ICT Basic Skills 2
Text- Based Productivity Tools

Prepared by Dr. Elijah I. Omwenga
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Introduction

I am Dr. Elijah I. Omwenga, a Snr. Lecturer at the School of Computing and Informatics at the University of Nairobi, Kenya. I teach a wide range computer Science Courses and also conduct research and consultancy services. Besides my teaching duties I am also currently the ICT Director at the same University.

The purpose of this module is to introduce you to the basic skills in Information and Communication Technology (ICT). This module is the second in the collection of ICT Basic Skills course Modules. It relates to your ability to effectively use text-based computer software such as a Word processor (e.g. Open Office Writer) and a Desk Top Publishing software (e.g. Scribus). These productivity tools will enable you to effectively support educational communication by equipping you with basic computer literacy skills.

In developing this module, care has been taken to bring you into a level of understanding of the concepts through various techniques chief of these being; breaking up of materials into chunks with each section having a clear objective and rationale for inclusion. We have used a template that takes cognisance of fact that the underlying pedagogical principles of individualised instructional process should be adhered to. Also, this module has recommended specific readings that will form the basis for the summary of the learning activities that are included in each of the three Units that comprise this module.

It is essential that you carry out all the tasks and summative evaluation that are included in each section. Repeat any section that gives you a low score of the evaluation result.

Elijah I. Omwenga, PhD

Mt Kenya Safari Club, Lillian Towers, Nairobi, Kenya, Aug 06


Context

In Africa, where there is a dearth of qualified staff, resources and access to educational materials, it is imperative that we pool resources and develop quality materials in order to alleviate this dilemma. Institutions of higher learning, including tertiary colleges have embarked on rigorous programmes that promote the use of ICTs not only to enable effective teaching and learning but also to provide the graduates with the much needed skills that will enable them contribute towards economic activities that hinge on ICTs. It is for this reason that this module, among the four in this series of Basic ICT skills has been designed to meet this objective within the context of scarce resources, poor access and a small complement of trained manpower in the area.

Gabriel Yandjou (Université Abomey-Calavi, Benin), during a training workshop on Use of ICTs in Education.

Enjoy!
I. ICT Basic Skills 2, Module 2: Text- Based Productivity Tools

By Dr. Elijah I. Omwenga, University of Nairobi, Kenya
First Edition: November 2006

Fig. : E-content may not be the panacea for the dearth of resources for Science and Engineering education in Africa. But an effort towards training and the vigour in implementation will give the process the much needed boost. (Picture: Dr. Omwenga during a workshop in Accra Ghana in October 2005)

II. Prerequisite Courses or Knowledge

Before embarking on this module, you should have covered knowledge of the first module namely: Module 1: Introduction to ICT Skills

OR

You should have basic skills with computer (mouse and keyboard) and with Microsoft Windows.
III. Time

You should spend approximately 120 hours to cover this module

IV. Material

For successful delivery of this learning unit, the following learning materials should be in place:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Required Learning Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Windows Operating System Skills</td>
<td>Hardware: A computer with a pre-installed operating system such as Windows 2000/ XP or windows-based Linux</td>
</tr>
<tr>
<td></td>
<td>Software: • Tutorials and learning materials relating to using Windows operating system functions;</td>
</tr>
<tr>
<td></td>
<td>• Handbooks, manuals and Online help files</td>
</tr>
<tr>
<td></td>
<td>Other: None</td>
</tr>
</tbody>
</table>
2: Word-processing Skills

- A computer with an installation of a word processing package such as Open Office 2.1
- A word-processing package
- Tutorials and learning materials relating to the basic Word-processing skills
- Resources on the basic teaching and learning tasks and duties of teachers such as lesson plans and reports.
- Examples of completed lesson plans, reports and learning materials.
- Resources on advanced and automated functions of word-processing functions relating to the compilation of teaching and learning resources.
- Tutorials and learning materials relating to automated word-processing tasks.
- Resources on the automated functions of a word-processing package relating to the compilation of teaching and learning resources.
- Examples of instructional materials word-processed
- A computer with an installation of a DTP package (Scrubus)
### 3: Desktop Publishing Skills

<table>
<thead>
<tr>
<th>Task</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>A computer with an installation of a DTP package (Scribus)</td>
<td>• Tutorials and learning materials relating to the basic Desktop publishing functions.</td>
</tr>
<tr>
<td>A DTP package</td>
<td>• Resources on the basic teaching and learning tasks and duties of teachers relating creating of learning materials, and promotional materials.</td>
</tr>
<tr>
<td>• Examples of instructional word-processed materials to convert DTP document</td>
<td></td>
</tr>
</tbody>
</table>

Fig: Staff making frantic efforts to put everything together during a Pan-African workshop in Accra-Ghana in readiness for making a presentation
V. Module Rationale

Basic ICT skills are important in order to make you an effective teacher. ICTs have become an effective tool in teaching various subjects especially those that are science-based. This module, the second of the four to be covered, has been designed in order to impart those skills.

