

**Strategy:** Analogy

**Content:** Introduction to HyperCard

**Title:** What A Card

**Number of participants:** 15

**Time required:** 30 minutes

**Target Audience:** Beginning HyperCard users ages 12 and up.

**Goal of Activity:** To learn the basic “anatomy” of cards and stacks in HyperCard

**Purpose of script:** To show how to use physical objects to represent displays on a computer screen.

**Learning Outcomes, Gagné’s Taxonomy:** Defined concepts.

**Learning Outcomes, HEO Taxonomy:** Understanding.

**Learner Characteristics:** Curiosity, anxiety.

**Entry Skills:** Ability to use a keyboard and mouse, with or without instruction.

**Setting:** Classroom with a Macintosh computer for each student.

**Media:** several blank 5x8 note cards, Macintosh computer with HyperCard installed. One 5x8 card with a 5x8 mylar sheet attached to it with Scotch tape along the top edge. A Rolodex card file.

**Process:**

1. Explain that HyperCard generates a series of screen displays, called “cards,” which can each be used to display graphics and text. Explain the computer file containing the cards is called a “stack.” Display the stack of 5x8 cards as an analogy for the contents of the HyperCard stack.
2. Explain that the stack does not stop at the beginning and end; rather, it goes around and around in either direction. Display the Rolodex card file as an analogy.
3. Show the 5x8 card with the mylar sheet attached to demonstrate a transparent foreground layer and an opaque background layer. Explain that each card in HyperCard has analogous layers. Lift and lower the mylar layer

on its tape hinge as an analogy for showing the background layer alone and the background and foreground together.

4. Have the students make a HyperCard stack with 3 cards displaying different graphics on the foreground of each. Use keyboard arrow keys to move continuously in either direction among the cards. Remind the students of the Rolodex analogy.

5. Have the students draw graphics on the background of one card to demonstrate ability to move from foreground to background and to see how changing one background changes all.

**Strategy Assessment:** The strategy will be assessed with the following self-check:

1. Students are able to access HyperCard on the computer, and follow instructions for creating a practice stack.
2. Students are able to transfer concepts from the physical objects used for analogy to the electronic representations on the computer screen.
3. Students are able to state the similarities between the analogy and what they are experiencing on the computer

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**Reference:** West, C. K., Farmer, J. A., & Wolff, P. M. (1991). Instructional design: Implications from cognitive science. Boston: Allyn and Bacon.