

Keyboarding Subcommittee Report

Charge:

Examine best practices for teaching keyboarding skills and based on best practices and the Technology Curriculum Framework standards, determine how keyboarding will be taught in the elementary schools.

Findings:

Traditionally, keyboarding was taught by business education teachers through a typewriting course. With the development of the personal computer, keyboarding became a necessary skill for even the youngest of children.

Research shows elementary students are able to learn keyboarding skills. Students interact with keyboards from an early age and have many opportunities to learn bad habits with keyboarding. To discourage these bad habits from forming, keyboarding instruction should begin at an early age. Beginning in kindergarten, students should focus on understanding that there are specific finger positions. By third grade, at the latest, students should focus on practicing using correct fingers to keyboard. In older grades, students should focus on reinforcing/increasing accuracy when word processing.

Instruction should focus on technique. Carla Kruzan says that “Memory is in the muscles.” Learning to keyboard is much like learning to ride a bike. As a psycho-motor skill, repeated practice (drill) is necessary for accuracy and then speed.

At least 25 (45 minutes a week for one school year) hours of instruction and practice is needed to obtain proper keyboarding techniques.

Recommendation:

Kindergarten and first grade should focus on understanding that there are specific finger positions. Second grade should focus on learning specific finger placement when typing words and sentences. Third grade should focus on practicing correct finger placement when typing paragraphs. Fourth and fifth grade should focus on reinforcing/increasing accuracy when word processing.

Suggested keyboarding learning target modifications:

Grade K and 1 Learning Target: Students understand that there are specific finger positions used when selecting a letter, number, or symbol on the keyboard.

- **Grade 2 Learning Target:**

Students practice which fingers type which letters on the keyboard and use correct fingers when typing words and phrases.

- **Grade 3 Learning Target:**

Students practice correct finger placement through completing formal keyboarding lessons on letters, numbers and symbols. Students use correct fingers when typing paragraphs.

- **Grade 4 Learning Target:**

Students continue to complete formal keyboarding drills to reinforce/increase accuracy when using correct finger placement. Students demonstrate correct finger placement when word processing.

What does keyboarding introduction look like at K-1?

- Paper keyboard or non-working keyboard divided with yarn
- Centers with finding letters on keyboard
- Keyboard Poster
- Color all keys on paper keyboard that you press with your left pointer, etc.

What does keyboarding introduction look like at grade 2?

- 3 Days a Week for 15 minutes.
- Introduce which fingers reach to which keys on paper keyboard and/or non-working keyboard 2 days a week
- Learn/Practice in keyboarding program 1 day a week
- Focus on letters, space bar and special keys.

What does keyboarding practice look like at 3rd?

- Practice in keyboarding program 2 times a week for 15 min.
- Continue practice with letters, add number and symbol lessons.

What does keyboarding practice look like at 4th?

- Practice in keyboarding program 1 time a week for 15 min, focusing on drill and practice not introduction to increase accuracy.
- Demonstrate correct keyboarding in all word processing.

What does the teacher look like while teaching keyboarding?

- Teachers will introduce correct fingers placement and reaches.
- Teachers will watch/monitor students during lessons/practice to ensure correct finger placement.

Professional Development:

Professional development is needed to show teachers how to teach keyboarding. This training can be offered through the summer technology workshop during the grade level/curriculum day. This training can also be offered at the beginning of the year at the individual schools for teachers in each grade level.