

Institut Pendidikan Guru Kampus Dato' Razali Ismail, Kuala Terengganu

ICT Workshop

Workshop Course for English Department facilitated by Brighton Education Fellows Peter Wickham and Ruth Wickham.

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Background to the ICT Workshop in JBB at IPGKDRI 2011

The ICT Workshop was held October 30th to November 3rd, 2011, in the English Department at Institut Pendidikan Guru Kampus Dato' Razali Ismail (Kuala Terengganu).

The materials used in the workshop are available on the ICT Workshop website (<http://ictworkshop.weebly.com>) for those in the department who missed some or all of the sessions, and also for others who wish to have continued access to them.

For those outside of JBB at IPGKDRI the following important points should be noted:

These materials were created for a particular time and place and may not be suitable in all situations.

- The sessions were designed to be hands-on practical workshop periods with 2 presenters in the room at all times, one of who was demonstrating with an LCD projector, and both of whom moved freely and frequently among participants to check on progress and answer questions.
- Presenters need to have a good working knowledge of all the programs used here in versions for 2007 and 2010, or whatever participants are using.
- All participants need to have their own computer, and access to the Internet.
- With the digital imaging, MovieMaker and Weebly website sessions in particular, these were **introductory** sessions with more to be added to later.

Workshop Timetable October 30th – November 3rd, 2011

Sunday 30th Oct 2011	Monday 31 st Oct 2011	Tuesday 1 st Nov 2011	Wed 2 nd Nov 2011	Thursday 3 rd Nov 2011
Session 1 9:00 – 11:00	Session 3 8:00 – 10:00	Session 4 8:00 – 10:00	Session 7 8:00 -10:00	Session 10 8:00 – 10:00
Files and Folders: Creating, systematic naming, finding, viewing and ordering.	<u>MS WORD 2:</u> The Insert Ribbon Text Box: Picture Box: Positioning boxes	<u>MS WORD 3:</u> The Insert Ribbon Table: Header, Footer, Page Number	<u>PowerPoint 1:</u> Inserting and manipulating objects, positioning slides, changing backgrounds, inserting notes	<u>Website Creation and Use 1:</u> Creation and maintenance of Weebly
Session 2 11:30 – 12:30		Session 5 10:30 – 12:30	Session 8 10:30 – 12:30	Session 11 10:30 – 12:30
<u>MS WORD 1:</u> The Home Ribbon: Formatting text		<u>Digital Image Editing 1:</u> Microsoft Picture Manager: Light, Contrast, Crop, Resize, Rotate, Save As	<u>PowerPoint 2:</u> Special effects	<u>Website creation and Use 2:</u> Create and plan your own complete Weebly site
Session 2 cont'd 2:30 -3:30		Session 6 2:00 – 4:00	Session 9 2:00 – 4:00	Session 12 2:00 – 3:00
<u>MS WORD 1:</u> The Home Ribbon: Formatting text		<u>Digital Image Editing 2:</u> Image Capture Snipping Tool: Save As from internet pages: Saving to a Captured Images folder	<u>Movie Making</u> in Windows Live Movie Maker	Evaluation and Planning for future ICT

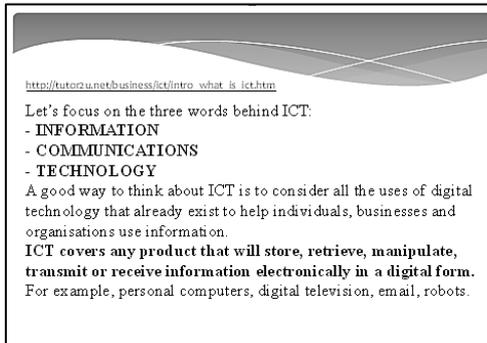
Introduction to ICT workshop

A brief PowerPoint explanation of the purpose of the original workshop:



ICT acronym explained

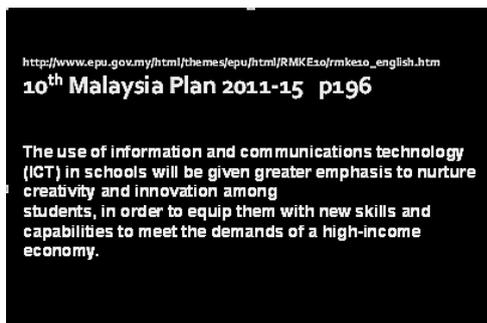
ICT stands for Information Communication Technology.



ICT in Action

Note especially that "ICT covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form."

When we use our computer applications and retrieval systems to prepare worksheets, lesson plans, exams, marks, assessments, reports, fliers, memos, interoffice communications and compilations of information, and when we digitally send these to others, we are engaged in ICT.



ICT in the Malaysian Plan 10

Successive 5-year Malaysia Plans have given broad acceptance to the fact that ICT learning and usage must increase in Malaysia.



ICT Workshop Outline

In 12 X 2-hour sessions we will be covering Retrieval systems, WORD, Digital imaging, PowerPoint, MovieMaker and website creation and use. There will be a short evaluation and future CPD planning session at the end.

Participants need to make sure that they have copied all of the folders onto their computer from the USB devices that have been circulated.

Session 1: Archiving files & folders

(Presenter: Peter Wickham. Assistant: Ruth Wickham)

Descriptions

This introductory workshop session aims to introduce basic organizational skills so that the participant becomes adept at storing and retrieving files and folders in a computer system. One common complaint from computer users is that they cannot find files or folders that were added to their computer.

After this session, users will have basic proficiency in storing and retrieving information in a computer.

Objectives:

Participants will practice the following ICT skills:

- Difference between files and folders
- Single click option
- Recognizing icons
- Creating and deleting files
- Creating and deleting folders
- Naming files
- Naming and renaming folders
- Ordering different Views of a folder
- Sorting a folder
- Properties of files and folders on right-click
- Tiling folders
- Drag and Drop moving of files and folders
- Retrieving from Recycle Bin
- Creating shortcuts

Introduction to first session

I am not an ITC expert; there are many things that I do not know about computing, but I am a lifelong learner even at my age.

Ruth and I both did an ICT Masters' unit at ECU in Australia in 2009, and another at UOW in 2010.

There are several ways of achieving most things on a computer. We are going to show you what we consider to be the fastest and simplest way of doing things. If you know a better way, then go ahead and do it your way when you use your computer. For this course, we will save time by limiting ourselves to the one way.

All of the 'tricks' you will learn in this session are basic to personal computing; they can all be used in a variety of applications such as WORD, Excel, PowerPoint, image editing and internet skills. You will find these skills are transferable to most computer applications. These skills will only become permanent with exploration and practice. In this workshop you will have the opportunity for both.

Peter Wickham / Ruth Wickham
English Language Training Fellow

Materials Required

Facilitator needs:

- Cardboard (e.g. manila) folders, several for each group. An assortment of printed papers with articles/notes/pictures to be sorted into folders.
- Soft copy files and folders (on a USB drive to be loaded onto participants' computers) to practices file and folder sorting.

Participant needs:

- Laptop computer, preferably with Office 2007 or 2010.
- Writing materials

Timing

This session is designed to take 1 hour, depending on number and proficiency of participants.

Procedures

The steps for this session are as follows:

ITC Skill

- 1a. Difference between files and folders: naming files and folders for easy access. Name and Rename on right click.
- 1b. Creating and naming a folder (right mouse button use). Drag and drop into a folder. Right mouse button drag and Move Here to move completely.
- 1c. Change a folder icon.
- 1d. Change to Single Click.

Learning Activity

- 1a. Sort 20 different papers into cardboard folders and name the files with logical names for easy access. Share your group's results with the whole class. Everyone's names will be different according to individuality, but will demonstrate a thought process for cataloguing items logically.
- 1b. Sort 20 different computer files into folders within the folder whose names begin with "aa". Name the folders. Place all the folders into one central folder with an appropriate name. Share reasoning with cohort.
- Practice changing folder icons to suit folder contents.
- Change to Single Click in Folder options.

- 2a. Recognize icons for WORD 2003, WORD 2007, Excel, PowerPoint, Compressed, folder. Create a file. Create a desktop shortcut.

- Practice creating and naming one of each type into a folder created in a drive (not on desktop). Create a shortcut and move it to the desktop. Practice accessing it.

- 3a. Change the View from List to Small, Medium, Large, Extra Large icons, List, Details
- 3b. Right mouse click on an icon, Properties to get info about the file.
- 3c. Right mouse click on folder space to Sort by name, type, date.

- Practise according to own choices.
- Practise according to own choices.
- Practise according to own choices.

- 4a. Tile folders (Restore Down) to get two multiple folders on screen.
- 4b. Move files and folders by drag and drop
- 4c. Drag and drop in batches after grouping.

- Tile and move by dragging from top bar of folder.
- Create another folder and name it Target Folder. Drag and copy all of the photos of Ruth into this folder. Rename the folder 'Ruth Pix'.
- Right mouse click on folder space. Group. Now select all the photos of Peter and copy into a folder called 'Peter Pix'. Now drop 'Peter Pix' and

	'Ruth Pix' into a folder called 'Peter & Ruth Pix'.
4d. Cut/Copy & paste a file between folders	As above but use Copy & Paste / Cut and Paste
4e. Cut/Copy & Paste a batch of files between folders	Practice copying and pasting files or folders into a new file that you have created.
5a. Delete a file or folder.	Create a new file and give it a distinctive name. Copy some files into it. <u>Right click</u> on that folder and select Delete. Answer Yes.
5b. Retrieve a deleted file or folder.	On Desktop go to Recycle Bin. Find the folder in Recycle Bin. <u>Right click</u> on it and select Restore. Try deleting one photo and retrieving it from Recycle Bin.
5c. Empty the Recycle Bin. This should be done every few months to protect your computer.	Click on Recycle bin to open. Click on Empty Recycle Bin. Your deleted files are now gone forever!
6. Create a shortcut on the desktop.	<u>Right click</u> on folder icon and select Create Shortcut. Drag shortcut to desktop.
7. Final Assignment	Go into the folder called 'Final Assignment'. Create and name folders within it to store the files you can see there. Move these files into these folders so that you can easily find any file when you need to. Store the Final Assignment folder in a drive on your computer, not on the desktop. Change the icon to anything other than the yellow folder icon. Create a shortcut and move it to the desktop. Access the folder by clicking on the Shortcut. Revise your decisions on where to store each file and what to name them.

Session 2: WORD 1 – ‘Home’ and ‘Page Layout’

Presenter: Ruth Wickham. Assistant: Peter Wickham

Background

WORD was included in the ICT workshop as a result of a request from several ELT lecturers at IPGKDRI in Kuala Terengganu in 2011.

Objectives

Participants will practise the following ICT skills

- Use spell check and default language
- Terminology: Ribbon, Tab, Section
- Add the Developer Ribbon
- **Home Ribbon:**
- Style Section
- Font Section
- Paragraph Section
- Clipboard Section
- Editing Section
- Select Text
- Use Right Click function
- **Page Layout Ribbon:**
- Themes Section
- Page setup Section
- Page Background
- Paragraph Section
- Arrange Section

Materials Required

Facilitator needs:

- Please note that **presenters need an excellent grasp of advanced features of Microsoft WORD**, and the ability to present this personal proficiency to participants, leading them through the various steps to creating a fully featured document. Since Office 2010 is used as the standard throughout, the presenter also needs considerable knowledge of Office 2007 which in 2011 is more widely used in Malaysia. Similarly, the differences between the current Windows 7 and the more prevalent Windows Vista (2007) should be familiar to the presenter.
- NOTE: There is no PowerPoint presentation for this session.
- All of the files needed for this presentation are provided on the website "ICT Workshop" (URL: <http://ictworkshop.weebly.com>).
- It is advisable for presenters to download materials, and burn participants' portion onto a CD, or copy onto a USB device. Note that not all participants will necessarily have a computer capable of reading a CD (i.e. a Netbook).

Participant needs:

- Laptop computer, preferably with Office 2007 or 2010.
- Participants need to have all materials on their computer before a session begins. It might be advisable for each participant to be given a 1GB USB memory device loaded with their material.

Important Note to Facilitator:

Participants need to be given a soft copy of the practice document. (Hard copy is below)

Display the Practice Document with the LCD projector, and work through the points as listed below, allowing participants to make the changes to their practice document and demonstrating changes on the screen.

