

## Chapter II

# Teacher Productivity and Professional Practices

*ISTE NETS\_T, V. Productivity and professional practice*

*Teachers use technology to enhance their productivity and professional practice.*

*ISTE NETS\_T, VI. Social, ethical, legal, and human issues*

*Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools, and apply those principles in practice.*

*Chapter objective: The teacher knows how to use technology tools to solve problems, evaluate results, and communicate information in a variety of formats for diverse audiences.*

## Teacher Productivity Software

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In the classrooms of the past, students and teachers could not venture deeply into many areas of learning because of the limitations of standard classroom materials. Today, thanks to the development of technology, teachers and students are able to explore learning in innovative ways. This innovative method of learning, known as information technology, supports learning in two ways: by enhancing productivity and by improving professional practice. Specifically, when teachers use computers to complete routine tasks faster and more efficiently, productivity can be greatly enhanced. Similarly, when a science teacher uses computer simulation to illustrate to students how DNA works, professional pedagogical practice is enhanced.

In today's classroom, a word processor is the most commonly used productivity tool for teachers (Roblyer, 2004). Most school districts have a site license for a productivity package like Microsoft *Office* or *WordPerfect Office*, that lets schools pay one fee and use the computer software on all the computers in the school or district.

Teachers routinely use a word processor to create, edit, and print documents. Of all the uses for computers in education, word processing is the most common one. To perform word processing, a teacher must have a computer, a word processing program, and a printer. With a word processor, a teacher can create documents, store them electronically on a disk, display the documents on a screen, or modify them using the program's commands and options. When modifications are complete, the teacher can then view the final draft, or print the final version of the document by sending the document to a printer.

The great advantage of word processing over the obsolete method of using a typewriter is that microprocessors allow a person to make changes without retyping the entire document (Roblyer, 2005). If a mistake is made, the writer can simply back up the cursor and correct the mistake. Furthermore, if a paragraph needs to be deleted, the writer can simply remove it without leaving a trace. It is equally easy to insert a word, sentence, or paragraph in the middle of a document. Word processors also make it easy to move sections of text from one place to another within a document, or between documents. After a writer has made all the changes, the file is then sent to the printer in order to obtain a printed hardcopy.

In addition to word processing, other productivity tools include electronic spreadsheets and database programs. These additional program tools can be used in the classroom to enhance a teacher's pedagogical productivity.

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