Ms Project Lesson 3

Gail Tompkins,Rod Campbell,David Green,Carol Smith

Managing Microsoft Project Online Rolly Perreaux,2017-12-04 TRAINING FORMAT This training book is designed to work in either as a self-study or within an instructor-led classroom environment. Detailed course syllabus can be found at our website: https://www.pmologistics.com/managing-microsoft-project-online DESCRIPTION The goal of this training book is to provide students with the knowledge and skills necessary to effectively plan, deploy and administer Microsoft Project Online. TARGET AUDIENCE This training book is intended for Administrators, Systems Engineers, PMO Managers, Project Managers, Consultants and other people responsible for the deployment and management of a Microsoft Project and Portfolio Management (PPM) Solution using Project Online. AT COMPLETION After completing this training book, students will be able to: * Deploy Project Online. * Work with Office 365 Admin Center. * Configure and manage security. * Install and configure Project clients. * Configure and manage time and task management settings. * Create enterprise custom fields and lookup tables. * Configure and manage time and task management settings. * Customize project sites. * Import projects and resources. * Create and configure Project Online workflows. * Share Project Online with external users. * Work with troubleshooting tools. * How to create a custom Project Online Power BI Center. PREREQUISITES Students should have a working knowledge of the following: * Internet web browser. * Microsoft Project Professional. * Basic project management concepts. COURSE OUTLINE Module 1: Deploying Microsoft Project Online Lesson 1: Installing Microsoft Project Online Lesson 2: Working with Office 365 Admin Center Module 2: Managing Security Lesson 1: Overview of Project Online Security Lesson 2: SharePoint Security Permissions Lesson 3: Project Online Security Permissions Lesson 4: Creating Project Online Security Entities Module 3: Working with Microsoft Project Clients Lesson 1: Overview of Project Clients Lesson 2: Configuring Project Clients Lesson 3: Using Project Web App Module 4: Configuring Project Online Lesson 1: Configuring Time and Task Management Settings Lesson 2: Configuring Operational Policies Lesson 3: Importing Resources and Project Plans Module 5: Configuring Enterprise Data Settings Lesson 1: Configuring Enterprise Custom Fields Lesson 2: Configuring Enterprise Objects Module 6: Customizing Project Sites Lesson 1: Working with Project Online Workflows Lesson 2: Sharing Project Online with External Users Lesson 3: Managing Queue Jobs and Enterprise Objects Lesson 4: Troubleshooting Tools Module 7: Project Online Administration Lesson 1: Working with Project Online Workflows Lesson 2: Sharing Project Online with External Users Lesson 3: Managing Queue Jobs and Enterprise Objects Lesson 4: Troubleshooting Tools BONUS HANDS-ON LAB How to Create a Custom Project Online Power BI Center Creating a Modern UI SharePoint Site Collection Signing Up for a Power BI Account Using the Power BI Project Online Content Pack Upgrading Free Power BI account to Power BI Pro Adding Power BI Reports to a SharePoint Page Modifying the Power BI Center Home Page Sharing the Power BI Center Site Sharing the Power BI Dashboard and Testing TRAINING FILES Course files can be downloaded at: https://tinyurl.com/PRS16-MPO

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Literacy for the 21st Century Gail Tompkins,Rod Campbell,David Green,Carol Smith,2014-08-01 Literacy for the 21st Century, 2e, gives students the strategies and ability to teach literacy effectively in Australian classrooms. Linking the theory and research to classroom practice, and with a greater emphasis on the use of digital literacies, students will gain a practical understanding of teaching reading and writing.

Big6, Large and in Charge Annette C.H. Nelson,Danielle N. DuPuis,2013-03-21 This book helps teachers and teacher librarians effectively collaborate to teach students the concept of the Big6 and complete research projects in meaningful and memorable ways. Utilizing the popular and familiar illustrated graphic novel format that appeals to young learners, Big6, Large and in Charge: Project-Based Information Literacy Lessons for Grades 3–6 is a book of collaborative unit plans for teacher librarians and teachers that includes all the reproducible materials needed to implement the units. The units are based around the Common Core State Standards, AASL Standards for the 21st Century Learner, and other national content standards. Developed by two library media specialists with extensive experience in creating educational and entertaining lesson plans for teachers, the book takes the concept of Big6 a step further by transforming the process into an engaging character who drops in to help students solve the problems. The exercises presented are based on interesting, realistic situations and are specifically designed to encourage critical thinking.

