active and inactive window • Arrange several windows • Can use drop down menus • Know some keyboard shortcuts

2. Basic Skills and Word Processing Outcomes

Learning Outcome	This will be evident when you can:
Create and manage files and information	<ul style="list-style-type: none"> • Use icons and menus to open, close, run programs and save new files • Differentiate between SAVE and SAVE AS • Know where to save files • Manage own folder with logical organisation • Copy and delete files • Open a previously created file • Change drives to open and transfer files • Use buttons to navigate up through folders back to the desktop • Use right mouse button
Select and manipulate material for specified needs	<ul style="list-style-type: none"> • Select a section of a document for editing • Insert or delete a piece of text • Change font size, bolding and colour to achieve desired effect • Use drawing tools • Use word art • Insert numbers and bullets in a document • Set up margins and indents within a document • Use Un-do and Re-do • Paste format • Zoom document • Use text alignment
Produce finished products that are free of errors	<ul style="list-style-type: none"> • Use spell checker to correct spelling • Arrange page set-up and preview pages prior to printing out

3. Advanced Word Processing Outcomes

Learning Outcome	This will be evident when you can:
Use a wider range of word processing features	<ul style="list-style-type: none"> • Insert tabs, page breaks, page numbers, dates and time • Use symbols • Cut and paste between documents • Change page orientation • Use Auto Correct, Auto Text • Use Word Count • Add or remove toolbars through Customize menu • Use Options menu
Create objects in a document including tables, drawings and pictures.	<ul style="list-style-type: none"> • Insert and use tables, columns • Format tables • Insert clip art and graphics • Position an object in relation to text • Shade objects • Use borders • Use auto shapes • Group drawing objects • Align and distribute drawing objects • Change text direction and orientation • Use Headers and Footers
Produce finished products of high quality	<ul style="list-style-type: none"> • Use thesaurus and grammar checker • Consider visual impact, layout and suitability of finished product

4. Multimedia and Web Publishing Outcomes

Learning Outcome	This will be evident when you can:
Publish web pages and multimedia presentations for personal and school use	<ul style="list-style-type: none"> • Prepare a slide show using presentation software (see Powerpoint Outcomes) • Understand the difference between browsing and creating web pages • Understand good web page design features • Enter text in different sizes and colours • Change the background colour and design of a web page • Prepare and link several pages • Prepare a page with links to Internet sites
Combine visual, sound and textural material	<ul style="list-style-type: none"> • Understand the relevance of different graphic and sound file formats: .GIF and .JPEG, .wav, .au • Obtain and prepare graphics files suitable for a web page • Insert graphical material onto a web page • Change and manipulate graphics files • Record and edit sound files • Place text and graphics to satisfy design features
Use the WWW as an information source	<ul style="list-style-type: none"> • Conduct simple searches • Describe responsible and ethical use of Internet resources • Examine the issues involved in security, privacy and limiting access to information • Examine the validity and authorship of information on the web

5. Internet and Email Outcomes

Learning Outcome	This will be evident when you can:
Use the basic functions of an Internet browser (See Internet Explorer Outcomes)	<ul style="list-style-type: none"> • Be familiar with the icons on an Internet browser • Use hypertext markers on home pages to access material • Move backwards and forwards during a search • Select and use universal source locators (URL's) • Select, print and save textural material from a source • Bookmark sources for future reference
Search for information on the World Wide Web (WWW)	<ul style="list-style-type: none"> • Operate search engines to conduct searches • Choose an appropriate search engine • Use Category search engines • Use recognised procedures to key in descriptors of information required • Access online services • Be aware of the range of online services and information available
Develop skills in the use of email	<ul style="list-style-type: none"> • Insert a document into an email message • Send email messages • Access email messages, print them and save them to disk • Set up a personal address book and group lists • Use email and the Internet to participate in projects locally, nationally and internationally

6. Digital Imagery and Scanning Outcomes

Learning Outcome	This will be evident when you can:
Use and manipulate images	<ul style="list-style-type: none"> • Capture images using digital camera • Use features of camera (e.g. image review and effects) • Download images from camera • Use image manipulation program to make changes to images (e.g. rotate, crop etc.)
Use scanner	<ul style="list-style-type: none"> • Operate scanner and scanning program • Select area to scan • Recognise size of file • Make changes to scan an appropriate size file (e.g. output type, size, scale and resolution) • Save scanned files
Use digital and scanned images	<ul style="list-style-type: none"> • Insert images into a document • Attach pictures to an email message • Use images in documents for effect
Use digital video camera to record images and make digital films	<ul style="list-style-type: none"> • Shoot digital video using digital camera • Operate functions of camera
Use digital editing software to manipulate and edit film	<ul style="list-style-type: none"> • Edit raw images/clips using editing software • Manipulate images, add sound and other graphics • Make aesthetic decisions about images to make a visually interesting product

