

# 'Talking' books



Strand	Organiser	Level						B6
		1	2	3	4	5	6	
Technology Practice	<i>Investigation</i>							
	<i>Ideation</i>							
	<i>Production</i>							
	<i>Evaluation</i>							
Information	<i>Nature</i>							
	<i>Techniques</i>							
Materials	<i>Nature</i>							
	<i>Techniques</i>							
Systems	<i>Nature</i>							
	<i>Techniques</i>							

## Purpose

The activities in this module are planned to give students the opportunity to produce a 'talking' book using multimedia software. Students work collaboratively with a partner or partners to identify the needs and wants of the proposed audience, generate and evaluate possible design ideas, and produce an electronic book.

## Overview

The following table shows the activities in this module and the way in which these are organised into introductory, developmental and culminating phases.

Introductory	Developmental	Culminating
Look at examples of 'talking' books. Develop detailed plans for gathering information about the features that can be incorporated in 'talking' books. Record features that have been identified as desirable for 'talking' books. Investigate and trial the special features of multimedia software packages. Explore a variety of techniques and software for creating and manipulating images. Identify different image file formats. Research and record guidelines regarding electronic publishing. Analyse issues related to copyright and intellectual property.	Prepare for the production of 'talking' books. Work with a partner or partners to prepare design proposals, which incorporate detailed specifications. Plan 'talking' book presentations. Select features for 'talking' books. Use annotated drawings to record the screen designs. Incorporate strategies in the design proposal to manage time and resource constraints. Establish logs to record project progress. Produce 'talking' books.	Add credits to the final slide. Include written permissions to use the work of others. Devise specific criteria for the purpose of evaluating the 'talking' books. Write evaluations. Consider the requirements of effective teamwork and devise specific criteria for the purpose of judging and improving performances. Print the final copies of presentations and save the presentations to CD-ROMs. Present the 'talking' books to an audience.

## Core learning outcomes

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This module focuses on the following core learning outcomes from the *Years 1 to 10 Technology Syllabus*:

### *Technology Practice*

**TP 6.1** Students formulate detailed plans for gathering knowledge, ideas and data and validate choices of information, sources and methods.

**TP 6.2** Students generate design ideas and communicate these in design proposals that indicate various options and incorporate management strategies.

**TP 6.3** Students negotiate and refine production procedures in making quality products that meet detailed specifications.

**TP 6.4** Students identify methods for evaluating commercial or industrial products and processes and use these to judge the appropriateness of their own processes and products.

### *Information*

**INF 6.1** Students analyse issues related to the ownership and control of information in societies.

**INF 6.2** Students use specialised techniques for managing and organising the presentation of information to meet detailed specifications.

## Core content

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The core learning outcomes are the focus for planning learning activities and assessment tasks. Students will engage with core content (see pp. 37–40 of the syllabus) when they are provided with opportunities to demonstrate core learning outcomes. While the content is listed in strands for organisational convenience, no one part of that content is to be viewed as discretely associated with a single strand.

The organisation of content within a strand should not be considered hierarchical. Any of the content can be addressed at any appropriate level; not all of the content need be addressed at every level. Core content should be selected to suit students' needs, interests and abilities and to take account of their prior knowledge and experiences.

The core content should be studied in a range of contexts. These could include personal and global contexts, as well as contexts of agriculture, business, communities, home and family, industry, leisure and recreation, and school.

## Using this module

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The activities in this module are designed to provide opportunities for students to demonstrate Level 6 core learning outcomes. These activities can also provide opportunities for students to develop and demonstrate the related learning outcomes at other levels. In order to do this, teachers will need to prepare additional sets of anticipated evidence derived from the related learning outcomes at different levels. They may need to modify aspects of the activities.

This module includes a variety of sequenced activities requiring varying amounts of time. Teachers can modify the design brief and related activities depending on the local contexts, particular needs and prior knowledge of students, and the availability of materials and resources.

### **Advice to teachers**

Students present, in an electronic format, original text that they, or another student, have written. Students should not use material from published books because of the possibility of copyright infringements.

The inclusion of images and sound adds to the size of files. Before beginning the project, it is important to check the availability of space to save work, for example, on a network drive.

At the end of the project, students' presentations can be saved to a CD-ROM. This allows students to take the presentations home and enables the files to be removed from the network.

### **Resources**

This module requires a variety of computer hardware and software. Students require access to multimedia presentations, graphics manipulation and word-processing software. In addition, students might require image-capture equipment such as scanners and digital cameras and related software. Built-in microphones, external microphones or microphone headsets are required for recording the story narration.