Microsoft Project 2000 Carl S. Chatfield,Timothy D. Johnson,2000 MICROSOFT PROJECT 2000 STEP BY STEP is the easiest and fastest way to learn the latest version of Microsoft's powerful project-management program. Work through every lesson to complete the full course, or do individual lessons to learn just the skills you need. Either way, you get insightful tips from a PMI-certified project management professional (Chatfield) and a Microsoft Project support professional (Johnson), who show you how to use Project 2000 to, manage projects effectively. 1. Step numbers are your unmistakable guides through the lessons. 2. Buttons and desktop icons show you where to point and click on the screen. 3. Screen shots illustrate the lessons you're working on. 4. Tips provide alternative steps or additional information. 5. Multimedia demos highlight key procedures. With this book and Microsoft Project 2000, you'll learn to: * Forecast what you can accomplish with resources such as people, equipment, time, and money * Analyze information by using graphs and tables, and publish your data in print or on line * Track how your projects progress and identify what to do if they don't proceed according to plan * Use the innovative Web-based companion product, Microsoft Project Central * Meet Microsoft Project 2000 MOUS core- and expert-level objectives

Integrating Science, Technology, Engineering, and Mathematics Léonie J. Rennie,Grady Jane Venville,John Wallace,2012 How can curriculum integration of school science with the related disciplines of technology, engineering and mathematics (STEM) enhance students' skills and their ability to link what they learn in school with the world outside the classroom? Featuring actual case studies of teachers' attempts to integrate their curriculum, their reasons for doing so, how they did it, and their reflections on the outcomes, this book encourages science educators to consider the purposes and potential outcomes of this approach and raises important questions about the place of science in the school curriculum. It takes an honest approach to real issues that arise in curriculum integration in a range of education contexts at the elementary and middle school levels. The clear documentation and critical analysis of the contribution of science in curriculum integration—its implementation and its strengths and weaknesses—will assist teachers, science educators, and researchers to understand how this approach can work to engage students and improve their learning, as well as how it does not happen easily, and how various factors can facilitate or hinder successful integration.

Integrating Information Technology and Management for Quality of Care J. Mantas,M.S. Househ,A. Hasman,2014-07-24 The impact of information technology on the management of healthcare has been enormous in recent years, and it continues to grow in scope and complexity. This book presents papers from the 2014 International Conference on Informatics, Management, and

Technology in Healthcare (ICIMTH), held in Athens, Greece, in July 2014. The book includes 79 full papers and 12 poster presentations as well as keynotes, two workshops and three tutorials. Papers are divided into sections including: clinical informatics; decision support and intelligent systems; e-learning and education; health informatics, information management and technology assessment; healthcare IT; mobile technology in healthcare; public health informatics and issues; social and legal issues; and telemedicine. The book will be of interest to all those whose work involves the use of biomedical and health informatics.

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Microsoft Project 2000 Step by Step Courseware Expert Skills Class Pack Carl S. Chatfield,Timothy Johnson,Rebecca Chatfield,Carl Chatfield,2000-11-29 This exclusive travel guide guides the visitor through the most incredible activities to be found in Shanghai: savour the food of world-class chefs in Asia's most romantic two-seater salon; eat at the best holes-in-the-walls and discover local street food haunts; find the best tailors and quality cashmere, satins and brocades by the yard; expert ......

Diagnostic Classroom Observation Nicole Saginor,2008-05-22 The diagnostic classroom observation model includes protocols for observing classroom instruction, key indicators of quality teaching, and scoring forms for the final evaluation and review.