7. Database and Spreadsheet Outcomes

Learning Outcome	This will be evident when you can:
Understand, use and design simple databases using Access 2000	<ul style="list-style-type: none"> • Plan a database • Create a database using the database wizard • Create a database using the table wizard • Modify a table blank database • Create a table and understanding data types • Create a new table from scratch • Create a query in design view
Use data in a database	<ul style="list-style-type: none"> • Find and replace information • Sort records • Filter by selection • Filter by form • Select data • Cut, copy, and paste data • Collect and paste data • Use undo • Checking your spelling
Understand and design simple spreadsheets using Excel 2000	<ul style="list-style-type: none"> • Use toolbars and creating a new workbook • Hide, display, and move toolbars • Fill out dialog boxes • Open a workbook • Save a workbook • Move the cell pointer • Navigate a worksheet • Enter labels in a worksheet • Enter values in a worksheet and select a cell range • Calculate value totals with autosum • Enter formulas • Use autofill • Preview and print a worksheet • Close a workbook and exit excel
Format and work with worksheets	<ul style="list-style-type: none"> • Format fonts with the formatting toolbar • Format values • Adjust row height and column width • Change cell alignment • Add borders • Apply colors and patterns • Use the format painter • Use autofill • Create a custom number format • Create, apply, and modify a style • Format cells with conditional formatting • Merge cells, rotating text, and use autofit
Create and Work with Charts	<ul style="list-style-type: none"> • Create a chart • Move and resize a chart • Format and edit objects in a chart • Change a chart type and work with pie charts • Add titles, gridlines, and a data table • Work with 3-D charts • Select and save a custom chart • Use fill effects

8. Power Point Outcomes

Learning Outcome	This will be evident when you can:
Understand, use and design presentation using PowerPoint 2000	<ul style="list-style-type: none"> • Understand the powerpoint screen • Use menus • Use toolbars • Hide display, and move toolbars • Open a presentation • Save and close a presentation and exit powerpoint • Create a new presentation with the auto-content wizard • Create a blank presentation and create a presentation from a template • View your presentation • Move around in a presentation • Print your presentation
Edit a presentation	<ul style="list-style-type: none"> • Insert slides and text • Add slides and promoting and demoting paragraphs in outline view • Collect and paste multiple items • View a presentation in outline view • Rearrange a presentation in outline view • Insert symbols and special characters • Duplicate, move, and delete slides in slide sorter view • Add notes to your slides
Deliver a presentation	<ul style="list-style-type: none"> • Deliver a presentation on a computer • Use slide transitions • Animate text and objects • Use custom animations • Rehearse slide show timings • Create a presentation that runs by itself • Create a custom show

Kindergarten and Grade One Program

In addition to work with the Specific Learning Outcomes for skills starting with Basic Skills and some word processing skills, children at this level will work using the following software and activities.

Children are introduced to the programs and have the opportunity to work on each individually in a rotational basis in the computer lab. They will also have experience in using the school's Intranet and the Internet.

Software Program	Focus Skills
Maths For Pooh	<ul style="list-style-type: none"> • Number recognition • Counting • Simple calculations
Arthur's Thinking Games	<ul style="list-style-type: none"> • Patterns and sequencing • Problem solving • Critical thinking
Sesame Street Letters	<ul style="list-style-type: none"> • Letter recognition • Sound symbol relationships
Sesame Street Numbers	<ul style="list-style-type: none"> • Number recognition • Counting • Simple calculations
I Spy Junior	<ul style="list-style-type: none"> • Reading and vocabulary • Observation • Classifying and sorting • Auditory and visual pattern recognition
Green Eggs And Ham (Dr Seuss Interactive Book)	<ul style="list-style-type: none"> • Reading and vocabulary • Recognising rhymes
Dr Seuss's ABC	<ul style="list-style-type: none"> • Letter/sound symbol relationships • Reading and vocabulary
Amazing Dictionary	<ul style="list-style-type: none"> • Spelling • Word recognition • Alphabet recognition • Using a dictionary
Just Me and My Dad / Just Me and My Mom (Interactive Books)	<ul style="list-style-type: none"> • Reading and vocabulary
Paint, Write & Play	<ul style="list-style-type: none"> • Writing • Drawing & painting
Thinking Adventures	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Sequencing and ordering • Spatial reasoning
Kid Pix	<ul style="list-style-type: none"> • Drawing • Painting
Microsoft Paint	<ul style="list-style-type: none"> • Drawing • Painting
Intranet Activities	Internet Activities
<ul style="list-style-type: none"> • Help construct a personal site on the Intranet by choosing colours, pictures and text • Browse through pages on the school site • Look for and use items on the school Intranet site 	<ul style="list-style-type: none"> • See that the Internet can be used to find things. Look for pictures about a common interest or theme through Yahoo!igans: http://www.yahooligans.com/ or Kids Click: http://sunsite.berkeley.edu/kidsclick!/ • Use sites aimed at this level. For example: http://www.vicnet.net.au/kids/kids.htm and http://www.aba.gov.au/family/family/gd_justfun.html#511 • Winnie The Pooh at: http://www.worldkids.net/pooh/100aker.html