Une fois les compétences de base acquise, il est important de maitriser l’environnement et certains logiciels essentiels à la formation des enseignants. Ce module présente l’environnement de base (Microsoft Windows) et deux types de logiciels : un logiciel de traitement de texte et un logiciel de publication. En tant qu’enseignant, cela vous permettra d’être plus efficace à la navigation sur un ordinateur en plus d’être apte à produire plusieurs types de documents : travaux, publications, articles, devoirs, etc.

Students in a lab session learning ICT skills training

Picture By Dr. Elijah Omwenga (Published by UNESCO in their Needs Assessment report of Aug 2004)
VI. Content

6.1 Overview

This module is the second in the collection of ICT course Modules. It relates to your ability to effectively use text-based computer software such as a Word processor (e.g. Open Office Word) and a Desk Top Publishing software (e.g. Scribus). These productivity tools will enable you to effectively support educational communication by equipping you with basic computer literacy skills.

6.2 Outline

The outline for this module is as follows:

<table>
<thead>
<tr>
<th>Unit Id</th>
<th>Unit</th>
<th>Learning Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Windows operating system skills</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>Word-processing skills</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>Desktop Publishing Skills</td>
<td>30</td>
</tr>
</tbody>
</table>

6.3 Graphic Organizer

A graphic organiser is an instructional tool used to illustrate to a student prior knowledge about a topic or section of text or set of concepts. The organiser given below shows you the sequence in which the material for this module should be covered and the general relationships among the sections. The organiser has also attempted to show the feedback loop and necessary reference chain.
VII. General Objective(s)

The productivity tools here are based on Open Office Suite and other open program. Any other office tools and packages can be used since the principles involved are the same.

The objectives of the module are:

- To enable you become proficient in the use of the Windows computer operating system
- To enable you gain proficiency in the use of a word-processing program for educational communication and instruction e.g. Open Office Word
- To enable you become proficiency in the use of desktop publishing software as publishing tools for educational communication and instruction
- Compile a Word-processed document that contains specific theme in the instruction of science and mathematics

Fig. : Even experienced university staffs who have not undergone training in pedagogy require to know how to write good objectives. Objectives are important to Distance Education materials. (Picture by Elijah Omwenga, March 2003)
**VIII. Specific Learning Objectives**  
*(Instructional Objectives)*

<table>
<thead>
<tr>
<th>Unit</th>
<th>Learning Objectives</th>
</tr>
</thead>
</table>
| 1: Windows Operating System Skills        | *By the end of this unit, you should be able to:*  
  - Perform basic procedures in the Windows operating system skills.  
  - Create a new folder for the saving of end-user documents.  
  - Access various programs installed on the computer, e.g. Internet Explorer, Open Office Suite  
  - Use the mouse to navigate through the folders and applications  
  - Operate the Start menu and Taskbar                                                                                                                                 |
| 2: Word Processing Skills                 | *By the end of this unit, you should be able to:*  
  - Demonstrate mastery of the basic word processing skills relating to creating, modifying, saving and printing of documents.  
  - Demonstrate mastery of the basic word processing skills relating to inserting tables and graphics to text-based documents.  
  - Manipulate text                                                                                                                                                        |
| 3: Desktop Publishing Skills              | *By the end of this unit, you should be able to:*  
  - Perform basic desktop publishing skills relating to creating, editing, saving and printing of documents.  
  - Demonstrate mastery of the basic desktop publishing skills relating to inserting tables and graphics to a desktop publishing program.                                         |
IV. Teaching And Learning Activities

9.1 Pre-assessment

Fig. : Students taking an Online pre-assessment test before accessing an e-learning course.

Title of Pre-assessment : Text-Based Tools – Test what you know

Rationale : This pre-test test will help you gauge what you already know about text-based tools. This will enable you to effectively make use of the tools, techniques and approach recommended in this module.

Questions: Choose the correct choice for each question

1. What is Windows in the context of this module on text-based productivity tools?
   A. It means the window of a house
   B. An Operating System that uses icons and the mouse to execute commands
   C. An application package such as Word
   D. A basic means of program execution

2. Which of the following represents a close button icon
   A. 
   B. 
   C. 
   D. 

3. You have completed the document and want to make certain that you have not made spelling or grammar errors. Which button do you select?
   A. 
   B. 
   C. 
   D. 

4. Text is highlighted and you want to remove the selection from the active document and place it on the clipboard. Which button do you select?
   A. 
   B. 
   C. 
   D. 

5. You have made a change to the active document and want to make certain that those changes are saved. Which button do you select?
   A. 
   B. 
   C. 
   D. 

6. A phrase will appear several times in the document. To save time you have highlighted the phrase and want to copy it. Which button do you select?
   A. 
   B. 
   C. 
   D. 