The Chenango County Farm and Home Bureau News ,1925

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Best Practices in Social Studies Assessment Mark Pearcy,2017-03-01 The importance of social studies assessment is beyond question. The National Council of the Social Studies' C3 Framework recognizes the importance of high?quality assessments—its major objective, a "deep understanding of the sociocultural world," has as its underpinning the idea that students must be able to investigate the world, and that teachers much be able to assess their understanding of it. However, there is a comparative dearth of research that focuses on effective social studies assessment, particularly with regard to the impact of teacher practice on the development of best practices. Such research is vital to moving social studies away from an emphasis on testing and more towards using assessment as a means of educating our students. In Best Practices of Social Studies Assessment, we focus on an essential question: what is an effective assessment? Helping teachers develop practical, creative, curriculum?appropriate strategies is essential, especially in an era in which teachers are faced with the dilemma of creating inquiry?based assessments in the midst of preexisting regimes of standardized summative assessments. In this volume, research conducted between university professors and working teachers is described, focusing on innovative assessment practices. These practices include role?playing activities depicting historical events; Socratic seminars revolving around public policy issues; collaborative student projects on a wide range of social inquiries, including the implementation of UN programs; and the promotion of critical thinking and writing skills, on subjects as diverse as school violence and the impact of imperialism. These adaptive assessments highlight the essential role of the teacher in creating assessments that blend higher?order critical thinking, complex content knowledge, and an understanding of their own students. The strategies described in this volume focus on the ability of expert educators to "[acknowledge] the structures, power, and consequences of high?stakes testing regimes while simultaneously designing and sustaining classroom assessment methods that embody the social?participatory nature of learning and reflect research on effective practice" (p. 289). The volume also describes the shared characteristics of the teachers who created these assessments, especially their emphasis on self?reflection and student autonomy, as well as their professional willingness to take on challenges associated with performance?based assessments, even in the face of institutional pressures and external demands.

Teaching Disciplinary Literacy in Grades K-6 Sarah M. Lupo,Christine Hardigree,Emma S. Thacker,Amanda G. Sawyer,Joi D. Merritt,2021-09-06 Accessible and engaging, this text provides a comprehensive framework and practical strategies for infusing content-area instruction in math, social studies, and science into literacy instruction for grades K-6. Throughout ten clear thematic chapters, the authors introduce an innovative Content-Driven Integration (CDI) model and a roadmap to apply it in the classroom. Each chapter provides invaluable tools and techniques for pre-service classroom teachers to create a quality integrated thematic unit from start to finish. Features include Chapter Previews, Anticipation Guides, Questions to Ponder, Teacher Spotlights, Now You Try it sections, and more. Using authentic examples to highlight actual challenges and teacher experiences, this text illustrates what integrating high-quality, rich content-infused literacy looks like in the real world. Celebrating student diversity, this book discusses how to meet a wide variety of students' needs, with a focus on English Language Learners, culturally and linguistically diverse students, and students with reading and writing difficulties. A thorough guide to disciplinary integration, this book is an essential text for courses on disciplinary literacy, elementary/primary literacy, and English Language Arts (ELA) methods, and is ideal for pre-service and in-service ELA and literacy teachers, as well as consultants, literacy scholars, and curriculum specialists.

Language Curriculum Innovation in a Chinese Secondary School Yan Zhu,2017-11-29 This book offers a comprehensive overview of the changes in foreign language teachers' cognition and practices during a four-year innovation project at a Chinese secondary school, and explores the factors that influenced the trajectory of those changes. It makes a substantial contribution to research on educational change by offering a longitudinal observation of the facts and voices in EFL settings in China; as such, the book offers a valuable resource for scholars, teacher educators, teachers, and others interested in initiating, managing and evaluating innovations in EFL classrooms.

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Project Management Barbara Allan,2004 Are you involved in project work such as implementing IT systems, setting up a website or conducting a customer survey? Or involved in work on local, regional, national or international projects? Do you find that you are working under a wide range of pressures, and need to develop new skills and ways of working in order to successfully manage your project as well as your main work role? If you answered yes to one or more of the above you could use this book. It offers in-depth guidance on project management in LIS. It explores tried and tested methods and techniques for managing projects, including paper-based approaches and the use of project management software. The text is supported by practical case studies drawn from a wide range of LIS organizations at local, regional, national and international levels. These examples provide an insight into good practice for the practitioner, from an individual working in a voluntary organization on an extremely limited budget, to someone involved in an international project. Contents include: the context of library and information projects the project manager the project worker the project life cycle the money side of projects the people side of projects working with diverse project teams management of change disseminating good practice using ICT to support the project legal issues. Readership: If you are an LIS professional involved in project work of any kind, whether on a managerial, practical, academic or research level, this is an invaluable resource for you.

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