Grade Two, Three and Four Program

Children at this level continue to work through the Specific Learning Outcomes for skills and more towards more advanced skills in word processing and other areas.

In addition they will have exposure to the following software programs and activities:

Software Program	Focus skills
Arthur's Thinking Games	<ul style="list-style-type: none"> • Patterns and sequencing • Problem solving • Critical thinking
Thinking Adventures	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Sequencing and ordering • Spatial reasoning
Kid Pix	<ul style="list-style-type: none"> • Drawing • Painting
Microsoft Paint	<ul style="list-style-type: none"> • Drawing • Painting
Amazing Dictionary	<ul style="list-style-type: none"> • Spelling • Word recognition • Alphabet recognition • Using a dictionary
Thinking Adventures	<ul style="list-style-type: none"> • Critical thinking • Problem solving • Sequencing & ordering • Spatial rezoning
Treasure Maths Storm	<ul style="list-style-type: none"> • Problem solving • Thinking skills • Computational skills
I Spy	<ul style="list-style-type: none"> • Visual memory • Reading skills • Spelling skills • Classifying & sorting • Strategic thinking • Creative writing
Treasure Mountain	<ul style="list-style-type: none"> • Problem solving • Thinking skills
Incredible Machine	<ul style="list-style-type: none"> • Problem solving • Thinking skills • Inventing
Granny's Garden	<ul style="list-style-type: none"> • Logic and reasoning • Problem solving • Reading skills • Planning • Decision making
Sky Island Mysteries	<ul style="list-style-type: none"> • Inductive and deductive • Sorting information • Make decisions • Sequence information • Predict and test • Observe and analyse • Experiment
Treasure Cove	<ul style="list-style-type: none"> • Problem solving • Thinking skills

Midnight Rescue	<ul style="list-style-type: none"> • Problem solving • Thinking skills
Mission Think	<ul style="list-style-type: none"> • Decision making • Planning ahead • Patterning and sequencing • Organising information • Understanding cause and effect
Intranet Activities	Internet Activities
<ul style="list-style-type: none"> • Help construct a personal site on the Intranet by choosing colours, pictures and text • Browse through pages on the schools site • Look for and use items on the schools Intranet site 	<ul style="list-style-type: none"> • With assistance find pictures and items of interest on the Internet. For example, pictures of dinosaurs and information about them aimed at this level through Yahoo!igans: http://www.yahooligans.com/ or Kids click: http://sunsite.berkeley.edu/kidsclick!/ • Use sites aimed at this level. For example: http://www.vicnet.net.au/kids/kids.htm and http://www.aba.gov.au/family/family/gd_justfun.html#511 • Begin to use email to communicate locally, nationally and internationally • Participate in some online projects like Key pals or those to be found at: http://www.edna.edu.au/edna/ • Learn about Internet browsing, using browser buttons and parts of browser

Grade Five, Six, Seven and Eight Program

Children at this level continue to work through the Specific Learning Outcomes for skills and develop more sophisticated skills using a wide range of software and hardware to include digital cameras, scanners, email, Internet and other related technology.