7. A Desktop Publishing Package is primarily used for:
   A. Do page layout functions
   B. Do Word Processing functions
   C. Do Number crunching functions
   D. Help in presenting complex materials

8. A Desktop Publishing Package is used to do one or more of the following
   A. Create newsletters
   B. Create Brochures
   C. Create greeting cards
   D. All of the above

9. What is a gallery in DTP software?
   A. It is a set of icons
   B. A gallery displays a selection of templates
   C. It is a toolbar
   D. None of these options

10. How do I change the fonts that are used in my publication?
    A. It is not possible to do this task in a DTP package
    B. By setting on the colour code and fonts pane
    C. Using the mouse to hover over the fonts menu
    D. You can change all fonts in your publication using the task list
9.2 Pedagogical Comment For Learners

This test provides you with an opportunity to find out how much you know about text-based tools and their use. It is important for you to test yourself at this early stage so that when you take another test at the end of the units and ultimately at the end of the module, you may look back and appreciate how much more you have mastered. The questions are simple and require minimum effort to answer. However, you are advised not to be discouraged in the event that you register a low score since you are yet to read the content of this module.
X. Key Concepts (Glossary)

**Icon**: An icon (from Greek εἰκόν, eikon, “image”) is an image, picture, or representation; it is a sign or likeness that stands for an object by signifying or representing it, or by analogy, as in semiotics; in computers an icon is a symbol on the monitor used to signify a command. (source: Wikipedia, consulted on August 30th 2006)

**Mouse**: A hand-held pointing device, designed to sit under one hand of the user and to detect movement relative to its two-dimensional supporting surface. In addition, it usually features buttons and/or other devices, such as “wheels”, which allow the user to perform various system-dependent operations. Extra buttons or features can add more control or dimensional input.

**Microsoft Windows**: This is a range of commercial operating environments for personal computers. The range was first introduced by Microsoft in 1985 and eventually came to dominate the world personal computer market. All recent versions of Windows are fully-fledged operating systems. (source: Wikipedia, consulted on August 30th 2006)

**File**: Group of records stored together for some common purpose. Large files are usually stored on computers. A file may consist of current customers, subscribers, or donors, or previous customers, subscribers, or donors. Each individual name on a file is contained in a unique record with information pertaining to that person. [www.answers.com accessed on 30th August 2006]

**Application**: A set of files that make up software for the user. The terms “application” and “application program” are synonymous; however, there could be a technical difference if both terms are used in the same conversation. In that case, “application” would refer to the complete set of files that have to be installed (executables, configuration files, ancillary data files, etc.), whereas the “application program” would refer to just one executable file. [www.answers.com accessed on 30th August 2006]

**Word-processing**: A word-processor is a computer application used for the production (including composition, editing, formatting, and possibly printing) of any sort of viewable or printed material.

**Desktop publishing**: (also known as DTP) combines a personal computer and page layout software to create publication documents on a computer for either large scale publishing or small scale local economical multifunction peripheral output and distribution.
XI. Compulsory Readings

Reading # 1 (online only)
Abstract: This reading gives you a quick introduction, in general terms, of the necessary background in computing
Rationale: Easy to master content

Reading # 2
Abstract: Tutorial guide for an Open Word-Processing program
Rationale: This guide helps for the second part of this e-learning module.

Reading # 3 (online only)
Abstract: A good link to find a tutorial on windows 2000
Rationale: Up to date information available

Reading # 4

Reading 5: (online only)
Abstract: basic uses of MS-Office Word

Reading 6
OpenOffice.org User Guide
http://documentation.openoffice.org/manuals/OOo2.x/user_guide2_draft.pdf

Reading #7
Getting Started Guide

Reading #8
Writer Guide
XII. Compulsory Resources

Resource #1: A word-processing package


Abstract: It’s an Open Source Suite that able user to do Word Processing, Spreadsheet, etc.

Rationale: This Suite is a free alternative to MS Office.

Resource #2: Using MS-Office Word (online only)


Abstract: Video tutorial for MS-Office Word

Rationale: Hands-on based training

Resource #3: Videos of fundamentals of Scribus

http://decafbad.net/files/scribus_tutorial_media/scribus_tutorial_part1.ogv
http://video.google.com/videoplay?docid=-9194704905301069086
http://video.google.com/videoplay?docid=2328918611268331715

Abstract: Video of basic uses of Scribus

Resource #4: Website of fundamentals of Scribus

http://docs.scribus.net/index.php?lang=en&page=index

Abstract: Video of basic uses of Scribus
XIII. Useful Links

Useful Link #1

Title: Open Office
Screen capture:

Description: This website gives basic instruction for Open Office 2.1
Rational: Helps for the second part of this module.
Useful Link #2

Title: Computing using Windows (March 2006) From Wikibooks (1st ed.) Retrieved from Wiki Books online website at


Screen capture:

Description: E-book on Computer

Rationale: Explains most of the concepts used in module
Useful Link #3

Title: I4C - Internet for Classrooms. Retrieved on 15th October 2006 from

URL: http://www.internet4classrooms.com/msword_task.htm

Screen capture:

Description: A free online resource

Rationale: This website helps if you have Microsoft Office Suite instead of Open Office suite.
Useful Link #4

Title: Scribus documentation. Retrieved on 11th sep., 2007 from

URL: http://docs.scribus.net/index.php?lang=en&page=index

Screen capture:

Description: basic task with Scribus

Rationale: Helps for the third part of this module.
Useful Link #5

Title: Microsoft Office. Retrieved on 11th Sep. 2007 from
URL: [http://en.wikipedia.org/wiki/Microsoft_Office](http://en.wikipedia.org/wiki/Microsoft_Office)

Screen capture:

Description: Full description of Microsoft Office

Rationale: Give a lot of information and resources on Microsoft Office
XIV. Learning Activities

Learning activity # 1

Title of Learning Activity

Exploiting the Windows Environment

Specific Teaching and Learning Objectives

By the end of this unit, you should be able to:

- Effectively use the windows multitasking environment
- Effectively use the windows features

Summary of the learning activity

In this set of activities, you will be expected to identify the various Windows features for which you will carry out specific tasks. These features and tasks include:

- The windows environment. You should be able to recognise the typical windows environment
- Moving, resizing, maximizing and minimizing a window. You will be expected to carry out these tasks
- Viewing all the information in a window. You will be expected to understand how to resize a window in order to view all the information
- Learning how to create a directory, copy and paste files to be able to do basic manipulations with Microsoft Windows.
- Using toolbars. You will be expected to demonstrate how this is done using a typical windows-based application package such as MS Word or MS Excel
Key Concepts

Window: Each program you start or item you open appears in a window on your desktop. Because you can have many windows open on your screen at once, you need to learn how to work with the windows on your desktop.

Toolbar: A toolbar contains buttons that you use to select commands and access commonly used features. Toolbars offer a faster optional means of selecting features in a program.

Task Pane: The task pane displays various options that relate to the current task, providing fast access to commonly performed commands. For example, if you select Blank Document from the New task pane, Office creates a new blank document. The task pane appears by default along the right edge of the program window.

Document Creation: The windows environment allows you to create a new document in one of three ways: using the default template, and Office template, or the task pane. Each document is like a separate piece of paper. Creating a new document is similar to placing a new piece of paper on your screen.

Directory: is an entity in a file system which contains a group of files and other directories

Toolbar: A toolbar contains buttons that you use to select commands and access commonly used features. Toolbars offer a faster optional means of selecting features in a program.

List of relevant readings:


List of relevant resources:

A computer with a pre-installed operating system such as Windows 2000/ XP or windows-based Linux

Summary: Through practice in the use of an operating system, you will be able to experience the various functionalities as you understand the details.

Rationale: The windows environment offers a wysiwyg (what you see is what you get) mode of operation. Hence you will learn more through practice.
List of relevant useful links

1. Key reference materials Microsoft Windows, Retrieved on 11th Sep. 2007 from,
   
   http://en.wikipedia.org/wiki/Microsoft_Windows
   
   **Summary:** This website contains materials developed to introduce you to the windows operating system. You will find them useful since they contain screen captures for the various functionalities of the operating system.
   
   **Rationale:** The resources here complement well the PowerPoint Presentation given above as a relevant resource.

2. Basic Computing using Windows. From Wikibooks, the open-content textbooks collection

   Edition 1.0 5th March 2006
   
   Note: current version of this book can be found at
   
   
   **Summary:** This website contains a comprehensive exposition of the basics in computing including an introduction to Windows. The material will introduce you to all that you need to know about the windows operating system, peripherals, the Desktop, file system and Concepts and settings.
   
   **Rationale:** This resource will complement this module quite well.

**Detailed description of the activity**

Like a binoculars that enables you to see details of objects at a distance, a window confines a specific task to a bounded region and gives you the flexibility to manipulate an application. A windows-based operating system uses the concept of objects or icons to represent the functionalities of an application. Before windows-based operating systems were invented, execution of programmes was done by offering specific key-words representing commands which then triggered the execution of the program. This mode of manipulation required that one should remember these key-words together with the correct syntax, options and parameters. This made computer use a preserve of a few who had to undergo rigorous training before they could use a simple application.

After the command line, came in the windows concept, perhaps borrowed from the English word window of a house through which you are able to view the outside. Execution of functionalities became simpler and visually based such that if one will not remember the command for printing, one would still execute printing by clicking on the print icon that depicts a printer. This operation is enabled by the use of a mouse which, upon hovering over and settling on the little image of the printer and clicking on it, triggers the execution of a command that opens yet
another view (window) of options to choose from before printing. This window is placed on top of the previous window but you can move it to another location in order to view the previous window details. So the process of execution becomes enabled through a series of windows with appropriate options and explanations on what needs to be done before the task is completed.