Facilitator and/or assistant should be available to give assistance to participants at every stage and allow time for understanding and practice.

Timing

This session is designed to take 1-2 hours to complete, depending on number and experience of participants.

Procedures:

We have all used WORD, to a greater or lesser extent. But we tend to develop a favourite way of doing things and feel that we don't have the time to experiment and explore this very powerful program in its entirety.

Today we are going to work through some of the areas that are most likely to be useful for lecturers.

A **Practice Document** has been prepared so that participants can practise applying functions without spending time typing.

Using a **Mouse** is more efficient than using the built-in laptop 'scroll pad' because all functions can be performed with one hand. Some actions require holding a key such as the 'control' key at the same time as scrolling or selecting, and this is much more efficiently accomplished with a mouse.



It is important, when using WORD, to understand the layout of the Ribbons.

The Ribbons

- The functions of WORD are arranged along a number of "Ribbons", each of which can be opened and viewed by clicking on the appropriate tab at the top.
- The 'Developer' Ribbon can be added from the 'File' Menu. (*See next step*)
- Within each ribbon functions are grouped within sections.
- As some functions are accessed – such as "Table", tabs for other ribbons appear.
- Most functions can be accessed from more than one place.
- The Mouse 'right click' is an alternative way to access many functions.

Add the developer Ribbon:

WORD 2007:

1. Click on the coloured ball in the top left of the page.
2. Click on “Word Options” at the bottom right of the dialogue box.
3. On the ‘Popular’ page, make sure “Show Developer tab in the Ribbon” is checked.

WORD 2010

1. Click on “File” at the top left.
2. Select “Options”
3. Select “Customise Ribbon”, find “Developer” and make sure it is checked.

When all participants have completed this action, the workshop activities can be commenced.

(See below.)

1.0 The 'Home' Ribbon

NOTE: All participants need to be able to "select" text using the mouse. Make sure they understand this basic step before proceeding.

1.3 Style Section

- Select appropriate text in the first few paragraphs of the practice document.
- Click 'Title' for the first line, then 'Heading 1' for the first paragraph and 'Heading 2' for the next.

1.2 Font section

- Select text and try variety of fonts.
- Select text and change sizes
- Select text and change size by clicking on 'Grow'/'Shrink' font
- Select text and change case
- Select text and remove all formatting
- Select text and change font colour – may be worth increasing size and or changing font first
- Select text and highlight – also try selecting highlighter first and use cursor as pen.
- Select text and apply text effects – more later with WordArt
- Select text and apply bold, italic, underline – note there are more options now – strikethrough, subscript and superscript.

1.3 Paragraph section

- Apply Bullets and numbering to appropriate paragraph
- Indent - apply to list, and relate to numbering too.
- Alphabetise a list, and sort items
- Show/hide hidden formatting symbols (whole document) – not necessarily useful here
- Align text – practise on selected text
- Line spacing – select and vary spacing
- Background colour – experiment with colours
- Borders and shading – investigate available options.

1.4 Clipboard section

- There are a number of ways to perform cut / copy / paste actions, using 'right mouse' is often the simplest.
- Format painter function – copy formatting from the headings to the other headings as marked.

1.5 Editing section

- Find and replace, can be very useful. Select and change a word throughout the document.
- Select all / select object also can be useful.

Make sure all participants have mastered all functions and sections of the Home Ribbon.

Move on to the “Page Layout” Ribbon.

2.0 “Page Layout” Ribbon

2.1 “Themes” Section

- Hover mouse to see themes change
- Hover mouse to see colours change
- Hover mouse to see fonts change

2.2 “Page Setup” Section

Note: actions here affect the whole document, not just the open page.

Probably most useful:

- Margins – change whole document without selecting
- Orientation – change whole document without selecting
- (Size – paper choice)
- Columns – change without selecting
- Options for breaks, line numbers and hyphenation

2.3 “Page Background” Section

- For special occasions, try each one (then undo):
- Watermark
- Page Colour
- Page Border

2.4 “Paragraph” Section

This is very similar to the section on ‘Home’ Ribbon, only not as simple.

2.5 “Arrange” Section

- Used for arranging pictures, text boxes, objects – more in next session.
- Selection Pane – opens a pane on the side.
- Align – like ‘Home’ ribbon paragraph section
- Gridlines – can be useful when arranging objects etc. Turn on and off.

Project

Complete all tasks on **Practice Document**. *(See Appendix 1)*

Session 3: WORD 2 – ‘Insert’ Ribbon

Presenter: Ruth Wickham. Assistant: Peter Wickham

The “Insert” Ribbon is full of powerful possibilities. Therefore this session has been divided into two parts:

- Session 3a: ‘Insert Table’
- Session 3b: ‘Insert’ Ribbon (the remainder)

due to the importance and possible complexity of using a table in a WORD document. These could be presented as 2 separate sessions.

Note: ‘Insert SmartArt’ and ‘Insert Chart’ are presented in the next session – Session 4: ‘Professional Paper’.

Materials Required

Facilitator needs:

- Please note that **presenters need an excellent grasp of advanced features of Microsoft WORD**, and the ability to present this personal proficiency to participants, leading them through the various steps to creating a fully featured document. Since Office 2010 is used as the standard throughout, the presenter also needs considerable knowledge of Office 2007 which in 2011 is more widely used in Malaysia. Similarly, the differences between the current Windows 7 and the more prevalent Windows Vista (2007) should be familiar to the presenter.
- NOTE: There is no PowerPoint presentation for this session.
- All of the files needed for this presentation are provided on the website “ICT Workshop” (URL: <http://ictworkshop.weebly.com>).
- It is advisable for presenters to download materials, and burn participants’ portion onto a CD, or copy onto a USB device. Note that not all participants will necessarily have a computer capable of reading a CD (i.e. a Netbook).

Participant needs:

- Laptop computer, preferably with Office 2007 or 2010.
- Participants need to have all materials on their computer before a session begins. It would be advisable for each participant to be given a 1GB USB memory device loaded with their material.

Important Reminder to Facilitator:

Participants need to be given a soft copy of the practice document. (Hard copy is below)

With the practice document displayed on the LCD projector, work through the points as listed below, allowing participants to make the changes to their practice document and demonstrating changes on the screen.

Facilitator and/or assistant should be available to give assistance to participants at every stage and allow time for understanding and practice.

Timing

This session is designed to take two hours to complete, or three if participants complete and report both assignments at the end of this session. This particular session is presented in two parts – Session 3a: 'Insert Table' and Session 3b: 'Insert' Ribbon (the remainder) because of the importance and possible complexity of using a table in a WORD document. These could be presented as 2 separate sessions.

(Note: 'Insert SmartArt' and 'Insert Chart' are presented in the next session – Session 4: 'Professional Paper'.)

Session 3a: WORD – “Insert” Ribbon – Insert a Table

Objectives

Participants will practise the following ICT skills:

- Insert symbol
- Insert a table by 3 different methods
- Use the Layout ribbon to adjust format
- Use the Design ribbon to change the appearance of the table.
- Convert a piece of text to a table
- Use a table to format a whole document
- Replicate a table as presented

Procedures

The “Insert” ribbon is full of interesting possibilities that can take the user well beyond the realm of just words in WORD.

Furthermore, as particular items are inserted into the document, new ribbons appear with specific options for those items.

Note: Participants need a soft copy of the Practice Document file. Facilitator should have the Practice Document open and displayed via LCD.

The “Insert” Ribbon

The “Insert” ribbon has 7 sections – Pages, Tables, Illustrations, Links, Header and Footer, Text, and Symbols.

Insert Tables

The ‘Table’ function in WORD is powerful and versatile.

Demonstrated Tasks:

- Create a 5 x 7 table (using the box selection)
- Increase to half page, select whole table
- Use ‘Layout’ ribbon to

- Distribute rows.
- Change (internal) cell alignment
- Merge cells
- Split cells
- Insert rows and columns, distribute columns, rows
- Delete rows, columns
- Change text direction
- Allow spacing between cells – cell margins
- Open the '**Design**' ribbon. Hover over the various design options

Use the '**Border**' options

On the prepared document table, make parts of the table visible, and others invisible.

Two other ways to insert a table

- Return to "Insert Table" and select "**Insert Table**" – note that it simply asks for how many rows and columns.
- Return to "**Insert Table**" and select "**Draw Table**". Use cursor to create a rectangle.
- Now in "**Design**" ribbon, experiment with line style, thickness, colour, eraser, borders and shading.

Convert text to table

Using the text provided –

Select the text and click on 'convert text to table'.

Project

Reproduce the table as shown on the projector.

Use practice document – hard copy in Appendix 2.

Session 3b: WORD – Insert Ribbon

Objectives

Participants will practise the following ICT skills:

- Insert header, footer, page numbers
- Insert Page Break
- Insert Hyperlink
- Insert Text Box, and edit
- Insert Picture, and edit
- Insert Clip Art, and edit
- Insert Shapes, combine with other inserts
- Insert WordArt

Skills NOT included in this session:

Insert SmartArt, Insert Chart, and Insert Cover Page will be included in the session (04) on using WORD for Professional Papers.

Insert Screenshot will be briefly mentioned for those who have WORD 2010, as this is not available in WORD 2007.

Insert Header and Footer

- Open the “Practise Insert” document.
- Insert a header, footer, and page numbers.
- Insert a Link
- At the end of the Practise WORD document, type or copy and paste the name of the website: <http://ICTworkshop.weebly.com> .
- Select the text. Open the website on the Internet, select and copy the URL.
- Click on “Insert Hyperlink” and connect the text to the URL.

Insert a Text Box

- Click on “Insert Text Box” and select “Draw Text Box”
- Draw a text box. Copy practise text and insert into the text box.
- Change the shape and size of the box, move it around.
- Notice that a new ribbon tab is now visible – click on the “Format” ribbon.
- Investigate the possibilities offered in this ribbon.

Insert Picture

- Insert a picture from the collection provided, or from your computer.
- Shrink it to suitable size. Apply “wrap” from ribbon toolbar or right-click.
- Crop, compress, remove background etc.
- Rotate, flip etc.
- Again, notice the Format ribbon, and apply the various options.

Insert Clip Art

- Find clip art related to “school”, select a piece and insert it.
- Insert Shapes
- Insert shapes, overlay picture and/or clipart edit appropriately.

Insert WordArt

Click on Insert ‘WordArt’ and try applying formatting properties.

Project – create a flyer

Create a flyer using the items included in the project document.

Session 4: Using WORD Professionally

Presenter: Ruth Wickham. Assistant: Peter Wickham

WORD is a powerful program that is designed to assist in producing professional documents such as Business Reports or Research Papers.

The Program will not only organise page numbers, but with it you can store reference details to be easily inserted as a citation and bibliography, add sequential captions to figures and tables, use the styles to create a contents page that adjusts as changes are made, and insert graphics and charts – to name a few.

The **Practice Document** is the 'bare bones' of an imaginary research paper designed to practice these functions without having to spend time with a lot of typing.

Objectives

Participants will practise the following ICT Skills:

- Format of a Professional paper – Abstract, Conclusion etc.
- Apply Styles to headings in paper
- Insert Heading, Footer, page numbers (revision)
- Managing References
- Insert Citations
- Create Table from text (revision)
- Insert a Smart Art Graphic
- Create Chart / Graph
- Insert Caption
- Insert Contents Page
- Insert Bibliography
- Insert Cover page

Materials Required

Facilitator needs:

- Please note that **presenters need an excellent grasp of advanced features of Microsoft WORD**, and the ability to present this personal proficiency to participants, leading them through the various steps to creating a fully featured document. Since Office 2010 is used as the standard throughout, the presenter also needs considerable knowledge of Office 2007 which in 2011 is more widely used in Malaysia. Similarly, the differences between the current Windows 7 and the more prevalent Windows Vista (2007) should be familiar to the presenter.
- NOTE: There is no PowerPoint presentation for this session, use the Practice Document.
- All of the files needed for this presentation are provided on the website "ICT Workshop" (URL: <http://ictworkshop.weebly.com>).
- It is advisable for presenters to download materials, and burn participants' portion onto a CD, or copy onto a USB device. Note that not all participants will necessarily have a computer capable of reading a CD (i.e. a Netbook).

Participant needs:

- Laptop computer, preferably with Office 2007 or 2010.
- If possible, Internet access.
- Participants need to have all materials on their computer before a session begins. It would be advisable for each participant to be given a 1GB USB memory device loaded with their material.