Software program	Focus skills
Tessellmania	<ul style="list-style-type: none"> • Making tessellations • Designing and drawing • Problem solving • Identifying relationships and patterns
Mission think	<ul style="list-style-type: none"> • Decision making • Planning ahead • Patterning and sequencing • Organising information • Understanding cause and effect
Incredible machine	<ul style="list-style-type: none"> • Problem solving • Thinking skills • Inventing
Connections	<ul style="list-style-type: none"> • Problem solving • Thinking skills
Where in the world is carmen sandiego?	<ul style="list-style-type: none"> • Analysing data • Problem solving • Thinking skills
Logical journey of the zoombini's	<ul style="list-style-type: none"> • Logic • Problem solving • Identifying attributes • Thinking skills
Inspiration	<ul style="list-style-type: none"> • Planning • Making concept maps • Making mind maps • Designing
Carmen sandiego's think quick challenge	<ul style="list-style-type: none"> • General knowledge • Problem solving
The factory deluxe	<ul style="list-style-type: none"> • Maths skills: angles, geometry,
Operation neptune	<ul style="list-style-type: none"> • Maths skills • Problem solving
Measuring up	<ul style="list-style-type: none"> • Decimals • Fractions • Metric units • Decimal scales • Measurement
Guardians of the greenwood	<ul style="list-style-type: none"> • Problem solving • Decision making
Sim city 2000	<ul style="list-style-type: none"> • Designing • Problem solving • Decision making
The sims	<ul style="list-style-type: none"> • Designing • Problem solving • Decision making
Flowers of crystal	<ul style="list-style-type: none"> • Imagining • Problem solving • Decision making • Logic • Planning

Intranet activities	Internet activities
<ul style="list-style-type: none"> • Design and make personal Intranet site using netobjects • Use school Intranet site for information gathering and reference • Contribute to class and school pages 	<ul style="list-style-type: none"> • Email – both personal and to communicate with students in other schools , nationally and internationally • Research for other curriculum areas and materials for web page creation using links to Internet from school Intranet site • LOGO – programming language at http://library.thinkquest.org/18446/eindex.shtml • Participate in some online projects to be found at: http://www.edna.edu.au/edna/ • Using search engines to locate material: Yahoo!igans: http://www.yahooligans.com kidsclick: http://sunsite.berkeley.edu/kidsclick!/ Study Web: http://www.syudyweb.com/ Brtiannica: http://www.britannica.com/ • Investigate web sites related to Internet use and copyright. See Sofweb Virtual Classroom, Resources and Using The Internet at http://www.sofweb.vic.edu.au/students/kids/vclass/index.htm • Explore sites at 700+ Great Sites: http://www.ala.org/parentspage/greatsites/amazing.htm and Good Sites http://www.aba.gov.au/family/family/gd_justfun.html#511 • Think Quest Challenges: http://www.thinkquest.org • Adventure On Line: http://www.adventureonline.com/index.html • Kids.com at http://www.kids.com/ • Computer Pals Across the World: http://reach.ucf.edu/~cpaw/ • Never Ending Story at http://db.edu.fi/nes/index.htm • Book Rap at http://rite.ed.qut.edu.au/oz-teachernet/projects/book-rap/index.html

Sample Activities:

Kindergarten and Grade One

1. Use Kid Pix to design a sign for your bedroom door.
2. Use Word 2000 to type your name 10 times. Can you find all the letters for your name?
3. Select a Draw Me in Kid Pix to give you an idea for a drawing.
4. Read a story about monsters. What's the scariest monster you can draw?
5. Use Kid Pix to make an alphabet chart. What things can you think of that start with the letter A. Draw some pictures or use some stamps to show them.
6. Use Word Art in Word 2000 to make 5 different versions of your name.

Grade Two, Three and Four

1. Design a map of a country you have invented. Give your country a name and use all the features we talked about like mountains, rivers, cities, roads, ports etc.
2. Make a pop stick puppet of one of the jobs/occupations we talked about using the paint program.
3. Use Word 2000 to make a page about you. Put your picture at the top.
4. Use Story Book Weaver to make a published book.
5. Create a sign for your bedroom door using Kid Pix.
6. Use Inspiration to make a concept map about you.

Grade Five, Six, Seven and Eight

1. Make a Power Point presentation about yourself. Have at least 10 slides with text and pictures.
2. Use Inspiration to make a concept map / mind map about . . .
3. Design a space vehicle to transport 100 in comfort for a very long journey.
4. Choose an artist from the list. Create a profile about them that includes information about their life and work and includes pictures.
5. Use Net Objects to design a personal web site for the Intranet.
6. Create a database about your friends or your class.