Figure 1.1: An example of a window

This is a window which contains a word document that was being manipulated. At the top is a set of tool bars with various types of icons one of which is the print icon – highlighted.
Detailed Description of the activity

The Windows Environment

An important aspect of a windows environment is the start menu. The example below, taken from Microsoft Windows Operating System 2000 depicts a window with an aggregation of tasks to be performed.

![Start Menu of Windows 2000](image)

**Figure 1.2:** The start menu of the windows 2000 operating system.

Notice that for each set of functionalities, there is an accompanying icon that abstracts the tasks. This is a core aspect of the design of windows-based operating systems. By moving the mouse over any of the aggregated functionalities, a further window with yet another set of aggregated set of functionalities will be triggered until the final list that contains the specific task that you want to perform is arrived at. See figure 1.3 below, taken from Windows XP operating system.

![Cascading Menu System of Windows XP](image)

**Figure 1.3:** Cascading menu system of the windows XP operating system
Learning activity 1a

Problem: Maximizing and minimizing a window

Procedure:

(i) Click the maximize button shown by the arrow A I Figure 1.4 below. What happens with the window? This command maximizes the window which now occupies the whole screen area with bigger fonts.

(ii) Now click the same button which appears as ( ). What happens with the window now?. This command minimizes the window to give you an opportunity to see other windows already opened.

(iii) Repeat this twice and each time observe the changes in the window.

Figure 1.4: Maximizing and minimizing a window

Tool Bars

When you first start a windows-based application such as any of the Office programs, one or more toolbars appear at the top of your screen. For the case of Microsoft Office applications, the programs share similar toolbars, which make them easier to learn and use. Although by default Office displays the Standard and Formatting toolbars on two rows, you can change the toolbars so that they share one row. You can then move or resize the toolbars when necessary to access the buttons you want.
Learning activity 1b

Problem: creating a directory to organise files on computer and copy – move files in this directory.

Procedure:
1. Go to the area where you want to create a folder. (e.g.: on the desktop)
2. Click File on the menu, then click New -- Folder. (or Right-Click on the mouse, then choose New – Folder)
3. A new, unnamed folder icon will appear - the text will be highlighted ready to rename.
4. Type the name you want to give your folder.

Now you have a directory to put your files in.

Procedure:
1. Choose a file you want to move.
2. Right-click on the file and Choose Cut or Copy

Cut: remove the file from the first place and put it at the second place
Copy: make a copy of the file at the second place
3. Double-Click on the directory you created to go into it.
4. Right-Click and Choose Paste
Tool Bars

When you first start a Windows-based application such as any of the Office programs, one or more toolbars appear at the top of your screen. For the case of Microsoft Office applications, the programs share similar toolbars, which make them easier to learn and use. Although by default Office displays the Standard and Formatting toolbars on two rows, you can change the toolbars so that they share one row. You can then move or resize the toolbars when necessary to access the buttons you want.

If you are not sure what a button does, Office allows you to display the name of the toolbar with the screen tip feature. The screen below illustrates these functionalities.

![Tool Bar menu](image)

**Figure 1.4:** Tool Bar menu
Formative evaluation

Using the table given below, identify the Icon reference number that is best described by the table given.

<table>
<thead>
<tr>
<th>Description</th>
<th>Icon</th>
<th>Icon Ref. No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Assistant</td>
<td><img src="https://example.com/icon1.png" alt="Icon" /></td>
<td>1</td>
</tr>
<tr>
<td>Spelling and Grammar (Tools menu)</td>
<td><img src="https://example.com/icon2.png" alt="Icon" /></td>
<td>2</td>
</tr>
<tr>
<td>Cut (Edit menu)</td>
<td><img src="https://example.com/icon3.png" alt="Icon" /></td>
<td>3</td>
</tr>
<tr>
<td>Format Painter (Standard toolbar)</td>
<td><img src="https://example.com/icon4.png" alt="Icon" /></td>
<td>4</td>
</tr>
<tr>
<td>Redo (Edit menu)</td>
<td><img src="https://example.com/icon5.png" alt="Icon" /></td>
<td>5</td>
</tr>
<tr>
<td>Undo (Edit menu)</td>
<td><img src="https://example.com/icon6.png" alt="Icon" /></td>
<td>6</td>
</tr>
<tr>
<td>Hyperlink</td>
<td><img src="https://example.com/icon7.png" alt="Icon" /></td>
<td>7</td>
</tr>
<tr>
<td>Tables and Borders</td>
<td><img src="https://example.com/icon8.png" alt="Icon" /></td>
<td>8</td>
</tr>
<tr>
<td>Zoom</td>
<td><img src="https://example.com/icon9.png" alt="Icon" /></td>
<td>9</td>
</tr>
<tr>
<td>Paste (Edit menu)</td>
<td><img src="https://example.com/icon10.png" alt="Icon" /></td>
<td>10</td>
</tr>
</tbody>
</table>

**Table A:** Icon names for matching with table below B
**Required:** Write the Icon Reference number that you think is best described by the definition given in each of the following.

