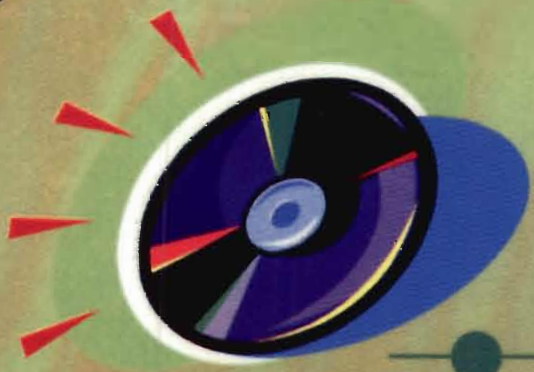
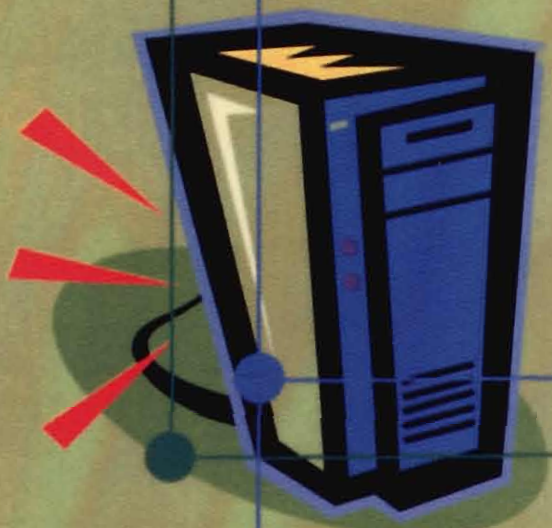
INFORMATICS

Basic Education

Grade Seven





Center for Educational Research and Development

National Textbook

New Curricula

Republic of Lebanon

Ministry of Education and Higher Education

INFORMATICS

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New Curricula

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Basic Education
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... WE BUILD THROUGH EDUCATION

Four years ago, under the leadership of the Minister of National Education, Youth and Sports, the National Center for Educational Research and Development (NCERD) initiated the overall reform of the educational system in Lebanon. Today, NCERD is pleased to present the first collection of textbooks, developed in conformity with the new curricula announced by decree no. 10227, dated the 8th of May, 1997, to all those involved in the education sector.

This collection covers the first year of each of the three basic education cycles, as well as the first year of the secondary cycle. It will be followed, over the next two years, by the textbooks addressed to the remaining two years of each cycle.

The publication of these textbooks follows directly from previous steps undertaken as part of the overall effort to rebuild the educational system. The Plan for Educational Reform, the adoption of a new educational ladder, the new curricula and the new textbooks are all part of a continuous and coherent reform effort. The reform process views the education of the individual learner as a means to develop citizens capable of serving their country and self-confident adults ready to face the challenges of the twenty-first century.

Textbooks play an important role in this ambitious project because they embody the educational and civic objectives of the new curricula. In keeping with the spirit and philosophy of the new curricula, a large number of specialists who had contributed to shaping the new curricula were called upon, from both the private and the public sector, to become members of author committees. The Higher Committee for Planning and the Advisory Committee, which were created by NCERD to oversee the whole reform process, closely monitored the development of the new textbooks. In addition, NCERD sought the assistance of experts from outside Lebanon.

However, we do not claim that the textbook we present to you today is perfect, or that it does not require any revisions whatsoever. Our work is certainly far from complete. After thirty years of stagnation, it was important to act and to do so promptly. We thus considered it appropriate to view this first edition as a starting point and to subject the first collections to the classroom test. A textbook's strengths and weaknesses can really only be identified in the classroom. It is now

up to teachers and students to evaluate these new textbooks. Thanks to their collaboration, we should arrive at concrete proposals for the improvement of subsequent editions.

It should also be pointed out that textbooks have become only one of many available sources for the transfer of knowledge. Indeed, our students are confronted with a constant deluge of information from a variety of media. Consequently, it becomes imperative for students to "learn how to learn" from textbooks, as well as from other sources. This means that we must adopt new work and teaching strategies in order to transform the classroom into an interactive space between a dynamic and enterprising learner and an informed teacher. The teacher's role must lie in assisting the student to acquire knowledge and competencies, to heighten his or her critical sense and to develop teamwork and participatory skills. This is why the educational reform calls for teacher training, the establishment of a structure capable of advising teachers and providing guidance and counseling to students, and the modernization of the exam and evaluation systems to be undertaken alongside the development of new textbooks.

Our attention is now focussed on the next three years. This period will provide an experimental phase, not only for the new textbooks, but also for all the activities that have preceded or accompanied their launch. Thus, the next three years should be viewed as an evaluation phase for the overall educational system of Lebanon.

Finally, I wish to thank sincerely all those who contributed to writing, editing, designing and producing the new textbooks. We hope that our combined efforts to build the future for the children of Lebanon will contribute to the reconstruction of our country.

Beirut, July 22, 1998

President, NCERD

Mounir ABOU-ASSALI

Introduction

Informatics is for the first time a subject matter area included to the curriculum for the Lebanese. The decision of introducing computer education was driven by the wide spread use of computers in the society and by the special educational values which computers can offer to the young learners.

Teaching computer skills in schools will familiarize Lebanese youngsters with these important new tools, so computers will become natural tools at their disposal by the time they leave school to pursue higher education or work. Computers have a special status in education because they are essential tools of information processing (such as word processing, programming, using computer graphics, and the likes).

Computers are appropriate media that would help children develop desirable mental and physical skills. For example, research has shown that the use of computers helps children improve eye-hand coordination skills as well as problem solving skills.
Furthermore Computers have proven to be very appropriate for the type of learning that requires learners to construct their own knowledge.

The book consists of five units :

1. Basic computer hardware components of a computer and the basic software concepts.

2. ***Windows*** as the computer's operating system.

3. ***Logo*** as the educational programming language.

4. Word processing using ***Microsoft Word***.

5. Basic techniques for producing computer graphics using ***Paint***, the common graphics program that comes as an accessory to ***Windows***.

Authors

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