Resources

Print Material:

1. Sparks, Cherry, Teaching with the Internet, Hawker Brownlow Education, 2000 Australia.
2. Department of Education, Community & Cultural Development, Computers As Tools For Teaching And Learning, 1997, Australia.
3. Leebow, Ken, 300 Incredible Things For Kids On The Internet
4. Masselos, Poppy, Internet Sites for the Classroom, Queensland Newspapers Pty Ltd, 1999, Australia.
5. Neely, Mark, The Australian Internet Guide for Teachers, Students & Parents, Maxibooks, 1996, Australia.
6. Inspiration Software, Classroom Ideas Using Inspiration For Teachers by Teachers, Inspiration Software Inc, 1998, USA.
7. Beck, A., Maynard M. & Rodger R., A Students Guide to Excel 2000 for Windows, New Horizons, Australia.
8. Beck, A., Maynard M. & Rodger R., A Students Guide to Word 2000 for Windows, New Horizons, Australia.
9. Beck, A., Maynard M. & Rodger R., A Students Guide to PowerPoint 2000 for Windows, New Horizons, Australia.
10. Beck, A., Maynard M. & Rodger R., A Students Guide to Access 2000 for Windows, New Horizons, Australia.
11. ACT Department of Education, Gateways – Information Technology and The Learning Process, ACT Department of Education & Training, 1996, Australia.
12. East Graham, Kid Pix For Your Class, New Horizons, 1998, Australia.
13. Cook Elin, PowerPoint For Terrified Teachers, Hawker Brownlow Educational, 1999, Australia.
14. Lifter M. & Adams M.E., Kid Pix For Terrified Teachers, Hawker Brownlow, 1997, Australia.
15. Friday J. & Mansfield C., 101 Cool Sites for Kids on the Internet, Instructional Fair, 1998, USA.

Software Early Childhood Level:

1. Eddy Word Processor - Software for Schools www.softwareforschools.com.au
2. Animated Beginning Typing - Software for Schools www.softwareforschools.com.au
3. Ready For Maths With Pooh – Disney Interactive
4. Jolly Post Office – DK Multimedia
5. Arthur’s Thinking Games – The Learning Company
6. Adventures in Typing – Disney Interactive
7. Sesame Street Numbers - Softkey
8. Sesame Street Letters - Softkey
9. Jump Start Prep – K – Knowledge Adventure
10. I Spy Junior - Scholastic
11. Green Eggs And Ham – Living Books, Broderbund
12. ABC by Dr Seuss – Living Books, Broderbund
13. Maths Made Easy – 2N Education Pty Ltd & Flux Systems
14. Amazing Dictionary – DK Multimedia
15. Just Me And My Dad – Kidz Corner

16. Just Me And My Mum - Kidz Corner
17. Peter Rabbit / Benji Bunny - Mindscape
18. My First Encyclopaedia – Knowledge Adventure
19. Freddi Fish – Humongous Entertainment
20. Paint, Write & Play – The Learning Company
21. Write Connection – Signature Software
22. Jump Start First Grade – Knowledge Adventure
23. Thinking Adventures – The Learning Company
24. Story Book Weaver – The Learning Company
25. Adventures With Oslo – Science For Kids
26. Kid Pix Studio Deluxe – Broderbund
27. Treasure Maths Storm – The Learning Company
28. Treasure Mountain – The Learning Company
29. Sim Tunes – Maxis Kids
30. Incredible Machine – Sierra

Middle & Upper Level Level:

1. Granny's Garden – Dataworks
2. Flowers of Crystal – Dataworks
3. Sim City 3000 – Maxis
4. I Spy – Scholastic
5. Sky Island Mysteries – Edmark
6. Treasure Cove – The Learning Company
7. Midnight Rescue – The Learning Company
8. Treasure Mountain – The Learning Company
9. Mission Think – The Learning Company
10. Tesselmania – Softkey
11. Spellbound – The Learning Company
12. Guardians Of The Greenwood – 4 Mation
13. Where In The World Is Carmen Sandiego? – The Learning Company
14. Logical Journey Of The Zoombini's – Broderbund
15. Carmen Sandiego's Think Quick Challenge – The Learning Company
16. Operation Neptune – The Learning Company
17. Measuring Up – Protea Textware Pty Ltd
18. The Sims – Maxis
19. The Factory Deluxe – Sunburst Communications
20. Connections – Discovery Channel Multimedia
21. Mavis Beacon – Mindscape
22. Kewala - Typequick
23. MSWLOGO - <http://www.softronix.com/logo.html>

Generic software used in program:

1. Microsoft PowerPoint
2. Microsoft Excel 2000
3. Microsoft Word 2000
4. Microsoft Access 2000
5. Inspiration – Inspiration Software
6. NetObjects Fusion 5.0 – e-Business
7. Adobe Photoshop LE – Adobe
8. Corel Draw 8 - Corel

Websites:

1. <http://www.sofweb.vic.edu.au/> - Sofweb
2. <http://www.edna.edu.au/> - EDNA
3. <http://www.discover.tased.edu.au/ec/> - Educational Computing
4. <http://www.educ.utas.edu.au/KITOs/> - University of Tasmania, Key Information Technology Outcomes