Continuing Professional Development in Vocational Education and Training

COVET

How to Use Charts in LibreOffice Writer Application

Inspiration for online teaching

COVET

In the COVET project, we have collected many great examples of teaching that have been transformed from the classic off-line version into a modern online learning method.

These sample lessons have been created by VET teachers from different EU countries. We present them to you as inspiration for your work.

The lessons are particularly suitable for vocational teachers, but can also serve as a training tool for teachers, trainers and lecturers in other educational settings.

All sample lessons, training materials as well as all information about the project are available at:
https://www.covet-project.eu/

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# How to Use Charts in LibreOffice Writer Application

Offline version of the lesson

- The aim of this lesson is to learn how to use the Charts tool in LibreOffice Writer and to identify the uses to which it can be put.
- The teacher will give an example of how to use the Charts tool in the LibreOffice Writer application.
- First, the tool has to be selected and then the user has to choose the type of chart (pie, columns, rows, etc.) Finally, it is necessary to write the data in the table that will be used to display the values in the graph.
- Each pupil will work on the example on his/her computer while following the explanation on the projector in the classroom.
- The teacher checks at each step that the students can follow the instructions and are able to solve the example.
- After the explanation, the students will do an exercise to use the tool and also the rest of the tools that have been taught previously.
- The students will ask the teacher about any difficulties they have while solving the exercise and these will be immediately solved.

Online version of the lesson

I followed the below-mentioned steps to turn my lesson online.

- Ask students about their computer equipment at home to complete the tasks and, if necessary, try to provide some hardware and help to download some software.
- Try to **encourage the pupils** to take this online lesson as a personal challenge to prove their ability to work independently.
- Set a very clear objective for the lesson. Provide **clear instructions** that are easy to follow.
- It can be difficult for students to adapt to online learning, especially if they are attending from home. Therefore, consider **keeping online lessons shorter** than offline lessons to avoid disengagement.
- Remember that the students are alone at home and for the first time they would be asked to complete the task without help from the teacher.
- It would be better to choose video tutorials instead of written instructions to simplify difficult areas. Usually it is easier for students to understand oral instructions than written ones.
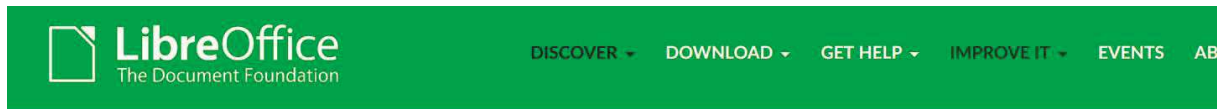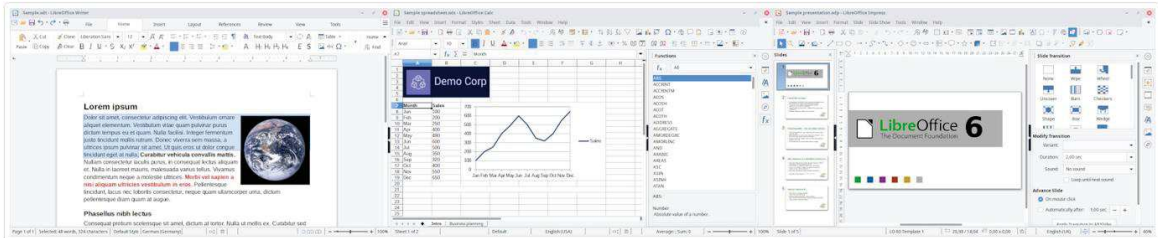
Final result

The finalised lesson was done in the following steps:

- I shared a written tutorial file with screenshots showing the steps to follow and the parameters to cover in each window of the tool to achieve the solution of the proposed task. These instructions prevent students from getting lost.
- I simplified the exercises that the students had to solve by making them shorter, as this would help to avoid disappointment and frustration.
- I sent the pupils a link to a video tutorial on how to use the tool (video tutorials education on YouTube) to help students support their learning at home.
- I had video chats with the students twice a week using Google Meet to solve group and individual questions.

I have utilised the following tools:

- Google Drive. To share explanations, tutorials and exercises with the students.
- Google G-mail. To have an easy and clear communication channel between teacher and students.
- Moodle. To share explanations, tutorials and exercises with the students and assign tasks to the students.
- Google Meet. To join regular virtual meetings in order to clear up any doubts that might come up. I certainly had to learn how to use Google Meet; start a meeting from Google calendar; join students to a meeting; how to use basic tools to attend a meeting; share the screen with the interlocutor; record a lesson.

Fortunately it was not necessary to purchase and download any other application because all of them are free licence and available on the internet.

Final feedback

- The final analysis showed that most of the students were successful in learning the topic.
- The majority of students were able to develop their autonomy in following instructions at work and organising their time to complete work tasks.
- Only a few students with some reading comprehension difficulties needed additional private Google Meet sessions to solve questions about the use of the tool.

Final feedback

Erasmus+
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2020-1-CZ01-KA226-VET-094350

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