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Icon Ref No.</th>
<th>Definition / Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
<td>Inserts the contents of the Clipboard at the insertion point, and replaces any selection. This command is available only if you have cut or copied an object, text, or contents of a cell.</td>
</tr>
<tr>
<td>B</td>
<td></td>
<td>Copies the format from a selected object or text and applies it to the object or text you click. To copy the formatting to more than one item, double-click, and then click each item you want to format. When you are finished, press ESC or click again to turn off the Format Painter.</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td>Reverses the last command or deletes the last entry you typed.</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td>Reverses the action of the Undo command.</td>
</tr>
<tr>
<td>E</td>
<td></td>
<td>Inserts a new hyperlink or edits the selected hyperlink.</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>Displays the Tables and Borders toolbar, which contains tools for creating, editing, and sorting a table and for adding or changing borders to selected text, paragraphs, cells, or objects.</td>
</tr>
<tr>
<td>G</td>
<td></td>
<td>Enter a magnification between 10 and 400 percent to reduce or enlarge the display of the active document.</td>
</tr>
<tr>
<td>H</td>
<td></td>
<td>It provides Help topics and tips to help you accomplish your tasks.</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Checks the active document for possible spelling, grammar, and writing style errors, and displays suggestions for correcting them. To set spelling and grammar checking options, click Options on the Tools menu, and then click the Spelling and Grammar tab.</td>
</tr>
<tr>
<td>J</td>
<td></td>
<td>Removes the selection from the active document and places it on the Clipboard.</td>
</tr>
</tbody>
</table>

**Table B:** Description of Icons for matching with Table A.
Learning activity #2

Title of Learning Activity
Word-Processing skills

Specific Teaching and Learning Objectives
By the end of this unit, you should be able to:

- Demonstrate mastery of the basic word-processing skills relating to creating, modifying, saving and printing of documents
- Demonstrate mastery of the basic word-processing skills relating to inserting tables and graphics to text-based documents
- Manipulate text

Summary of the learning activity

This learning activity seeks to introduce you to theoretical as well as practical concepts of word-processing. This activity comprises of two sections. The first section will explain to you the main features and functionalities of a word processor. The second will give a detailed explanation of some of these features with a practical orientation. You will be expected to work through the activity while accessing a word-processing application. The table below shows the theoretical and practical components of this learning activity.

<table>
<thead>
<tr>
<th>Theoretical Components</th>
<th>Practical Components (Using Open Office Writer)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is word-processing?</td>
<td>Basic word-processor functions and manipulations</td>
</tr>
<tr>
<td>Using word-processors to make regularly- performed tasks more effective</td>
<td>Creating educational applications, e.g. teaching and learning materials, lesson plans, reports, etc</td>
</tr>
<tr>
<td>Teacher’s role relating to the compilation of teaching and training materials and the planning of lesson material</td>
<td>Compilation of automated teaching and training tools for science and mathematics using a word-processor</td>
</tr>
</tbody>
</table>
Key Concepts

Word-processing: A word-processor is a computer application used for the production (including composition, editing, formatting, and possibly printing) of any sort of viewable or printed material.

Toolbar: A toolbar contains buttons that you use to select commands and access commonly used features. Toolbars offer a faster optional means of selecting features in a program.

Document: Creating a new word-processed document is similar to placing a new piece of paper on your screen.

List of relevant readings


List of relevant resources

A computer with a pre-installed word-processing application package. We shall use the Open Office word-processing package called Writer to illustrate the concepts.

Summary: Through practice in the use of the word-processing package, you will be able to experience the various functionalities as you understand the details.

Rationale: The Word-processing environment offers a wysiwyg (what you see is what you get) mode of operation. Hence you will learn more through practice.

List of relevant useful links

1. Key reference materials for Open Office Writer software are available on the link below:
   http://documentation.openoffice.org/manuals/oooauthors2/

Summary: This website contains materials developed to introduce you in a step-by-step manner to the word-processing operating system. You will find them very useful. They cover the following:

- Using the Standard Writer toolbar buttons
- Using the Formatting Writer toolbar buttons
- Entering and editing text in Writer
• Inserting and editing images in Writer
• Using Page options; orientation, borders, and shading
• Using Bullets in Open Office Writer

**Rationale:** This resource complements this module quite comprehensively.

2. Basic Computing using Windows. From Wikibooks, the open-content text-books collection
Edition 1.0 5th March 2006

**Summary:** This website contains a comprehensive exposition of the basics in computing including an introduction to Open Office Writer. The material will introduce you to word-processing concepts.

**Rationale:** This resource will complement this module quite well.

**Detailed description of the activity**

**Introduction to the activity**

Civilization began in Africa-Egypt with the papyrus reeds and ink for writing numbers and letters. The typewriter that transformed our means of communication was then invented. More recently, when typewriters with capacity to store information were invented they appeared revolutionary.