Important Note to Facilitator:

Participants need to be given a soft copy of the practice document. (Hard copy is below)

With the practice document displayed on the LCD projector, work through the points as listed below, allowing participants to make the changes to their practice document and demonstrating changes on the screen.

Facilitator and/or assistant should be available to give assistance to participants at every stage and allow time for understanding and practice.

Timing

This session is scheduled to take two hours. However longer could be needed for participants to work on individual projects and apply the learned skills.

Procedures

Look at the Practice Document as you follow through these steps.

1. Applying Styles

Select the title style, and choose a font and size for the name of the author. Note that whenever a 'heading' style is used, this will appear in the contents.

NOTE: Each paragraph in the Practice Document has a clue in the first line/sentence as to the title for that section. A suitable heading needs to be inserted above it.

To begin with, put a heading for 'Abstract' (heading 1), on a page by itself (by inserting a page break just before it).

Then there is 'Introduction' or 'Background', also heading 1, put it on a page by itself.

'Literature Review' needs a new page, and heading 1 style.

2. Add References

Three references for citations have already been placed into the 'Manage Sources' resource in the 'References' ribbon, and clicking on 'Insert Citation' will open these three options.

Clicking on the citation box in the document allows editing of the citation and adding information such as page number.

NOTE: Discuss referencing styles (e.g. APA etc.) if needed. Some universities and institutions insist on a particular style, such as Harvard.

Screen shots of two books and an Internet reference are provided for practice (See Appendix 6a and 6b) so that participants can experience adding 2 **references** to the '**manage sources**' dialogue box. Participants need to open the 'Manage Sources' box, then select 'new' and then 'book' for the two book references. They could also search and add an Internet reference of their own.

Insert a page break for a new page for 'Research Methods', heading 1. But now we can start some **subheadings** – heading 2 – with information about 'Sampling'.

3. Present the data in new ways

First, practice inserting a **table** for the male/female and the age range data. (This makes it easier to insert the data into the Excel worksheet to create the chart). Use the information in the Practice Document to create a table.

4. Create a chart for the male/female ratio.

Now we will use the information in the table to create a chart.

In the 'Insert' ribbon, select 'chart'. Select a suitable chart – a pie chart would be good here.

In the Excel worksheet that opens, insert the headings (male, female, control group) and the numbers to create the chart. Do the same for the Experimental group to create a comparison pie chart.

Insert a bar graph for the age ranges – both groups are shown on the same chart in different colours. The example chart/Excel worksheet may include three groups, simply delete one.

5. Insert SmartArt

Put 'Procedures' as another heading 2 and use heading 1 for 'Appendix 1', 'Appendix 2', and 'Appendix 3' which can be added on new pages at the end of the document.

Now we want to try inserting a Smart Art Graphic to demonstrate the training cycle in our experiment.

In the Insert ribbon, select 'SmartArt'. Choose one of the cycle options. Type in the 3 stages of the cycle and delete the other two.

'Training Methods' could be a heading 3, as it is still part of the 'Procedures'. The two timetables can be converted to a table, and then colours and design features added.

'Results' should be a heading 2, and 'Appendix 4' needs to be added to another page at the end of the document.

6. Inserting Quotes

The 'Findings' section should be heading one.

Referring to the example pages provided (in the USB files, hard copy in Appendix 6a and 6b), a short and longer quote can be added here, each with a citation, and the longer one in an indented paragraph.

The 'Conclusions' (or 'Recommendations') section is on its own page, heading one.

7. Insert Captions

We need to go back to our tables, charts, and SmartArt, and insert a caption under each one. In the 'References' ribbon, click on 'Insert Caption'. Choose 'figure' or 'table' and give it a name.

8. Insert Bibliography

On the 'References' ribbon click on the function 'Bibliography' and choose a style.

WORD will insert a bibliography that includes our references that we have added details for.

9. Insert Contents

Put your cursor ahead of the very first item in the document, then go to the 'References' ribbon and click on 'Table of Contents' at the left-hand end.

The contents page inserted now will include everything we have given headings to. Check through and make sure that all of your headings have the right designation. If something is out of line, you need to go back and change the place in the document and then click 'Update Table' at the top of the contents list.

10. Insert Cover Page

Now we can select a cover page ('Insert' ribbon, left-hand end). It will not be included in the contents. We can vary its style and design and even include a picture of our own – it will automatically arrange our information as we include it.

Project

Complete a small survey among the group, and present the information in charts and graphs.

The survey questions are included in the folder on the USB drive (hard copy in Appendix 7), or participants can make (2 or 3) questions of their own.

Session 5: Digital Photo Editing in Microsoft Picture manager / MS Office 2010 - part 1

Facilitator: Peter Wickham Assistant: Ruth Wickham

Digital Images are vital to PowerPoint slideshows and any attractive MS WORD file.

The term “Digital Images” covers a wide range of images – graphics, photos, drawings, cartoons and anything scanned. This workshop is confined to the editing of still images, not movies which will be covered in Session 9 using MovieMaker. A well edited image lifts the appearance of a document and makes a lesson, a lecture or a presentation more attractive and communicative for the audience. An image is often more memorable than a string of words; when used skilfully, it can serve as an effective mnemonic.

Session 5 is concerned with features of (Office 2007) Microsoft Picture Manager and its successor, Office 2010.

Objectives

Participants will practise the following ICT skills:

- Save As
- Lighten/Darken
- Contrast
- Colour Balance
- Crop
- Rotate and Crop
- Reduce Size
- Compress

Materials Required

Facilitator needs:

- Please note that **presenters need an excellent grasp digital photo editing**, and the ability to present this personal proficiency to participants, leading them through the various steps.
- NOTE: There is no PowerPoint presentation for this session, points should be demonstrated using the materials provided.
- All of the files needed for this presentation are provided on the website “ICT Workshop” (URL: <http://ictworkshop.weebly.com>).

- It is advisable for presenters to download materials, and burn participants' portion onto a CD, or copy onto a USB device. Note that not all participants will necessarily have a computer capable of reading a CD (i.e. a Netbook).

Participant needs:

- Laptop computer.
- If possible, Internet access.
- Participants need to have all materials on their computer before a session begins. It would be advisable for each participant to be given a 1GB USB memory device loaded with their material.
- A number of pictures and imaging files are on the USB drive for this session

Timing

The session is expected to take about 2 hours, depending on the number and proficiency of participants.

Procedures

Steps to Image Editing Proficiency

Access the folders provided to perform these editing operations of the designated digital images within the folders.

Photo Editing Skill	Activity
1a. Light/Dark	Lighten or darken a badly lighted image until it looks most natural x3. Save
1b. Contrast	Use a combination of lighten/darken and contrast to perfect an image x3. Save
1c. Balance colour	Use a combination of lighten/darken and contrast and colour to perfect an image x3. Save
<hr/>	
2a. Crop and Save As	Capture designated parts of an image by cropping and Save As. (Say NO to "save changes" after) x3
2b. Flip an image to achieve correct vertical orientation using the 90 degree Flip buttons	Rotate an image until upright x3. Save.
2c. Rotate and Crop and Save As using Rotate by degrees	Rotate a crooked image until straight. Crop and Save As. Say NO to "Save Changes?" X3
<hr/>	
3a. Resize	Practise downsizing an image and Saving As. Say NO to "Save Changes?" Then view the resultant files. X3
3b. Compress	Practise compressing an image in different compressions and Saving As. Say NO to "Save Changes?" x3

Final Assignment:

Edit the Assignment photo so that you have individual face shots of all of the people in the photo, adjusted for colour, lightness and contrast. Name the photos and then separate them into appropriately named folders of males and females. Place these two folders into one folder called "Faces from conference May 2011".

Upload your photos in two slideshows on your Weebly by 3pm Thursday 3rd October 2011.

Session 6: Digital Photo Editing in Microsoft Picture manager / MS Office 2010 part 2

Presenter: Peter Wickham. Assistant: Ruth Wickham

Digital Images are vital to PowerPoint slideshows and any attractive MS WORD file.

The term “Digital Images” covers a wide range of images – graphics, photos, drawings, cartoons and anything scanned. This workshop is confined to the editing of still images, not movies which will be covered in Session 9 using MovieMaker. A well edited image lifts the appearance of a document and makes a lesson, a lecture or a presentation more attractive and communicative for the audience. An image is often more memorable than a string of words; when used skilfully, it can serve as an effective mnemonic.

Session 6 is a continuation of skills related to features of (Office 2007) Microsoft Picture Manager and its successor, Office 2010.

Objectives

Participants will practice the following ICT skills:

- Create a Captured Images folder with Shortcut on Desktop
- Save Image As from websites to the Captured Images folder
- Snip images to Captured Images
- Edit image to refine Crop
- Create subfolders as the need arises

Materials Required

Facilitator needs:

- Please note that **presenters need an excellent grasp digital photo editing**, and the ability to present this personal proficiency to participants, leading them through the various steps.

- NOTE: There is no PowerPoint presentation for this session, points should be demonstrated using the materials provided.
- All of the files needed for this presentation are provided on the website “ICT Workshop” (URL: <http://ictworkshop.weebly.com>).
- It is advisable for presenters to download materials, and burn participants’ portion onto a CD, or copy onto a USB device. Note that not all participants will necessarily have a computer capable of reading a CD (i.e. a Netbook).

Participant needs:

- Laptop computer, preferably with Office 2007 or 2010.
- If possible, Internet access.
- Participants need to have all materials on their computer before a session begins. It would be advisable for each participant to be given a 1GB USB memory device loaded with their material.
- A number of pictures and imaging files are on the USB drive for this session

Timing

The session is expected to take about 2 hours, depending on the number and proficiency of participants.

Creating Folders for Systematic Image Storage

1. Create a folder in your computer's working drive. Name it "X Captured Images" where X is your name. Create a shortcut on your desktop for this folder.

Accessing Internet Images

2. Try accessing these websites to find images to 'Save Image As':

The Malay Mail at <http://www.mmail.com.my/>

Australian news at <http://www.news.com.au/>

The Star News at <http://thestar.com.my/news>

Malaysia Kini at <http://www.malaysiakini.com>

The Age at <http://www.theage.com.au/>

Job City at <http://www.jobcity.com.my/malaysia-newspaper-online.php>

BBC news at <http://www.bbc.co.uk/>

New York Times at <http://www.nytimes.com/interactive/world/africa/2011-oct-libya-slide-show.html#>

Google Image Search at <http://www.google.com.my/imghp?hl=en&tab=wi>

Save Image As

3. Right click on an image and choose "Save Image As". Select your X Captured Image folder as the destination. Name your new image. Click Save. Your new image is now saved into your X Captured Images folder under its new name.

4. Save as many interesting or useful images as you can in 20 minutes. Create new subfolders as required, and name them to suit subsets of your images e.g. "Birds", "School" or "Disaster". Continue to save images, saving them to an appropriate destination subfolder.

Snipping Tool

5. Go to your **Start Menu** (bottom left of your screen). Click on '**All Programs**' then '**Accessories**'. **Right click on 'Snipping Tool'** and click on the option '**Pin To Taskbar**'. Your Snipping Tool will now always appear in your Start Menu.

6a. Locate any image or section of a page on your screen. This can be anything that you can see on your screen, whether it be an image, an icon, a section of text, an advert or a logo. It does **not** have to be from the internet.

6b. Click on Snipping Tool in your Start Menu. Your screen will turn 'milky' and the Snipping Tool box will appear. Drag the box away if it is in the way. Draw a box around whichever part of the screen you wish to capture.

6c. In the Snipping Tool box, click on "Save As". Name your new file and select a folder in your X Captured Image folder.

6d. Open your new image and edit as required. Click on the Save icon and your new image is ready to use.

7. See how many useful images you can save in the next 20 minutes.

(See below for assignment tasks)

Assignment 1:

Accumulate at least 20 useful images in 20 minutes, naming each image file with a name that instantly identifies the image without viewing it.

Assignment 2:

Create a newsletter that has the same format as the one shown during the workshop. Insert images, text boxes and tables as required, making your newsletter match the one displayed.

Upload your finished newsletter onto your Weebly by 3pm on Thursday.

The Workshop Presenter has a copy of the completed project with helpful guides to margins, font size and style etc.