The Internet is a possible source of tutorials related to the use of software and information about the desirable features of electronic presentations.

Students' creativity in demonstrating core learning outcomes in this module should not be limited by the range and scope of resources and equipment provided by the teacher. A variety of resources should be collected over time and should be safely stored and made available to students as required. Students might require assistance in using some of the equipment.

### **Evaluation of a unit of work**

After completion of a unit or units of work developed from this module, teachers collect information and make judgments about:

- teaching strategies and activities planned or selected to allow students to demonstrate the core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units to support future student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section of the sourcebook guidelines.

## Links

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### *Links to other key learning areas*

Activities from this module can be used as part of an integrated unit that makes links to other key learning areas. When incorporating this module into an integrated unit of work, teachers can select activities that provide opportunities for students to demonstrate learning outcomes from other key learning areas. It is important, however, that the integrity of the processes and concepts within key learning areas is maintained.

This module has links to the following key learning areas:

- The Arts
- English.

### *Contributions to the cross-curricular priorities*

This module contributes to students' development of the cross-curricular priorities:

- **literacy**, as students use electronic and print media to locate, interpret and store information, and recognise and use terminology and symbols associated with design and technology
- **numeracy**, as students identify and use patterns and employ spatial concepts
- **lifeskills**, as students develop and demonstrate understandings of the designed world, skills in communicating technological information and ideas and interpersonal skills in cooperative learning situations
- **a futures perspective**, as students view options and opportunities in imaginative and enterprising ways and accept responsibility for their own ideas from inception to realisation within a range of contexts.

### *The valued attributes of a lifelong learner*

The overall learning outcomes of the Queensland Years 1 to 10 curriculum contain elements common to all key learning areas and collectively describe the valued attributes of a lifelong learner. The following points, adapted from the syllabus, indicate how various activities in this module might contribute towards the development of these attributes.

#### **Knowledgeable person with deep understanding**

- draws together knowledge and conceptual understandings of technology practices, information and materials as the 'talking' book is designed, developed and evaluated
- considers aspects of appropriateness in designing and developing the 'talking' book.

#### **Complex thinker**

- considers the suitability of a number of stories for conversion to a 'talking' book format and justifies the choice.

#### **Active investigator**

- examines a variety of existing 'talking' books to gain knowledge and ideas
- investigates the desired features of electronic/multimedia presentations.

#### **Responsive creator**

- generates design ideas for the 'talking' book
- explores software techniques to create new or different effects.

#### **Effective communicator**

- communicates design ideas both verbally to team members and in written proposals that include annotated drawings and appropriate terminology
- provides a written evaluation of the product and the processes used in the development of the product.

#### **Participant in an interdependent world**

- works both independently and collaboratively with a partner or partners
- acknowledges the design ideas of others
- negotiates with others to share equipment and resources.

#### **Reflective and self-directed learner**

- evaluates the 'talking' book and considers ways in which the product could be improved
- reflects on technological processes and practices by considering the management of people, time and resources during the 'talking' book project.

## Assessment strategies

The assessment opportunities outlined in this module are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts.

Suggestions for gathering information about student learning are provided in the activities section of this module. The anticipated evidence column in the table below provides descriptions of what students may do in order to demonstrate the learning outcomes. The table is neither exhaustive nor mandatory. Once sufficient evidence has been collected, judgments can be made about students' demonstrations of learning outcomes.

