

Unit Objectives and Assessments

Unit Objective 1

In all three learning objectives, the learner is assumed to be: an undergraduate, introduction to information technologies student, with none or little experience using MS Excel. Students will need each of the following to complete this lesson: (1) Microsoft Excel 2000 or higher., (2) a place to save the finished Excel File like their campus computing account space, for example., and (3) a copy of the sample data (see below).

According to the Gagne/Briggs Model for writing objectives:

Situation: Given a set of sample data and/or sample business scenario

Verb: student will open, create, and save

Object: a new MS Excel workbook

Action: including, but not limited to inputting data, constructing basic formulas, filling in data cells, and renaming individual worksheets.

1 Assessment

Student instructions: Complete each of the following steps to open, create, and save a new MS Excel workbook: lab instructions and sample data available here: (The sample file can be found at <http://www.erincunia.info/ide631/excellab.xls>. Select “Save As” to download the

Excel lesson. Not following these instructions may result in making changes to the file that will not be saved.)

Step One: Entering the Data – Check Yourself!

1. The Data in the RETAIL PRICE column is dependent on what TWO columns?
2. The Data in the QUOTA columns is dependent on what TWO columns?
3. Why is the Data in the QTY SOLD columns dependent on all three columns (PERSON, PRODUCT, YEAR)?

Step Two: Using Formulas – Check Yourself!

1. Why do some formulas need "absolute cell references"?
2. Move your cell pointer to H3 and press the [F2] Function Key on the keyboard to EDIT this cell. Notice how the cells used in this formula show up in a different color. What is this? i.e. What is Excel trying to tell you?

Unit Objective 2

According to the Gagne/Briggs Model for writing objectives:

Situation: Given the data now created in the MS Excel workbook

Verb: student will organize

Object: employee and sales information

Action: using a variety of Excel features, including but not limited to sorting and filtering.

2 Assessment

Step Three: Sorting and Filtering – Check Yourself!

Try to perform the following filters. For your answer in the lab assignment, describe the menu actions used to complete the filter.

1. Display only the 2001 sales data.
2. Display only the 2001 sales data for "Ratio Choke"
3. Display only the rows where the quota was met. HINT: Use the commission column.

Unit Objective 3

According to the Gagne/Briggs Model for writing objectives:

Situation: Given the data now created in the MS Excel workbook

Verb: student will analyze

Object: employee and sales information

Action: using a variety of Excel features, including but not limited to creating pivot tables and charts.

3 Assessment

Step Four: Working with Pivot Tables – Check Yourself!

1. Based on your first pivot table, who is the best salesperson?
2. Who is the worst?
3. According to the data in your pivot table, what was the best selling product for 2001? More importantly WHERE is that answer?
4. According to the data in your pivot table, who is the work salesperson in 2002? WHERE is that answer?
5. What is the best selling product for Wilma?
6. Worst selling product for Wilma?
7. Gizmos were what percent of the sales?

Step Five: Charting the Pivot Table

1. On a new sheet create a pivot table showing Sum of commissions by year and salesperson. Show the information in a bar chart on the same sheet beneath the pivot table and name the sheet "commissions"
2. On a new sheet create a pivot table showing Sum of Actual Sold by Product Name. Show the information in a pie chart on the same sheet beneath the pivot table, and name the sheet "products"

Final Assessment

Successful student will submit a completed Excel workbook with a minimum of 3 properly named worksheets containing specified data tables, pivot tables, and charts. Any additional answers to the *Check Yourself!* questions should be included on a Word document and submitted with the Excel file.

Grading Rubric

Students will receive a grade based upon successful completion of the lesson: 5 points for all questions answered correctly and Excel file submitted properly through per instructions in the course syllabus, 4 points for questions answered mostly correct and submitted properly, 3 points for questions answered mostly incorrect and/or not submitted properly, 0 points for questions not answered correctly or no assignment received.

Resources

Smith, Patricia L., & Ragan, Tillman J. (1999). *Instructional Design* (2nd ed.).

New York: John Wiley & Sons, Inc.