Session 7: PowerPoint 1 – Creating a Slideshow

Presenter: Peter Wickham. Assistant: Ruth Wickham

PowerPoint is a powerful tool to use in the classroom, the seminar room and in the lecture theatre. It can utilize written text, still images, animated pictures, graphics and sound to capture the client's attention and to impart information.

It incorporates many of the features of MS WORD as well as Picture Manager. Animations and sound effects can be added to further enhance PowerPoint's ability to delight the audience with special effects. The physical presence of slides arranged in logical order aid the presenter in keeping their talk on track. Speaker's notes can be added onscreen but do not appear on the projected image. Video and audio tracks can be embedded to be played from within the presentation.

Objectives

Participants will practice the following ICT skills:

- Create a PowerPoint file
- Insert, delete and move a slide
- Insert a Picture
- Move, expand and reduce a picture box
- Add picture frames and frame effects
- Add picture effects (Picture Tools)
- Duplicate a slide
- Insert a Text Box or WordArt Box
- Drawing Tools effects for text
- Design background effects
- Change the layout of slides
- Add commentary notes to each slide

Materials Required

Facilitator needs:

- Please note that **presenters need an excellent grasp of advanced features of Microsoft PowerPoint**, and the ability to present this personal proficiency to participants, leading them through the various steps to creating a fully featured document. Since Office 2010 is used as the standard throughout, the presenter also needs considerable knowledge of Office 2007 which in 2011 is more widely used in Malaysia. Similarly, the differences between the current Windows 7 and the more prevalent Windows Vista (2007) should be familiar to the presenter.
- NOTE: there is no PowerPoint presentation for this session, the presenter needs to demonstrate directly from an open PowerPoint file.
- All of the files needed for this presentation are provided on the website “ICT Workshop” (URL: <http://ictworkshop.weebly.com>).
- It is advisable for presenters to download materials, and burn participants’ portion onto a CD, or copy onto a USB device. Note that not all participants will necessarily have a computer capable of reading a CD (i.e. a Netbook).

Participant needs:

- Laptop computer, preferably with Office 2007 or 2010.
- If possible, Internet access.
- Participants need to have all materials on their computer before a session begins. It would be advisable for each participant to be given a 1GB USB memory device loaded with their material.

Timing

The session is expected to take about 2 hours, depending on the number and proficiency of participants.

Procedures

Create a PowerPoint File

Right click on any clear space on your computer's working area, then select "New", then "Microsoft PowerPoint Presentation".

Name your PowerPoint file with an informative and logical name. Title, date and occasion are useful pieces of information to include in the file name. Eg "LD verbs TESL 2 May 2011 IPGKDRI Peter" contains enough information to know what is likely to be in this file without opening the file.

Add a Slide

Right click on the blank section of the left-hand panel and select "New Slide".

Move a Slide

Drag and drop any slide to any new position on the left-hand pane to re-order your slides.

Delete a Slide

Right click on a slide and select "Delete Slide" to delete it.

Change the background

Select the Design tab at the top of the screen. Select a design from the selection displayed. Adjust the colour in Background Styles on the top left of your screen.

Change Slide Layout

If you do not like using the text boxes standardly provided, go to 'Layout' on the Home ribbon and choose either a blank slide or some other layout as standard for every slide in this presentation.

Duplicate a Slide

Right click on a slide and select “Duplicate Slide” to reproduce this slide below. This can now be used to create a slide with some identical features to the previous slide.

Insert a Picture

Click on the Insert tab at the top of the screen and select the Picture icon on the left. Browse for a picture on your computer and click on it. Use the pictures from Session 1 of this workshop if you cannot find any of your own.

Expand, Reduce, Move or Rotate a Picture

Click on a picture; eight grab handles will appear around the edge of the picture. Grab a corner handle and move it out or in to expand or reduce the picture, keeping the same dimensions as the original. Grab and move a side handle to make the picture narrower or wider; this will change the picture dimensions. Grab the green handle at the top of the picture to drag it left or right to rotate the picture.

Place your cursor on the border of the picture until a crossed arrow symbol appears; you can now drag and drop the picture to anywhere on the slide.

Insert a Text Box

Click on the Insert tab at the top of the screen, and select the Text Box icon in the middle of the Insert ribbon. Drag your cursor diagonally on any part of the slide to draw a Text Box. You can now type or Paste into this Text Box.

Expand, Reduce, Move or Rotate a Text Box

A Text Box uses all the same mechanisms as does a Picture, using grab handles.

Change the Background of a Slide

Click on the Design tab at the top of the screen. Hover over the Themes icons to view the background themes available. Down and Up arrows to the right of Themes allow you to view more backgrounds.

Right click on a Theme icon to select either “Apply to all slides” or “Apply to Selected slides”.

Multiple slides can be selected before changing the Theme by holding down the Control key while selecting slides.

Click on the down arrow next to Background Styles (top left of the screen) to select colours. For more background colours or images select “Background Styles” and then “Format background”. The pop-up box that appears allows you to select solid fill and choose the colour, texture fill from a selection of textures, or picture fill from your computer.

To get rid of all background Styles and gain a completely blank background, check the box labelled “Hide Background Graphics” which is found underneath Background Styles at the top right on the screen.

Add Notes to each Slide

Type into the space below a slide to add your notes for that slide. You will be able to create a sheet of handouts which includes the notes. With the right setting you can see your notes on your computer while your slide show (without notes) is projected.

Run a Slide Show

Click on the first slide of your slide show so that it appears on the main screen. Click on the “Slide Show” icon at the bottom right of your screen. Left click, or push the right arrow key on your keyboard to advance to the next slide. The right arrow key takes you back to the previous slide.

Project

Design a PowerPoint slideshow that looks (almost) exactly like the one titled “A Fully Featured PowerPoint Slideshow”.

Session 8: PowerPoint 2 – Animations

Presenter: Peter Wickham. Assistant: Ruth Wickham

PowerPoint slideshows can also incorporate Animations that add movement and variety to a presentation. They should be used sparingly and in such a way that adds value to the presentation, not distracting from it. Movement attracts attention; only sections of the slide that deserve attention should be made to move.

Objectives

Participants will practise the following ICT skills:

- Inserting .gif files (Graphics Interchange Format)
- Set Animations to highlight or set an object moving
- View and review animations
- Escape the presentation
- Insert audio and video links

Materials Required

Facilitator needs:

- Please note that **presenters need an excellent grasp of advanced features of Microsoft PowerPoint**, and the ability to present this personal proficiency to participants, leading them through the various steps to creating a fully featured document. Since Office 2010 is used as the standard throughout, the presenter also needs considerable knowledge of Office 2007 which in 2011 is more widely used in Malaysia. Similarly, the differences between the current Windows 7 and the more prevalent Windows Vista (2007) should be familiar to the presenter.

- NOTE: there is no PowerPoint presentation for this session, the presenter needs to demonstrate directly from an open PowerPoint file.
- All of the files needed for this presentation are provided on the website “ICT Workshop” (URL: <http://ictworkshop.weebly.com>).
- It is advisable for presenters to download materials, and burn participants’ portion onto a CD, or copy onto a USB device. Note that not all participants will necessarily have a computer capable of reading a CD (i.e. a Netbook).

Participant needs:

- Laptop computer, preferably with Office 2007 or 2010.
- If possible, Internet access.
- Participants need to have all materials on their computer before a session begins. It would be advisable for each participant to be given a 1GB USB memory device loaded with their material.

Timing

The session is expected to take about 2 hours, depending on the number and proficiency of participants.

Procedures

.gif Files

'Find' and 'Save As' .gif files from such web sites as <http://www.gifs.net/gif>

Graphics Interchange Format (.gif) files animate when shown as a slide show. View the PowerPoint slideshow in the file named ".gif show" in the folder named "gif files".

Experiment by adding a new slide and Inserting one of the .gif pictures provided in the same folder. Play your slideshow to observe moving .gif images.

Animating Text, Text Boxes, Pictures and Tables

In Office 2010: Click on the Animations tab at the top of the screen. Click on any object, or highlight any line of text. Click on any of the animation icons at the top of the screen to select a mode of animation. Click on the Effect Options arrow (to the right of the animation icons) to select direction of travel.

In the Timing section at top right of the screen, click on the down arrow to select your trigger for the start of the animation.

Immediately below 'Start' is 'Duration'. Click on the up or down arrows to set the number of seconds for your animation to take.

To alter any animation, select from the menu in the drop-down box for that animation on the right-hand pane of Animations when you click on Animation Pane in the Advanced Animations section. Below Duration is Delay. Click on Delay to select the delay between the trigger and the beginning of the animation.

In Office 2007: Begin the above by clicking on Animations then Custom Animation. Highlight an object or line of text then go to the top right section to choose Enter, Exit or Emphasize the object.

Escaping the Presentation

Press the Escape key on your keyboard at any time to exit the presentation and return to the main program.

Project1:

Add animations and insert .gif pictures into your “A fully featured PowerPoint slideshow”. Rename it with the same filename but add “with animation” to the filename, saved to the same folder.

Project 2:

Go back to the newsletter project in Session 6. Create a new PowerPoint file and re-create the same newsletter on a PowerPoint slide. Save the slide as a PDF file.

Session 9 and 10: Windows Live MovieMaker

Presenter: Ruth Wickham. Assistant: Peter Wickham

The students and young people sometimes create and use short movies for presentations, but lecturers were not confident that they could do the same. This session was an opportunity for them to discover and explore this area.

Objectives

Participants will create and edit a short movie using one of the Movie Maker programs.

Materials Required

Facilitator needs:

- Please note that **presenters need to be comfortable with using MovieMaker and Windows Live MovieMaker**, and the ability to present this personal proficiency to participants, leading them through the various steps to creating a fully featured document.
- PowerPoint presentation for this session.
- All of the files needed for this presentation are provided on the website "ICT Workshop" (URL: <http://ictworkshop.weebly.com>).
- It is advisable for presenters to download materials, and burn participants' portion onto a CD, or copy onto a USB device. Note that not all participants will necessarily have a computer capable of reading a CD (i.e. a Netbook).

Participant needs:

- Laptop computer, preferably with Office 2007 or 2010.
- If possible, Internet access.
- Participants need to have all materials on their computer before a session begins. It would be advisable for each participant to be given a 1GB USB memory device loaded with their material.
- Some participants may already have 'Windows MovieMaker' on their computer, especially if they are still using Windows XP.
- Participants with Windows Vista may have Windows MovieMaker version 2.6 (as the original MovieMaker had problems with Vista). Those with an up-to-date 2010 system will probably have Windows LIVE MovieMaker already installed.
Both programs are free to download, and the Windows Live MovieMaker program (2011) is to be preferred in this situation as it is more user-friendly for those who have not done movie editing before.
- It is expected that participants will have music files (MP3) and photos or video clips on their computers. At IPGKDRI the presenters also provided (digital) folders of music and pictures in case some participants had nothing suitable on their computers, but generally these were not needed and have not been made generally available here on the website. The PowerPoint presentation file is available for download from this page. Participants will need to have a MovieMaker program installed on their computer before the session, and have access to pictures and music to practice with.

Timing

This double session is designed to take three hours to complete, or four by the time participants complete and show their movie at the end of these sessions.

Procedures



It's quite simple to make a movie presentation out of still photos, or movie clips (your own or downloaded) or a combination of both.



You will need some kind of movie making software, some photos and/or video material, and some suitable music.

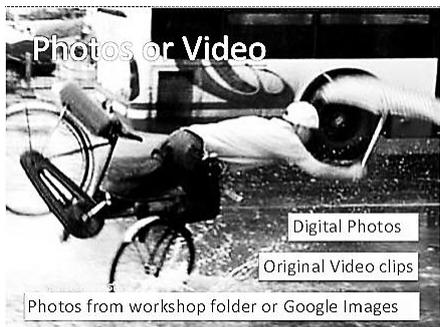


There are a number of free movie makers readily available, and the one you choose will partly depend on the version of Windows you have on your computer. (If you are using an Apple Mac, I hear that iMovie is easy and good).

Some computers come with Windows MovieMaker already loaded. This program was created with Windows XP, and apparently worked well but there were problems with Vista. A special version (2.6, I think) was created for Vista and can be downloaded for free. Windows Live MovieMaker (2011) seems to come standard with Windows 7 computers. It can also be downloaded for free, although you will likely be pushed to accept the whole of "Windows Essentials" – if you are careful about ticking boxes you can get away with just MovieMaker!