Core learning outcomes	Anticipated evidence	Sources of evidence
<b>TP 6.1</b> Students formulate detailed plans for gathering knowledge, ideas and data and validate choices of information, sources and methods.	Develop a detailed plan for gathering information about the features that can be incorporated in 'talking' books. Consider at least two samples of original material written by students and select the most suitable for a 'talking' book. Use purpose, audience and format to explain their choice.	Anecdotal records: <ul style="list-style-type: none"> <li>observations of students as they participate in the planned activities.</li> </ul>
<b>TP 6.2</b> Students generate design ideas and communicate these in design proposals that indicate various options and incorporate management strategies.	Generate design ideas and record them using annotated drawings that incorporate the use of appropriate technical terms. Produce a design proposal that reflects a consideration of human, physical and time constraints.	Technology project folios: <ul style="list-style-type: none"> <li>students' written responses explaining the choice of story.</li> <li>annotated diagrams that record students' design proposals.</li> </ul>
<b>TP 6.3</b> Students negotiate and refine production procedures in making quality products that meet detailed specifications.	Negotiate changes to, or refinements of, the design proposal and monitor the quality of components such as images and voice recordings. Check for consistency in design elements and layout of slides that meet detailed specifications.	Technology project folios: <ul style="list-style-type: none"> <li>the group's production procedure.</li> </ul> Anecdotal records: <ul style="list-style-type: none"> <li>observation of students' communication, negotiation and collaboration as they participate in the project.</li> </ul>
<b>TP 6.4</b> Students identify methods for evaluating commercial or industrial products and processes and use these to judge the appropriateness of their own processes and products.	Provide a comprehensive evaluation of their 'talking' book with respect to negotiated criteria. Use negotiated criteria to judge the appropriateness and management of their products and processes.	Technology project folios: <ul style="list-style-type: none"> <li>work samples.</li> <li>students' written evaluations of the products and the processes.</li> </ul>
<b>INF 6.1</b> Students analyse issues related to the ownership and control of information in societies.	Include detailed analyses of copyright and intellectual property issues. Acknowledge the work of others and provide written permission for its use where required.	Technology project folios: <ul style="list-style-type: none"> <li>check details recorded on the title and credit slides of the presentation.</li> <li>check that the required permission forms have been completed and included in the folio.</li> </ul> Final presentation of product.
<b>INF 6.2</b> Students use specialised techniques for managing and organising the presentation of information to meet detailed specifications.	Use a software package and image software to produce a 'talking' book. Successfully manage technical constraints associated with organising and presenting information (e.g. saving files, file format and size, sharing files). Use a variety of computer peripheral devices (e.g. scanner, digital camera, microphone headsets) and the associated software.	Anecdotal records: <ul style="list-style-type: none"> <li>observations of the students' use of software during the course of the project.</li> </ul> Skills checklist for use of a software package.

In gathering evidence to make judgments about students' demonstrations of core learning outcomes, it may be necessary to look at the level before and after Level 6. The following table indicates evidence of the level 5. Students may be demonstrating core outcomes at another level.

Core learning outcomes	Anticipated evidence	Sources of evidence
<b>TP 5.1</b> Students analyse links between the knowledge, ideas and data gathered to meet design challenges and the design and development of new and improved products.	Identify needs, wants or opportunities to envision future products and investigate ways these could be developed.  Interpret information from different sources.	Oral report. Anecdotal records: <ul style="list-style-type: none"> <li>• observation of students' participation in activities.</li> <li>• consultation.</li> </ul>
<b>TP 5.2</b> Students generate design ideas and communicate these in design proposals that indicate an understanding of factors influencing production of the option(s) they have selected.	Devise a range of options for a 'talking' book and select viable design ideas.  Identify factors that influence the design and realisation of a product.  Include annotations on plans and detailed specifications.	Technology project folios: <ul style="list-style-type: none"> <li>• students' detailed design proposals.</li> </ul>
<b>TP 5.3</b> Students meet predetermined standards as they follow production procedures to make quality products.	Identify product standards.  Follow production procedures to meet standards of quality.	Anecdotal records: <ul style="list-style-type: none"> <li>• consultation with students to verify evidence.</li> </ul> Technology project folios: <ul style="list-style-type: none"> <li>• work samples.</li> </ul>
<b>TP 5.4</b> Students use predetermined criteria to judge how well processes and products meet the needs of specific users, and recommend modifications or improvements.	Use criteria provided to evaluate products and processes and make recommendations about ways to improve a product for clients.  Describe how particular criteria were met or were intended to be met.	Oral reports. Technology project folios: <ul style="list-style-type: none"> <li>• work samples</li> <li>• products.</li> </ul>
<b>INF 5.1</b> Students explain how changes to sources, forms and management of information affect design and production decisions.	Examine changes that lead to advancements in design and production methods.	Technology project folios: <ul style="list-style-type: none"> <li>• work samples.</li> </ul> Anecdotal records: <ul style="list-style-type: none"> <li>• observation of students' participation in activities.</li> </ul>
<b>INF 5.2</b> Students compare and select techniques for processing, managing and presenting information for specific users.	Compare and select techniques (when using a word-processing program, the Internet and scanners).  Present information for specific users.	Technology project folios. Anecdotal records: <ul style="list-style-type: none"> <li>• observation of students' participation in activities.</li> </ul>

## Background information

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### **Terminology**

In this module, students have opportunities to become familiar with and use the following terminology:

action button	intellectual property	slide layout
animation	jpeg	slide master
background	mouse-click event	tiff
bitmaps	mouse-over event	timing
copyright	narration	transition
evaluation	production	vector graphics
file formats	resolution	white space
hyperlink	slide	
image formats	slide design	

### **School authority policies**

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Safety policies will be of particular relevance to some of the activities that follow. It is essential that teacher demonstrations and student activities are conducted according to procedures developed through appropriate risk assessments at the school.