You can imagine how careful one had to be when documents had to be printed as the chance to repeat was hardly available. With the coming of the computer, there has been a revolution on how we produce documents. We now have tools and programs that help us type in information and edit it as many times as we please before producing it. Word processors are programs that help in editing, formatting and storage of documents, text and other types of objects to such different ways as one can imagine. These days, it is not how careful one is in typing in, but how efficient one can become in producing such documents.

The work of a secretary has now changed. It has become more sophisticated and versatile. They must now understand how to manipulate these computer programs efficiently, be able to use the other Office-based tools and packages to add value to information processing and reporting and even develop small databases that store information that they frequently refer to.

Even more so is the work of any professional who can hardly do without the help of a computer and quite handy along-side this the word-processor. It is for these reasons that we need to learn how to use word-processors to enable us become more proficient in how we carry-out our day-to-day tasks.
Section I: The Word-processing Environment

Basic Features of a Word-processor

The file attached and linked below gives a sem0-multimedia introduction to the various parts of a word-processor. Control—Click to run it.

ResourcesForMod2\IntroToWordProcessing_v2.ppt

Section II: Introduction to Open Office Writer

Open Office Writer is a powerful tool that helps create professional-looking documents. This short tutorial will help you get started with Open Office Writer and may solve some of your problems, but it is a very good idea to use the Help Files that come with Open Office Writer, or go to Open Office web site located at http://www.openoffice.org for further assistance.

1. Starting Open Office Writer

Click on Start --> Programs --> Open Office à Writer

2. Viewing the toolbars

The toolbars in Open Office provide easy access and functionality to the user. There are many shortcuts that can be taken by using the toolbar. First, make sure that the proper toolbars are visible on the screen. These are the steps you will take to achieve this:
1. Click **View**
2. Select **Toolbars**
3. Select **Standard, Formatting, and Drawing**

Other toolbars can be selected if you wish

4. **Icons.** There are many different icons that are used to represent commands. Below we describe just a few of these while we recommend that you find out the meaning for the others.
### Name | Icon | Description
--- | --- | ---
New Blank Document |  | Creates a new, blank file based on the default template.
Open (File menu) |  | Opens or finds a file.
Save (File menu) |  | Saves the active file with its current file name, location, and file format.
Mail Recipient |  | Sends the contents of the document as the body of the e-mail message.
Print (File menu) |  | Prints the active file or selected items. To select print options, on the File menu, click Print.

You can also find the meaning or function of other icons by placing your mouse on the icon or just hovering over it.

**Creating A New Document**

1. Click on File
2. Select New

To create a blank document, simply select **Blank Document**. To create a document based on one of the templates provided in Open Office Writer, select which one you would like to create and select **OK**.
Formatting Text

1. Highlight the text that you want to format by dragging your mouse over while holding down the left mouse button
2. Change the text to your desire

Here an example

Inserting a Table

1. Click where you want your table to go
2. Click Table at top of screen
3. Select Insert
4. Select Table
5. Give your table dimensions
Inserting a Picture

1. Click where you want your picture to go
2. Click **Insert** at top of screen
3. Select **Picture**
4. Select **Clip Art or From File**
5. Select picture and click **Insert**
Inserting number and bullet

1. Select text that you want to be sort with bullets or number
2. Click on the appropriate button

→ Number

→ Bullet

Changing document properties

1. Click on Format – Page

In this menu, you can change the appearance of your document: margin, orientation, header, footer, border, etc.
Formative evaluation

Using a word-processor software do the following projects within the time allocated. You may wish to discuss the problems with colleagues near your station.

<table>
<thead>
<tr>
<th>Document to Produce</th>
<th>Required</th>
<th>Time (hrs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A one page document which includes the use of a bulleted list.</td>
<td>• Compose a note inviting friends to a get-together at your house, including a list of foods and drinks that you will serve them.</td>
<td>2</td>
</tr>
<tr>
<td>2 A sign, or certificate in landscape orientation with a border around the document</td>
<td>• Create a certificate to present to participants in a workshop on e-content development.</td>
<td>2</td>
</tr>
<tr>
<td>3 A newsletter with a headline and 2 columns in portrait orientation, including at least one image</td>
<td>• Design a newsletter which could be used to communicate with your students on the postponement of a seminar</td>
<td>2</td>
</tr>
</tbody>
</table>
Learning activity # 3

Title of Learning Activity

Desk-top Publishing Skills

Specific Teaching and Learning Objectives

By the end of this unit, you should be able to:

• Perform basic desktop publishing skills relating to creating, editing, saving and printing of documents
• Demonstrate mastery of the basic desktop publishing skills relating to inserting tables and graphics to a desktop publishing program.

Summary of the learning activity

In this learning activity, we will introduce you to both theoretical and practical aspects of desktop publishing. The activity is divided into two main sections.....