I am recommending Windows LIVE MovieMaker for its simplicity; it is extremely user-friendly especially for movie newbies.

Another program, "PhotoStory" is also free and easy to use for just photos (not movie clips).

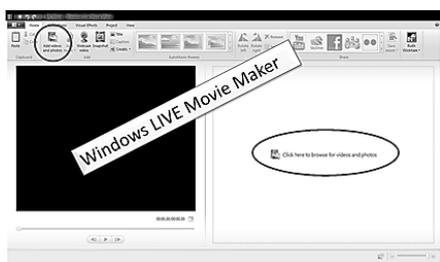


You need to select the photos and/or videos you wish to include in your new movie. For the purposes of the course, a folder of photos downloaded from the Internet has been included.



Addition of music really sets the scene and creates a mood for your movie. Participants may have their own music already on their computer. A folder of possible songs and music is provided for those who wish to use them.

1. Import Pictures or Videos



The first step is to import your picture material. On Windows Live Movie Maker there are two places you can click to open a browse window and select your material. At any time you can also right click and choose add photos or clips.

When selecting photos from a folder, hold the shift key to select a whole sequence of photos – click on the first and last while holding 'shift'. To select photos in random sequence, hold the 'control' key while selecting.

In Windows LIVE Movie Maker the pics are selected directly onto the 'storyboard' – all selected pics will be used.

1. Import Pictures or Videos



In Windows Movie Maker there is a separate collection point for pics and music, and a separate storyboard / timeline across the bottom.

Select the option at the left hand side to import your pictures / clips.

2. Decide on the order: just drag and move around here



In Windows Live MovieMaker, the pictures now need to be sorted into the order you want them, simply by dragging them around on the storyboard.

In Windows MovieMaker, drag the photos into the storyboard / timeline in the order you want them. Note that they will still appear in the collection area and you need to notice which ones you have used.

For photos, you may want to adjust the duration for each shot.

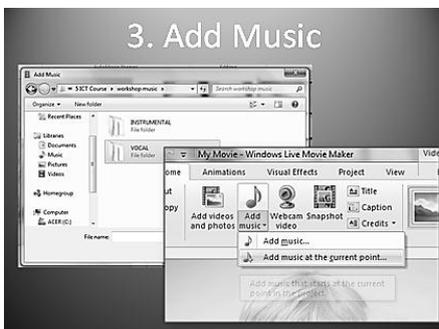


The following instructions are all for Windows LIVE MovieMaker.

Under the 'edit' button there is an option for the duration of each (still) photo. For ease of placing them in order, you can reduce this down to '1', and then increase it once they are all in place.

Note that at the bottom of the preview box there is an indication of how long your total movie will be. As you create your movie, bear in mind that it will be quite large when you are finished; it is unlikely you will need to make more than a few minutes. (Creating an epic in this medium could overload your computer system.)

3. Add Music



On the home ribbon is the 'add music' function, with the choice of adding your song from a particular point or throughout the whole movie.

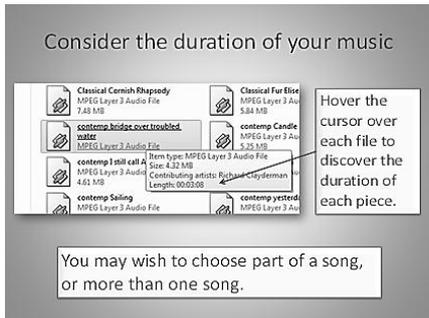
There are a number of things to consider when choosing your music.

The music you choose will affect how viewers feel about your pictures



The music tells the viewers how to feel. Looking at this (still) photo with four different background clips gives an indication of this – is it a humorous or comedy situation, or is it dire and frightening, or will a hero pull through?

This slide in the PowerPoint presentation has four very short clips connected to it – these pieces were clipped using 'Audacity'. Songs can be inserted into your movie and then clipped to shorten. (The clips have been removed in this document.)



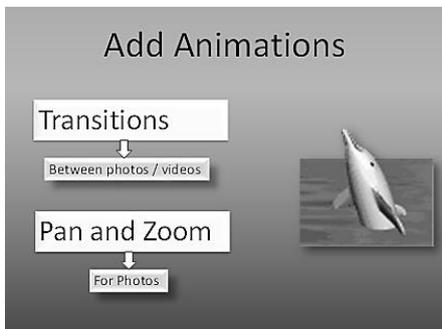
There are some music files included in your workshop package. Hover your mouse over each song to see how long it will run for.



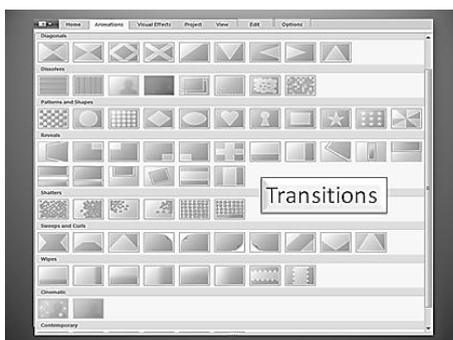
Once the music is added – as shown by the green bar above the pictures – it can be ‘snipped’ and shortened, and you can choose to have it fade in or fade out.

You can also add narration using your computer microphone directly into the movie, or create a sound file and add it like music.

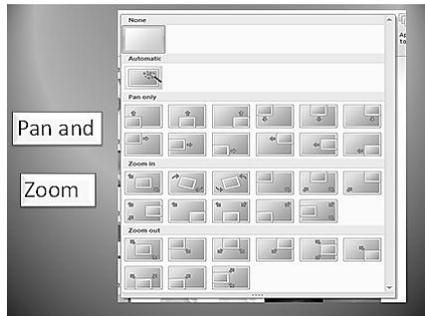
You cannot add BOTH music and narration (although you can with Windows MovieMaker). The way to do this is to first create the movie, and save it as a movie. Then open a new project, and insert your movie as a clip. Then watch you movie while recording your narration (using ‘sound recorder’ in your computer) in order to get the timing perfect. Insert your recorded sound file into your movie as you would with a music file.



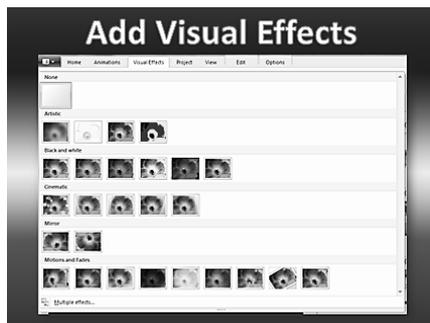
Having got your photos / clips into order and maybe chosen some music, you need to add animations. There are two types of animations (both under the ‘animations’ tab) – ‘transitions’, and ‘pan and zoom’. Click on your storyboard line between two pics, and select a transition. A triangle will appear in the corner of the picture. Now click on a ‘pan and zoom’ option so that the picture will appear to move. A small icon with four squares will appear on the pic.



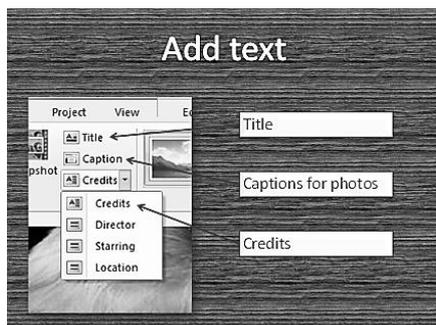
There are a great many options for transitions, many of them similar to PowerPoint transitions. As you hover your mouse you will see a preview of the animation.



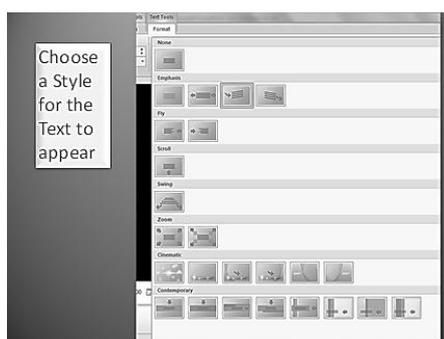
There are a lot of choices for 'pan and zoom' – again, hover your mouse to see a preview. Play your movie preview to check how it is all fitting together.



Visual Effects can also be added to great effect. The best thing is to experiment with these and see what they look like. With still pictures you may wish to use the same picture twice, transitioning from one to the other and adding a visual effect to one of them.



Finally you need to add some text – a title, maybe some captions, and various types of credits. All of these will appear in a pink bar below your pictures, so that you can check how long each one goes for.



As well as selecting font, colour, size, and background colour, you can select a motion path for your text. Hover your mouse over each one for a brief preview.

Run through your preview again and check on the timing of every part. There are options for lengthening and shortening each element to get the timing just right. These adjustments can take a considerable amount of time.

Finally, save your movie. You will be asked about what resolution you would like to save it under – it depends mostly how you want to use or share it. Notice the size (mg per minute of movie).

You can also use the options at the top of the page to save it directly to YouTube, Facebook or Windows Live. (In the PowerPoint presentation, this slide contains the short movie created during the workshop – this has been removed from this document.)

Project:

Create a movie using your own material – photos and/or clips, and music – and/or material provided in your workshop folder.

Present your movie to the group, and explain any problems you overcame.

Sessions 11 and 12: Create a Weebly Website

Presenter: Ruth Wickham. Assistant: Peter Wickham

There was a time when having one's own website was an expensive and complicated operation. Nowadays with opportunities offered by companies such as 'Weebly', it is possible for anyone to create and manage their own website. Materials can be prepared and uploaded for students to readily access, and information can be passed on in an interesting manner.

Objectives

Participants will create their own (free) Weebly website.

Materials Required

Facilitator needs:

- Please note that presenters need an excellent grasp of **Weebly Websites**, and the ability to present this personal proficiency to participants, leading them through the various steps to creating a fully featured website.
- PowerPoint presentation for this session.
- All of the files needed for this presentation are provided on the website "ICT Workshop" (URL: <http://ictworkshop.weebly.com>).

Participant needs:

- Laptop computer.
- Participants will all need to have a good connection to the Internet during the session. A 'mobile broadband dongle' is sufficient, or access to the IPG cable.

Timing

This session is designed to take two hours to complete, or three if participants complete their website creation and then present to the group (using LCD projector) at the end of these sessions.

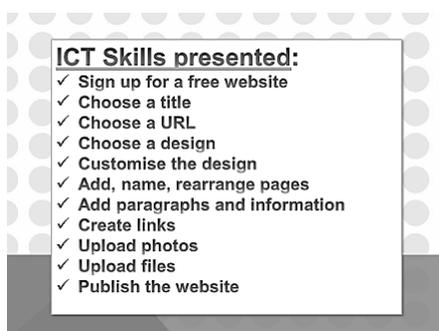
Procedures



In these next two sessions we are each going to create a free Weebly website. You have seen our site, 'A Collection of TESL Resources' (at <http://acollectionofteslresources.weebly.com>), where we make our materials available to you as well as sharing news and photos.

On your site you can, for example, provide worksheets and assignments to your students to your students to download directly. Your students can each have a site or a page where they upload their finished work. And of course you can share photos and make announcements.

This session provides an introduction to these skills. There is more that you can do, but this will get you started.



Start by going to this address, and fill in your name, email address, and create a password, and click on the 'Sign up. It's free' button.

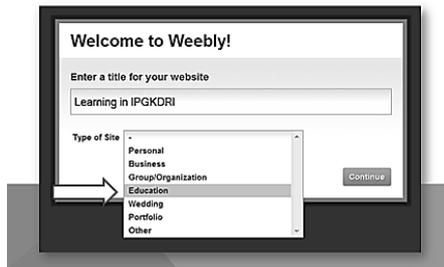
Notice that there is at least one video to help you if you can't remember what you are told here today.



Once you click on 'Sign up ...' you will be asked to choose a Title for your website. It can be as long or as short as you like, and it can include capital letters and spaces.

When you have chosen your title, you need to click on the drop-down box for 'Type of site'.

Choose 'Education'



If you are planning to use your site at IPG, then it is safest to choose 'Education' so that your site isn't blocked on the Internet cable.

Choose a Category



You then need to select a category ('teacher' would be suitable here) and then click 'Continue'.

Choose your URL, and the free option



Choose your URL. It does not have to exactly match your title – although it helps people to remember where to find you if it does.

No spaces or punctuation marks.