In this module, teachers may need to consider safety issues relating to:

- computers and electrical safety procedures — for example, students may need to connect and disconnect peripheral devices such as digital cameras, microphones and headsets
- ergonomics
- searching the Internet.

### **Equity considerations**

This module provides opportunities for students to increase their understanding and appreciation of equity and diversity within a supportive environment. It includes activities that encourage students to:

- be involved in discussions with peers, teachers and younger students
- work individually and in groups to envision and create a product
- value diversity of ability, opinion, experience, language and cultural beliefs
- become empowered to communicate freely during discussions and group work
- negotiate and accept changes to designs.

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers.

# Activities

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## Introductory activities

### Focus

#### Design challenge

*Design and create a 'talking' book using unpublished text selected from students' original work. The 'talking' book is to be produced using a multimedia software package and associated hardware. Students work in teams or with a partner to create the 'talking' book. Voice recordings are to be incorporated within the 'talking' books.*

**TP 6.1** Students formulate detailed plans for gathering knowledge, ideas and data and validate choices of information, sources and methods.

**INF 6.1** Students analyse issues related to the ownership and control of information in societies.

### Teaching considerations

Teachers introduce some of the special features of the software package that are needed for the 'talking' book presentation — for example, action buttons and hyperlinks; preset and custom animation; changing components of, and creating, new slide masters; recording voice and other sounds.

Students work in teams or with a partner to complete the design challenge. They may need to revise the generic structure and visual resources within different books. This will assist them to make decisions about audience, purpose, content, length, techniques and software.

### Resources

Computers, internet access, desktop publishing software, commercial 'talking' books, photo-editing software, Student resource 1.

### Activities

Students look at examples of 'talking' books from commercial sources or websites such as:

- <http://www.teachingideas.co.uk/ict/talkingbook.htm>
- [www.teacher.scholastic.com/clifford1](http://www.teacher.scholastic.com/clifford1)
- <http://storyplace.lycos.com>

As they examine the samples, they consider aspects of appropriateness (aesthetic, cultural, ethical, functional and social).

Students develop detailed plans for gathering information about the features that can be incorporated in 'talking' books, including:

- voice recordings to narrate the story
- action buttons and mouse-click events — for example, to move back or forward a page
- mouse-over events — for example, changes to images/animation of images on mouse over
- hyperlinks — for example, to provide different pathways through the story.

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### Assessment

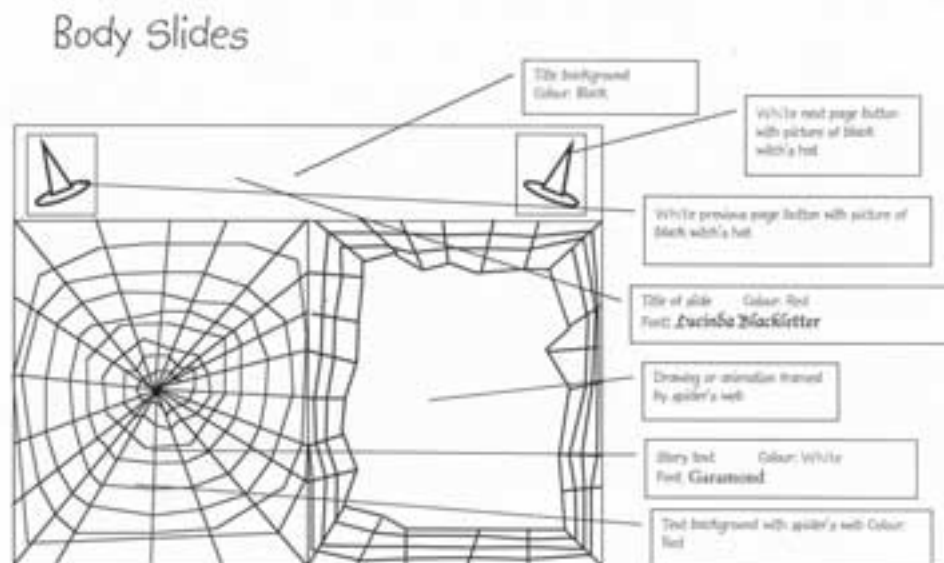
Sources of evidence could include:

- anecdotal records — observations of and discussions with students as they examine a range of existing 'talking' books
  - students' plans for gathering information about the desirable features of 'talking' books.
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## Developmental activities

<i>Focus</i>	<p><b>TP 6.2</b> Students generate design ideas and communicate these in design proposals that indicate various options and incorporate management strategies.</p> <p><b>TP 6.3</b> Students negotiate and refine production procedures in making quality products that meet detailed specifications.</p> <p><b>INF 6.2</b> Students use specialised techniques for managing and organising the presentation of information to meet detailed specifications.</p>
<i>Teaching considerations</i>	Some students may require assistance in developing familiarity with equipment needed for the project (scanners, digital cameras, built-in microphones or microphone headsets). Discuss file management with the students and identify and discuss ways of overcoming any technical constraints.
<i>Resources</i>	Computers, photo-editing software, <i>Exploring Desktop</i> , desktop publishing software, scanner, <i>Publishing</i> (see refs.), internet access, digital camera, Student resource 1.
<i>Activities</i>	<p>Students prepare for the production of their 'talking' books by:</p> <ul style="list-style-type: none"> <li>• selecting original material, written by themselves, and justifying their choice in terms of its suitability of purpose regarding audience and electronic format</li> <li>• recording written responses in Technology project folios.</li> </ul> <p>The students work with a partner or partners to prepare design proposals, which incorporate detailed specifications. <i>Exploring Desktop Publishing</i> provides guidelines for the use of types of fonts, layout of text and graphics, and use of white space.</p> <p>Students plan their 'talking' book presentations, which should include:</p> <ul style="list-style-type: none"> <li>• layouts for the title screen</li> <li>• screens in the body of the book</li> <li>• the final screen (a credits screen could include digital photos of team members).</li> </ul>



Students select features for the 'talking' books by:

- choosing a background either from those within the software package or one which is custom made
- selecting types of fonts, colours and sizes of text and action buttons to be used throughout the presentations.

Students:

- use annotated drawings to record screen designs
- incorporate strategies in the design proposal to manage time and resource constraints
- establish logs to record project progress.

Students produce their 'talking' books by:

- developing production plans including detailed specifications — for example, number of pages, sizes of borders, audio file sizes, image sizes and overall book size
- acquiring images by scanning, taking digital photos, or using painting/drawing software
- creating the slides and formatting layouts and backgrounds (slide masters may be produced)
- inserting text and images
- recording voice-overs and/or other sounds
- incorporating features such as pre-set animations, custom animations, action buttons and action settings (mouse-over or mouse-click events) and hyperlinks
- negotiating the modification of production procedures to manage constraints and ensure timelines are met.




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**Assessment**

Sources of evidence could include:

- written responses explaining the choice of text for the 'talking' book
  - group production procedure plans
  - annotated diagrams that record students' design proposals
  - anecdotal records — observations of students' communication, collaboration and negotiation, and use of software and special equipment
  - skills checklists — use of software and special equipment.
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## Culminating activities

### Focus

**INF 6.1** Students analyse issues related to the ownership and control of information in societies.

**TP 6.4** Students identify methods for evaluating commercial or industrial products and processes and use these to judge the appropriateness of their own processes and products.

### Resources

Computers, desktop publishing software, internet access, photo-editing software.

### Activities

Students:

- add credits to the final slide in the presentation
- include written permissions to use the work of others
- devise specific criteria for the purpose of evaluating the 'talking' books (these criteria should link to desirable features determined in the introductory activities)
- write evaluations in their Technology project folios of their:
  - products, by considering the qualities of an effective 'talking' book and aspects of appropriateness (aesthetic, cultural, ethical, functional and social)
  - production processes
- consider the requirements of effective teamwork and devise specific criteria for the purpose of judging and improving performances of self and others
- print the final copies of their presentations in six slides per page format and save the presentations to CD-ROMs
- present the 'talking' books to an audience, which may consist of other students in the class or younger children in the age group for which the stories were written.



### Assessment

Sources of evidence could include:

- the 'talking' books — details recorded on the title and credit slides
- written permission to use the work of others
- written responses for the evaluation of the products, production procedures and teamwork.