For example your title could be "Joe's lesson notes" and your URL could then be

<http://joeslessonnotes.weebly.com> or

http://joes_lesson_notes.weebly.com or just

<http://lessonnotes.weebly.com>

Think about the people who are trying to find your site.

(Something long like

<http://acollectionoftesresources.weebly.com> was not really such a good idea!)

NOTE: Your URL (web address) will have '.weebly.com' after it, but you don't need to add this, they have already put it there.

The other two options, which they are clearly encouraging you to think about, cost money. In the course of publishing your website, you will be asked repeatedly to consider these options.

Continue ...



If a large red cross appears next to your URL, it means someone else is already using that address and you need to change it and choose another. You may wish to also change your Title.

The green tick indicates that the address is available.

Scroll down to click the 'Continue' button.



Your new website is created and ready for you to edit. It does not appear on the web until you 'publish'.

Ribbon and Tabs (just like Word)



Weebly has a ribbon, with tabs to open new ribbons, just like the Microsoft Office programs.

First we want to start by opening the 'Design' ribbon.

Design Template Choices



A ribbon of design templates appears, with arrows at either end to scroll through. There are lots and lots of them ... This is fine if you have an idea what you want.

It's simpler to make a selection by opening the 'All Themes' window.

Design Template Choices



Now we can see that there are at least four pages of themes to choose from.

However, categories down the side might make it easier to make a selection.

Design Template Choices



'Education' themes, for example, have only five to choose from. But you could choose your theme on the basis of colour or format, or whatever appeals to you.

Preview a theme, create a short-list of Favourites



When you click on a theme you can see a preview with your title in place, and then you are given the option to simply add it as a 'Favourite' – this way you might make a short-list of favourites before making your final selection.

Once you have decided, click on the 'Use Theme' button.

Choose your font, colour and size



Just because you choose a theme, it doesn't mean you have to use the same style of print. Click on 'Design Options' to make changes here.

Change the image



If your template has a picture, you may wish to change it for an image of your choice.

Click on the image, and then click the 'Edit Image' button that appears.

Delete the original image



Click on the little red cross at the corner of the image, and then click 'OK' to delete it.

A green box at the top left of your screen will let you 'Add Image' of your own – click on it.

Choose your own image



Now you have a chance to select a photo from your computer.

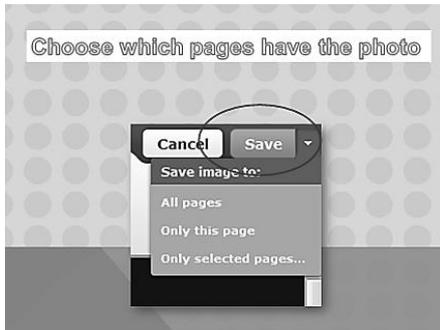
However, notice the proportions of the shape that your photo will fit into – you will need to choose a suitable picture. You can crop it before you upload, or crop it within the program after you upload (or both). Your photo on your computer will possibly be too big. You may need to compress your picture (remember the 'digital imaging' session) so that it will upload more quickly. You could choose 'web' size, or 'document' size (which is slightly larger and better resolution and will still upload quickly).

Edit your picture



Edit your picture (there are options on the top ribbon) and then click 'OK'.

Look for the 'Save' button in the top right-hand corner.



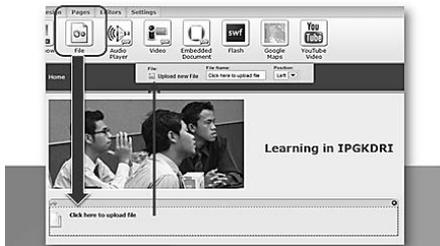
Click the drop-down box next to the 'Save' button to decide which pages will have this picture, and then click 'Save'.

Add elements



Select elements and drag them down to where you want them to appear. Here a 'Paragraph with title' has been dragged and dropped below the picture. Once in place the various elements can be dragged up and down to change their positions.

Add multimedia

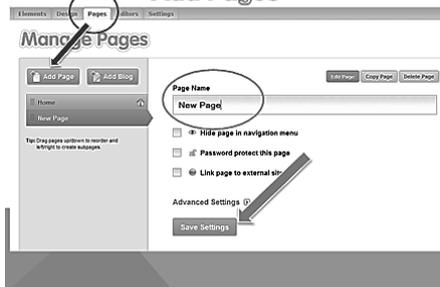


Go to the 'Multimedia' ribbon to add a file for your students to download.

After dragging the element into position, click on the open box, and then look for the 'Upload new File' button higher up.

Bear in mind the size of your files – especially if you are uploading PowerPoint – as they will not only be slow to upload, but there is a limit to the size you are permitted to upload in one go with a free site. (They will tell you if it is too large!) Sometimes a zipped folder will upload more quickly. WORD files are rarely a problem unless they are full of big pictures!

Add Pages



If all of your information on your website is on the one page, it will make it slower for visitors to open. Adding pages is like sorting your computer files into folders. Click on the 'Pages' tab to open the pages options. Click 'Add Page', choose a suitable name for your new page, and remember to click 'save settings'.

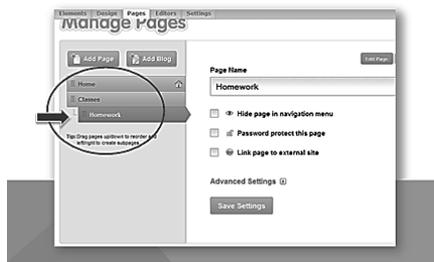
Whichever page is at the top of the list will be your 'Home' page – the first page visitors will see when they come to your site. You can drag and move the pages up and down.

New Page Tab



Back on your main page you can see the 'Home' page tab as well as the new page you have just added.

Add pages behind other pages



When you add a new page, you can pull it to the side so that it appears under another page, like a folder within a folder.

Don't forget to 'save settings'.

Your new page appears from behind



Now when you hover your cursor on the page, the other pages become visible.

3 things you CAN'T do ...



The three 'pro' options are only available after you pay money to Weebly. However, you will rarely need any of these and you can create a very acceptable website using only the available elements.

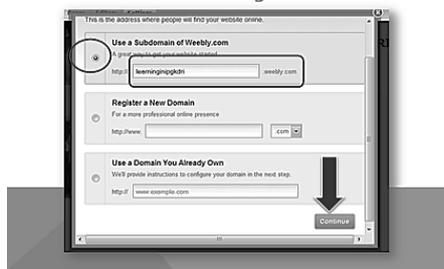
(Having a 'pro' account also allows you to upload larger files, and remove the ".weebly" part of your URL.)

Publish your site!



Don't leave your site until you have clicked 'Publish'. Nothing is 'live' until you do so. It is advisable when you are editing your site to publish frequently so as to make sure you don't lose anything. If you add elements and do not publish, they will not appear on the site.

First time only ...



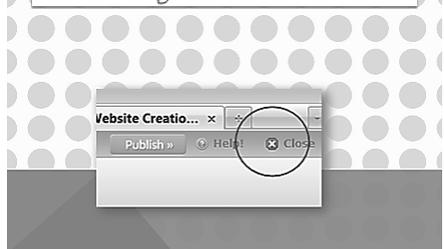
The very first time you click 'Publish' you will see this window (again). Make sure you have selected the top (free) option, check on your URL (maybe write it down if you think you might forget) and click 'Continue'. Don't worry, if you DO forget your URL, just go to www.weebly.com and sign in (make sure you remember your email address and password) and you will see your site listed there.

Your website is published!



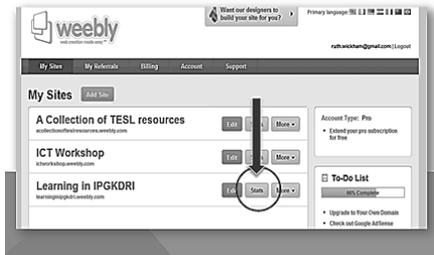
Every single time you publish – and remember to do it frequently – you will see this message. Weebly is once again suggesting that you might like to pay and upgrade. Don't worry, just close the window and continue.

Check your statistics



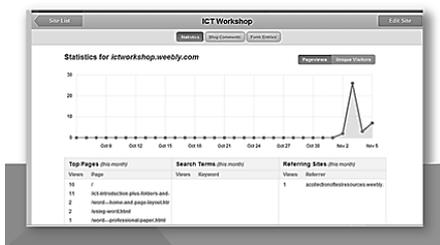
In time, when the Internet 'spiders' start discovering your site, and your students start visiting, you will want to know how many people are visiting. You need to 'Close' the editing page using the button in the top right-hand corner.

Your Weebly account Home Page



This page lists all of your sites – you may eventually have more than one! – and a lot of other information which you should check out at some stage. Click on the 'Stats' button to see how many are visiting your site.

View your stats



The graph shows how many people have visited over the last month. At the top right-hand corner you can choose between 'page views' and 'unique visitors'. Below the chart is information about which pages were visited and how many times, and how people found their way to the site. At the top left you can go back to the previous 'site list' page, or at the top right you can open your 'edit site' page.

Deleting my site – I don't want it.



Should you decide one day that you don't want to continue with your site, it is quick and easy to delete. On you Weebly account 'Home' page (not your editing page) click on the 'More' button. Of course, Weebly will ask you if this is really what you want to do because there is no 'undo' button.



Those who were present at the workshop know that 'Let's do it!' is a classic comment from the workshop participants. There is a lot more you can learn, but the best way to learn is by doing. So, get on with it – create and publish your website.

Appendix 1: Practice document for session 2

Practice Document (hard copy)

Using 'WORD' More Effectively (Title)

Spellcheck and default language

There are some errors in this paragraph paragraph. Right click on the offending words which have underlined. There are some who was wrong. I made a mistake, it corrected the mistake. Can't seem to get a green line no matter what I do. Got a blue line though. Ah now a green line appears.

With your cursor on the underlined word, right-click for suggestions on what the error is, and click on the correction, if it is there.

Select a language preference for continuous spell-check by right-clicking on the "English (Australia)" button on the lower toolbar. There is an option there for a default language (English Australia, or US or whatever).

Using Headings and Styles (Heading 1)

The style can be selected before typing, or it can be applied to a section of text that has been highlighted. After selecting a 'heading' style, typing text, and then pressing 'enter', the text on the following line should automatically select the 'normal' style.

Click on the first line of this document (you don't have to select the whole line) and then click on 'title'. Then select 'heading 1' and 'heading 2' for these next two paragraph headings.

Choosing a Font (this is a 'heading 2' style)

These styles have pre-set font, size, and line-spacing, but you can easily choose your own and even create your own customised pre-set style. When we get to the end of this session we will apply the formatting to each of the other headings below.

The Font section (make this Heading 1 - later)

We are going to practise using the 'Font' section using these next few paragraphs of text. Normally you might make a selection of font, size and colour before you start typing, but we are doing it this way so that you don't have to spend too much time typing and you can just concentrate on using the functions of WORD.

Change Font (make this Heading 2)

The key to any of these functions is to first 'select' the text you want to apply it to. If you select some text and then click on the 'down' arrow of the font box, you can watch the font change as you run your cursor down the list.

Reminder – right-click! Select a word or phrase, and then right-click on it. Most of the functions in the ribbon also appear through this option as well.

Change Font Size (Heading 2)

The same applies to the drop-down box on the font size. As long as you select text first, you can run your cursor down the list and watch the size change until you come to the size you wish to choose.

Grow or Shrink Font (Heading 2)

Of course, if you want to, you can just click repeatedly on the large and small 'A' buttons to 'Grow' (increase) or 'Shrink' (decrease) selected text.

Change Case (Heading 2)

It can be tiresome to realise that you have used the WRONG CAPITALISING right through a text and you have to go back and Meticulously Change each one. The case change button has several options for this. Try it on this paragraph.

Colour (Heading 2)

There are many reasons why you might want to have parts of your text in different colours. This is likely to be combined with a change of font and/or a change of colour. Select some text, and grow it, and then try some different colours.

Clear Formatting (Heading 2)

If you want to **get rid** of all the formatting and just **RETURN** to a plain text document, or **section** of the document, select the affected text and click on the 'clear formatting'.

Highlight (Heading 2)

This can be used to draw someone's attention to parts of your text, or you may want to use it when you are studying a WORD document as part of a research project. There are several different colours available. You can select text and then choose the highlight colour, or you can select the highlight button and then use your cursor like a highlighter pen. Try both methods of highlighting on this paragraph.

Bold, Italics, Underline, Strikethrough, Subscript and Superscript (Heading 2)

Bold is very useful for emphasising something, change this line to bold.

'Italics' are used for emphasis also, and in some special cases for parts of referencing in a bibliography. Make this paragraph italicised.

AND there are a lot of different underlining choices now. Click on the little arrow next to underline, and try some of the different underline styles. Also notice that you can choose a different colour for your underline.

Now, click on "more underlines ..."

If you are using WORD 2007 – and therefore have no 'text effects' button – there are some text effects included here. Select a section of text, grow it (make it bigger) and then select some of these effects.

If you have WORD 2010 then you will find a much more complete set of text effects under the glowing blue 'A' which is the text effects button, and there are some other options under the 'more underlines...'

Strikethrough is used to make the point that something would not be correct. Try it on some words in this paragraph.

Subscript (below the text) and Superscript (above the text) have very special uses, especially in Maths. A good use for the superscript is when you want to say something like 20 degrees. Write 20o (that's a lower case 'o'). Then select the 'o' and click on superscript (x²).

Paragraph Section (Heading 1)

This section will help you to make your document look neat and professional.

Bullets and Numbers (Heading 2)

Try several different bullet styles on this list: (this line italics)

Animals and people interact in several ways. (Heading 3)

Some animals are considered 'wild' animals.

Animals in the wild mostly avoid humans, but some will attack when they are confronted. *

Some wild animals are captured by humans and kept in zoos, parks and reserves. *

Some animals are 'domesticated' and live in close contact with humans.

Some domesticated animals are tended in order to harvest their wool/ fur, or milk and eggs.*

Some domesticated animals are bred and looked after to be eventually slaughtered for food.*

Some specialised animals are domesticated as pets to be companions.*

(To apply a second level of bullets to the *starred items – see below with decrease/increase indent)

Remove the formatting (select and click on the eraser in the 'font' section), and apply numbers to the list. Apply a second level to the *starred items the same way you did with the bullets.

Decrease / Increase Indent (Heading 2)

This is one way to create the levels of bullets and numbers. Select the starred items (*) in the list, and click the right-hand indent button to move them to the right. This will create a second level with different bullets / numbering style.

You can also create indented margins, or sections of text - such as when you provide a longish quote in a research paper.

Sort (Heading 2)

Sort this list into alphabetical order A-Z (select the list and click on the $\overset{A}{z}\downarrow$):

- Broccoli
- Peanuts
- Zucchinis
- Mangoes
- Avocado
- Egg plant
- Carrots
- Potatoes
- Apples

Now try sorting it Z - A

Show/Hide Formatting symbols (Heading 2)

This one is probably best left alone for now!

Align Text (Heading 2)

Usually you will want to align your text to the left. For titles and headings you might want to align to the centre. Putting your address at the top right corner of a letter is one use for the 'align right' option. If you want a document to look really professional, like a printed book, you might want to try the 'justify' option. This does tend to result in some lines with the words spread weirdly across the page. Try the different options with this paragraph or others.

Line and Paragraph Spacing (Heading 2)

Try selecting a section of text in this document and vary the spacing. Sometimes academic documents have a particular requirement such as 1.5 or double spacing.

You can also select the text and click on 'no spacing' in the styles section, and then select a spacing option.

Shading (Heading 2)

This is for colouring the background of a certain area. It's different from highlighting which only surrounds the words. Try it on this paragraph.

Borders and Shading (Heading 2)

This can be used to apply to the lines/borders in a table – see later – but you can also draw borders around sections of text. Select this paragraph and try adding some borders.

If there is a paragraph break, like in this section, the internal lines will appear between the paragraphs.

Each of the options 'toggles' – click once to put it there, and click again to remove it. Or you can use that eraser button in the 'font' section, or just the 'undo' blue arrow at the top right.

Clipboard section (Heading 1)

There are a number of ways to perform cut / copy / paste actions, (select text and then) using 'right mouse' is often the simplest, or you can use the buttons here.

Format painter (Heading 2)

This can be very useful. If you see formatting that you like in one section of a document you can copy it to other places.

Find and select a 'heading 2' style line near the beginning of this document. Double click the icon to copy to more than one place. Now click on each line through this document that says 'heading 2'. Then repeat the process with 'heading 1'.

Using the right click for painting style and format (Heading 2)

Change the font and/or size of a section of text. Select the text, and right click. Find 'styles'. Here there is an option that will change 'normal' (or 'no spacing' if that is what the section is already set to) to match the present setting.

Editing section (Heading 2)

Find and Replace – find the word 'text', replace it with the word 'words'.

Click the 'undo' arrow when you have finished!

Page Layout Ribbon (Heading 1)

Themes Section (Heading 2)

There are a lot of pre-set themes. Click on the arrow under 'themes' and then hover over some of the themes. The whole document will change to give you an idea how it would look.

The same is true for Fonts, and also for colours. Try hovering over some of them, then try clicking on some and then use the blue 'undo' arrow at the top left of your screen.

(However, for the effects button we need to first create some Word Art. It has an effect on the whole document when there are items affected by WordArt, so we will look at it later.)

Page Setup Section (Heading 2)

Generally the options in this section affect the whole document, not just parts that are selected.

Margins – try changing the margins, and then undo.

Orientation – change orientation, and undo.

Size – only use this option if you are planning to print out in a different paper size, click the arrow and see what options are available.

Columns – have a look at the various options for columns. When would these be useful?

Page Background (Heading 2)

Changes in this area affect the whole document.

Watermark – click on the drop-down arrow on 'Watermark', try selecting some of the watermark words which appear as a light background to the document behind the text.

Click on the 'Watermarks' drop-down box again and select 'custom watermark'. In the dialogue box that opens you can select a text watermark of your own, or you can select a picture watermark using a picture from your computer. Browse to select a picture, choose the scale (by trial and error), and uncheck the 'washout' box if it appears to pale/light in your document.

You can also select 'Page Colour' to choose a colour for the whole background of your document. The 'Fill effects' button in this drop-down option will let you choose patterns and textures within your colour.

Page Borders – this looks very similar to the 'borders and shading' option at the bottom of the drop-down menu under borders on the 'home' ribbon.

Completed Practice Document

Working systematically through the instructions in the practice document can produce a variety of results as choices are made. One possible version is included on the website

ICTWorkshop.weebly.com .

Appendix 2: Practice Document - Session 03a - Insert Table

Follow the instructions to create a table here ↓⇓↓ (by the way – where do you find an arrow?)

Draw Table

Draw a table here. ▽

Use a table to format a whole document.

A table format can be used to align elements of a document, such as a test or worksheet. Adjust the visibility of the borders of this table so that the only lines are where the student must answer:

Final Assignment:		Pedagogical Implications of Technology at Home			
Student Name			Date		
For each of the situations listed below, discuss the implications for the child as he/she enters school.					
1.	There is no electricity in the child's home.				
2.	There is no TV in the child's home.				
3.	The parents have no computer; the child has never seen one.				
4.	The child walks to school; the family does not own a car or motorbike.				
Suggest 4 scenarios regarding technology at home which would be beneficial to a child's education.					
1.		2.			
3.		4.			

Convert Text to Table

Select the text below, and convert it to a table. [In the dialog box make these selections:
3 columns, Auto-fit to content and then separate text at commas.]

Daily Routines

Every day Sam must manage these things:

Get out of bed, get dressed, get his schoolbag ready.

While he is at school he must:

Pay attention, do everything he is told, do his best work.

After school Sam needs to:

Walk home quickly, do his homework, get the table ready for tea.

Project -copy the table

Reproduce the displayed table – from screen and/or from page below (here ↓)

Project: Copy this chart from projected / printed version

Class Timetable

Time:	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	7.45	Tutorial	Method	Assembly	Assembly	Soc Stud	Relaxation
8.45	Self study	LS	Literature	Music			
9.45	LDS		Library		Writing		
10.45	Break					Sleep in	
11.15	Soc Stud	LDS	Speaking	ES	Method		
12.15	ES		Listening				
1.15	Lunch					Sport	
2.30	ES	Phys Educ	Video Studies	Sport	Tutorial		
3.30	Self Study				Prepare for weekend		
4.30	Dinner						
8.00	Study				Study		

Appendix 3: Session 03b Insert Ribbon Practice Document

Insert Header and Footer

Insert a header:

ICT Workshop IPGKDRI Oct 30-Nov 3 2011. Peter Wickham/Ruth Wickham

Insert a footer: - your name, and today's date.

Insert page numbers – choose a position.

Insert Hyperlink

Insert a hyperlink to the website using these words:

A Collection of TESL Resources

Check that the link works – hold down the 'control' key and click on the link.

Insert Text Box

Draw a text box below here. (The text below will move out of the way.)

Cut and paste this text into the box:

PETALING JAYA: The computer lab project in Sabah is a "failure" because only two of the 300 labs were ready in December 2010, according to the 2010 Auditor-General's Report.

"This is despite a six-month extension and after RM98.9 million (86%) of the RM113.73 million was spent on the construction cost," the report said.

"This failure to meet the deadline has resulted in the Education Ministry incurring RM3.17 million in liquidated and ascertained damages for the period between Nov 1, 2008 and May 11, 2009. However, the ministry has terminated this contract in March 2010."

Change the shape and size of the box, move it around.

Notice that a new ribbon tab is now visible – click on the "Format" ribbon. Investigate the possibilities offered in this ribbon.

Insert a Picture

Insert a picture from the collection provided, or from your computer.

Again, notice the Format ribbon, and apply the various options.

Insert Clip Art

You will probably need to be connected to the Internet to select clip art.

Search for clip art under the term 'student'. Choose a picture to insert.

Use the Format ribbon to make adjustments.

Insert Shapes

Choose a shape, and use it to highlight something in your picture or clip art.

Use the Format ribbon to make adjustments.

Insert WordArt

Choose a style of WordArt to insert.

Notice that when you insert WordArt it creates a text box, which you can edit and move like any other text box.

Project – create a flyer

Now copy the Project document. The elements for this are provided in your folder on the computer.

Appendix 4: Finished examples

Use a table to format whole document

Final Assignment: Pedagogical Implications of Technology at Home

Student Name		Date			
--------------	--	------	--	--	--

For each of the situations listed below, discuss the implications for the child as he/she enters school.

1. There is no electricity in the child's home.	
2. There is no TV in the child's home.	
3. The parents have no computer; the child has never seen one.	
4. The child walks to school, the family does not own a car or motorbike.	

Suggest 4 scenarios regarding technology at home which would be beneficial to a child's education.

1.		2.	
3.		4.	

Finished example – Convert text to table

Results of exercise:

Daily Routines		
Every day Sam must manage these things:		
Get out of bed	get dressed	get his schoolbag ready.
While he is at school he must:		
Pay attention	do everything he is told	do his best work.
After school Sam needs to:		
Walk home quickly	do his homework	get the table ready for tea.

Appendix 5: Session 04 Practice Document for Using WORD Professionally

An Article about Using WORD to Format Professional Papers

By A.N. Author

This is my abstract. This is where I explain briefly what I am trying to accomplish in writing this article, my hypothesis, and the results. When people are looking through articles for something in particular, this is what they will read, and they will decide whether they want to read the whole article. Also, if the article is available for purchase, or in a journal that is available for purchase, this is all people can see until they pay money. So this needs to be written in a way that makes the right people really want to read it.

This is my introduction, or sometimes it is called background. This is part of the actual article, unlike the abstract. It explains who I am and why I am doing this. It tells people about my experiment or research, and what I am hoping or expecting to discover or prove. This section supplies the setting for the whole article. When people read this they will understand the whole background to my research. Some of the points in here may seem repetitive as they have already been stated in the abstract, but that is alright.

Now I am going to write about my literature review. Before I started my research, I did some reading to find out what other people have studied and discovered in this area. I will refer to several other papers such as ...

I have noticed that some of this research was incomplete, or did not quite cover the area I want to cover. I will refer to some research such as ... which has some interesting results and I hope I can confirm these results.

There is a gap in the available literature, and I cannot find anyone who has written about exactly what I am researching, and therefore it is important for me to do so.

Now I am going to describe my research methods. Everyone needs to know that I have been careful and diligent in my research, so I need to explain everything very carefully here. There will be several subsections relating to this area.