## Data collection sheet

### Student resource 1

#### 'Talking' book project: Task description

Name:

Class:

#### **Choosing material for the project**

With your partner or partners:

- provide suitable, original material, written by yourselves, which could be used for a 'talking' book
- examine the material, keeping in mind the features of the software packages and of the sample 'talking' books you have viewed
- decide which material could be adapted to produce a 'talking' book.

#### **Write a paragraph about the material you have chosen in your Technology project folios.**

Include the following:

- name of writer
- date it was written
- reasons it was chosen for the project
- qualities that make it a suitable choice for a 'talking' book.

#### **Managing the project**

Develop a plan with your partner or partners and submit it to your teacher for checking. Maintain a daily log as you work on the project. Consider the following:

- the time you have available and the due dates
- the resources such as scanners and headsets, times they are available and the ways in which your classmates will need to share them
- the division of the tasks that need to be done.

#### **Designing your slide layout**

*Exploring Desktop Publishing* will provide you with guidelines regarding such features as font size and type, layout of text and graphics, and use of white space. Keep these guidelines in mind when you and your partners design your slide layout. Consider the following:

- the number of slides in the 'talking' book and who is responsible for producing particular slides
- the layout for the title screen, the screens for the insides of the book and the final screen, which should have digital photos of all members of the group and should acknowledge the specific contributions of each member
- the backgrounds to be used for the slides — these could be in the software package or custom built
- the font type, size and colour
- the position of the buttons on the slides.
- Construct diagrams of the screen layouts that you will use for your title screen, the body of your story and your credits screen. Label the key features.

#### **Producing your 'talking' book**

Convert your material to a 'talking' book. Remember that you need to include a range of images. Voice recordings must also be included. Mouse-over events can be used to enhance your 'talking' book as well.

Print out your 'talking' book slides, using six slides per page. Include the file path in footer. CD-ROM copies of your 'talking' book can be made for everyone in the group.

#### **Evaluating your product**

In your Technology project folio, write a paragraph evaluating your product. Consider:

- what you believe are the features of a good 'talking' book and your 'talking' book with respect to these features
- the strengths of your 'talking' book
- how your 'talking' book could be improved.

#### **Evaluating your processes**

In your Technology project folio, write a paragraph evaluating your processes: Consider:

- whether the production procedure plan was effective and efficient
- whether the plans were followed and, if not, why not
- what problems were encountered and how these were overcome
- your strengths in this project
- your weaknesses in this project
- the ways in which you and your partners worked as a team
- what you would do differently next time.

## Acknowledgments and support materials

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### Acknowledgments

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### References

#### Print

Goodwin, R. & Day, R. 1997 *Exploring Desktop Publishing*, McGraw-Hill Book Company, Australia, New South Wales.

Savage, K. 1999, *Applied IT*, 2nd edn, Toowoomba Education Centre, Queensland. (This reference has an introduction to a Microsoft Power Point on pages 215–220. An introduction to Paintshop Pro can also be found on pages 210–215. A discussion of copyright, intellectual property and plagiarism can be found on pages 38 and 39.)

#### Websites

(All websites listed below were accessed in November 2002.)

Lycos Zone, *Story Place*, <http://storyplace.lycos.com>

Scholastic, *Clifford Interactive Storybooks*, [www.teacher.scholastic.com/clifford1](http://www.teacher.scholastic.com/clifford1)

Teaching Ideas, *Talking Books*, [www.teachingideas.co.uk/ict/talkingbook.htm](http://www.teachingideas.co.uk/ict/talkingbook.htm)

A variety of PowerPoint tutorials are available on the Internet. A selection is shown below:

About.com, *Business Software*, <http://microsoftsoft.about.com/cs/powerpoint1/index.htm>

ACT360 Media, *PowerPoint in the Classroom*, [www.actden.com/pp/](http://www.actden.com/pp/)

Microsoft Education, *In and out of the Classroom with Microsoft Office2000 – A Practical Guide for Teachers*, <http://microsoft.com/education/?ID=O2kTutorial>

Microsoft Education, *In and out of the Classroom with Microsoft PowerPoint97 – A Practical Guide for Teachers*, <http://microsoft.com/education/?ID=PPT97Tutorial>

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**This sourcebook module should be read in conjunction with the following Queensland Studies Authority materials:**

*Years 1 to 10 Technology Syllabus*

*Years 1 to 10 Technology Sourcebook Guidelines*

*Technology Initial In-service Materials*

*Technology CD-ROM*

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- (b) communicate the article or work.

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