First I am going to explain about my sampling. I need to explain how I selected my subjects, and why I selected them this way. I should explain about the makeup of my groups.

I have a control group. In this group there are a total of 60:

Males 28

Females 32

Their age ranges are as follows:

0 to 10 2

11 to 20 9

21 to 30 25

31 to 40 15

41+ 9

My experimental group is similar, although not exactly the same. In this group there were also a total of 60:

Males 31

Females 29

And their age ranges are as follows:

0 to 10 3

11 to 20 8

21 to 30 28

31 to 40 13

41+ 8

Now I am going to carefully explain my procedures for the experiment. I will tell how I had three meetings with each group. In between the meetings they undertook some training.

This is what we did in the first meeting. This was just an introductory and explanatory meeting. The participants filled in a survey. A copy of the survey is in Appendix 1.

Then we had a second meeting a month later. The participants completed a second survey to get their reactions to the training methods over the last month. This survey can be found in Appendix 2.

A third meeting was held after another month, and once again the participants completed a survey. This survey is included in Appendix 3.

Here I will insert a Smart Art Graphic to demonstrate the information above. The information we want to demonstrate in this Graphic is the Training Cycle for both groups... (The graphic could demonstrate a simple cycle that goes 'survey, train, test, survey...' etc.

Finally in this section I will explain about the training methods the participants were involved in and how the experimental group's training differed from the control group's normal training sessions. I will include here timetables showing their training sessions. The training was 3 days per week for 3 hours a day.

Control Group

Time	Monday	Tuesday	Wednesday
9.00	Listening	Reading	Writing
10.00	Speaking	Listening	Reading
11.00	Writing	Speaking	Test

Experimental Group

Time	Sunday	Tuesday	Thursday
10.00	Reading	Writing	Listening
11.00	Reading	Writing	Listening
2.00	Speaking	Speaking	Test

Next I will describe the results of the experiment. This is mostly about the test results of each group at the end of each week, as well as the results of their monthly surveys. This is just the raw results, not an evaluation of them. I will talk about the results here, but the tables of test and survey results are in Appendix 4.

My next section is about my findings, explaining what I think about the results and whether I think they proved my point. I will need to once again refer to the other papers I researched in my literature review. I will give some quotes such as this one ... 'One of the obvious initial difficulties which strikes students of psychology is that they cannot classify the subject in a precise way'

And I will back this up with an even longer quote here ...

I might also need to explain why the experiment did not entirely give the results I hoped for or expected.

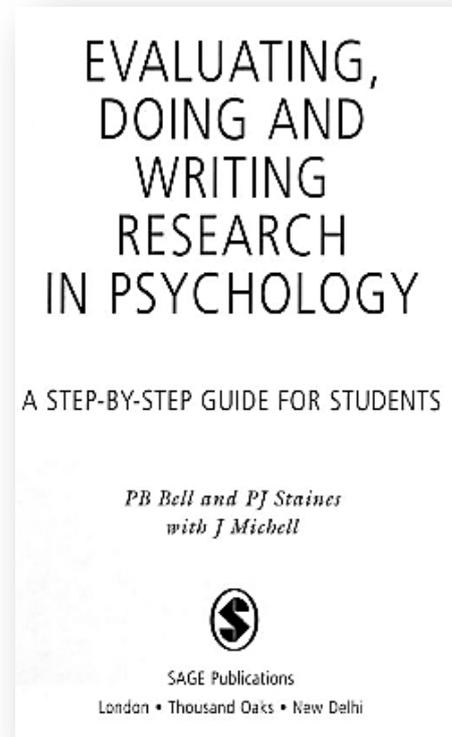
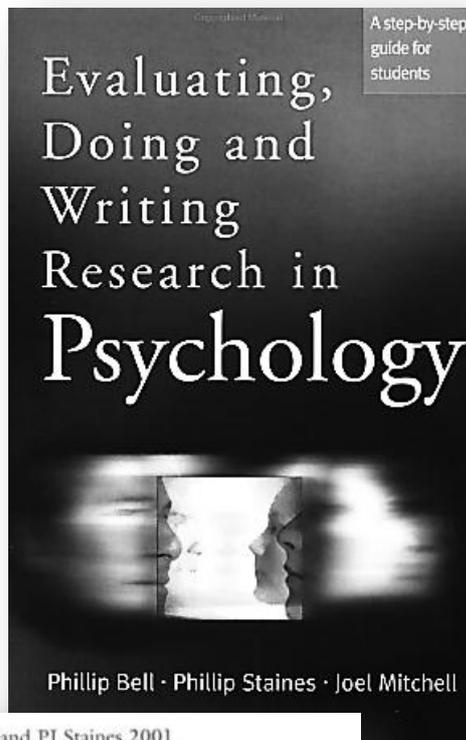
Now I will round my paper off with my conclusion. This is not a very long section, and it starts on its own page. I summarise again what I was trying to do, and how well (or not) the experiment went, and what I feel that I have proved or not proved. This section may also include some recommendations, or they could be in a separate section if they are longer.

I need to insert a bibliography, or at least a list of reference cited

And finally I have 4 appendices, each starting on a separate page.

Appendix 6a: Reference Practice 1

Book Reference 1



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First published in 2001
by University of New South Wales Press Ltd
UNSW SYDNEY NSW 2052
AUSTRALIA
www.unswpress.com.au

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Sample for Quote 1

Psychology in the Academy

This book is a response to ‘hat the authors consider is the most common problem confronting students of psychology. Although common, it is largely ignored by those involved in teaching undergraduate psychology courses. Generally, the difficulty concerns the nature psychological argument — its conventions and idiosyncrasies. More than any other single aspect of psychology it is this that students fail to understand. Perhaps the best way to emphasise the dimensions of the problem is to look at it from the student’s point of view.

One of the obvious initial difficulties which strikes students of psychology is that they cannot classify the subject in a precise way. It cannot be placed neatly into the usual pigeonholes which have served so well in their earlier, secondary education. Psychology, they may feel, is not quite a ‘science’ (meaning that it appears somewhat different from physics), although it is not like the study of literature or art. And yet at times the subject matter is similar to both the sciences and the more conventional ‘humanities’. It includes fields as diverse as existentialist theories of man’s place in his social world, philosophical speculation about the ‘mind—body problem’, as well as methodologically rigorous

...

(page 2)

INTRODUCTION: THE PROBLEM • 9

So we spend a whole chapter, Chapter 4, on problems of definition in psychology.

The motivation for this book, therefore, rises from our belief that most undergraduates studying psychology are merely *assumed* to know, rather than explicitly taught, how to construct, analyse or evaluate the kind of argument which is characteristic of psychological discussion.

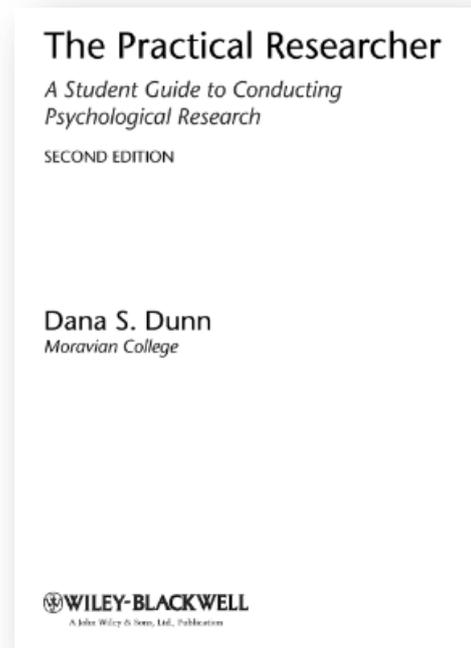
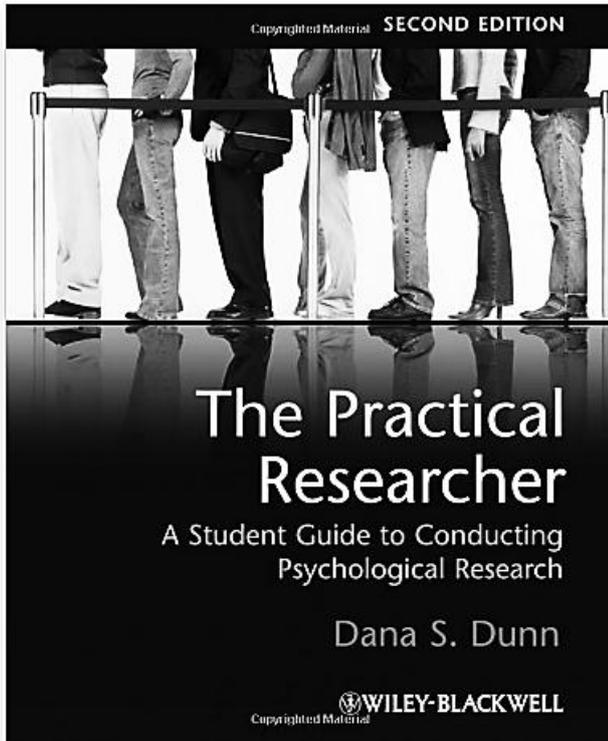
We feel that it is unrealistic to expect students merely to ‘pick up’ such an ability by some apparently magical process. Rather, the ability requires explicit instruction and practice — that is, familiarity with a variety of arguments, concepts and techniques for analysing these.

Therefore, this book presents basic concepts and techniques involved in advanced argument in an informal, practical manner to enable students consciously to develop the ability to construct worthwhile written and oral presentations in the field of psychology.

What follows is entirely informal, requiring no knowledge of logic or allied disciplines. Without assuming that there is a unique, simple approach to constructing and expressing arguments, we have tried to present both general principles and specific techniques, illustrating these by numerous examples and exercises.

Appendix 6b: Reference Practice 2

Book Reference 2



This second edition first published 2010
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Edition History: McGraw-Hill, an imprint of The McGraw-Hill Companies, Inc. (1e, 1999)

Blackwell Publishing was acquired by John Wiley & Sons in February 2007. Blackwell's publishing program has been merged with Wiley's global Scientific, Technical, and Medical business to form Wiley-Blackwell.

Registered Office

John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ, United Kingdom

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Sample for quote 2

Why do research?

An obvious question relevant to any book on research methods in psychology is the following: Why study human behavior? In a sense, we need to think about why research is important or worth doing before we launch into an entire book devoted to the mechanics and intricacies of actually doing it. In what ways does research allow us to move from armchair musings to the active exploration of a topic? Here are some of the things that research allows you to accomplish:

- To move beyond idle curiosity into formulating questions.
- To reduce error and bias in the process of answering these questions, thereby improving both the answer and your own reasoning skills.
- To test competing interpretations of events against one another so that a best account of some phenomena can be isolated.
- To use quantitative and qualitative skills to solve problems.
- To gain perspective on questions, to obtain a broader view, to go beyond the given information.
- To add to collective knowledge, as well as your own personal store.
- To create connections among otherwise disparate sources of information.

(page 4)

Appendix 7: Project: Survey Questions

Survey on Breakfast

- (1) Where did you have breakfast this morning?
- (2) What do you usually have for breakfast?
- (3) Who do you eat breakfast with?

Survey on Lunch

- (1) Where do you usually have lunch?
- (2) What do you typically have for lunch?
- (3) Who do you eat lunch with?

Survey on Dinners

- (1) Where do you usually have dinner?
- (2) What time do you usually eat dinner?
- (3) What did you have for dinner yesterday?

Survey on Restaurants

- (1) Do you go to restaurants very often?
- (2) Which is your favourite restaurant?
- (3) Do you prefer restaurant or home cooking?

Survey on IPG food

- (1) How often do you eat at IPG restaurant?
- (2) Do you bring food to share in the office?
- (3) Do you enjoy workshop food in TELTTraC?

Survey on Take-Aways

- (1) How often do you buy cooked food to take home?
- (2) Do you ever take food home from IPG?
- (3) Do you ever take home food from KFC?

Survey on Favourite Food

- (1) What is your favourite food?
- (2) How often do you eat it?
- (3) What is your least favourite food?

Survey on Cooking

- (1) Who cooks in your home?
- (2) Can you cook?
- (3) What is your favourite home cooked food?

Survey on Spicy Food

- (1) Do you enjoy spicy food?
- (2) What is the hottest food you've eaten?
- (3) Have you ever had food that was so hot you couldn't eat it?

(One set of questions per participant. Adapted from BogglesworldeSl.com)