<table>
<thead>
<tr>
<th>Theoretical Components</th>
<th>Practical Components (Using Scribus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is desktop publishing?</td>
<td>Basic Scribus functions and manipulations.</td>
</tr>
<tr>
<td>Using a DTP software to make regularly-performed desktop publishing tasks more effective.</td>
<td>Creating educational applications, e.g. teaching and learning materials, flyers and other promotional materials.</td>
</tr>
<tr>
<td>Teacher’s role relating to the compilation of teaching and training materials and promotional materials.</td>
<td></td>
</tr>
</tbody>
</table>

Key Concepts

*Desktop Publishing: Desktop publishing* (also known as DTP) combines a personal computer and page layout software to create publication documents on a computer for either large scale publishing or small scale local economical multifunction peripheral output and distribution. Users create page layouts with text, graphics, photos and other visual elements using desktop publishing software such as Scribus, or Apple Pages. ([http://en.wikipedia.org/wiki/Desktop_publishing](http://en.wikipedia.org/wiki/Desktop_publishing); accessed on 16th Nov. 2006)
**Toolbar**: A toolbar contains buttons that you use to select commands and access commonly used features. Toolbars offer a faster optional means of selecting features in a program.

**Document**: The term document may be applied to any discrete representation of meaning, but usually it refers to something physical like one or more printed pages, or to a “virtual” document in electronic (digital) format. (http://en.wikipedia.org/wiki/Document; accessed on 16\(^{th}\) Nov. 2006)

**Wizard**: Computer program or script used to simplify complex operations for an inexperienced user (http://en.wiktionary.org/wiki/Wizard, accessed on 16\(^{th}\) Nov. 2006)

**Publication Gallery**: A database containing digitised items such as images, photographs, artefacts etc that are available for viewing and/or for further use.

**List of relevant readings**

Scribus documentation, Retrieved on 11\(^{th}\) Sep. 2007 from retrieved http://docs.scribus.net/

**List of relevant resources**

A computer with a pre-installed DTP application package. We shall use Scribus to illustrate the concepts.

**Summary**: Through practice in the use of the DTP package, you will be able to experience the various functionalities as you understand the details.

**Rationale**: The DTP environment offers a wysiwyg (what you see is what you get) mode of operation. Hence you will learn more through practice.

**List of relevant useful links**

1. Key reference materials for DTP software are available on the link below:
   http://docs.scribus.net/

   **Summary**: This website contains materials developed to introduce you in a step-by-step manner to the use of a DTP software. You will find them very useful. They cover the following:
   - Getting started to using Scribus
   - Navigation issues
   - Scribus features

   **Rationale**: This resource is meant to complement this module.
2. Basic Computing using Windows. From Wikibooks, the open-content text-books collection

Edition 1.0 5th March 2006
Note: current version of this book can be found at http://en.wikibooks.org/wiki/Basic_Computing_Using_Windows

Summary: This website contains an exposition of the basics in computing
Rationale: This resource will complement this module.

Hardly would you move from place to place within a distance of a few metres before you notice a poster or an advert of one kind or another placed strategically for public viewing. These come in various forms and shapes displaying very high degree of creativity in terms of design and content dissemination. Brochures, fliers, posters, programme of events, greeting cards and many other forms of documents whose aim is to convey information are generally designed and produced using such software tools as Scribus. Think of a Publishing software as a page-layout program that you can use to create these documents.

Below is an example of a poster design.

Fig. : An Example of a Brochure
Fig. : This University of Nairobi Calendar was designed using a publishing software (Photo By Dr. Elijah I. Omwenga)
I: Parts of the Scribus Screen

The Figure below shows some parts of a typical publisher application such as Scribus.

Required of you: Open a Scribus application and do the following:

(a) Identify the above features of the application that you are using
(b) Identify the following parts:
   • The Formatting toolbar
   • Zoom Toolbar
(c) Identify three more parts of the Scribus screen that are not any of the above.
II: Creating a New Publication

Creating a new publication from scratch can be difficult. There are number of choices that one has to make. These include the layout, graphics, font style, colours and many others.

The Publishing package has a wizard that creates new publications using templates. These templates contain page layouts, graphics placeholders, font styles and colour schemes.

The wizard lets you generate a wide variety of new documents, from advertisements to business letterheads from hotel menus to political campaign posters.

The wizard is part of the task pane, which contains a number of shortcuts and other wizards to help you create Scribus documents.

Required of you:

- Click File – New from Template and choose the brochure
Insert text

- Choose a emplacement you want to put text, and insert text

You can choose the appearance of the text with the Properties Windows (F2), under the Text menu.

Here an exemple of text

Insert pictures

- Choose the size and the emplacement of the picture
- Double Click on the Red X to choose the picture
- Find the picture on your computer
**Insert drawing**

- You can add any type of figure.

- To superpose figure with picture, you have to use the “Level” option. Depending of the level, picture will be over the cross or the cross will be over the picture.
Formative evaluation

You have been asked by a local organising committee of a final year in secondary dedication service event, to design a brochure / programme to be used during the day function that will be held in a school. You are required to do the following:

(a) Sketch on paper a layout for the brochure to contain the following major highlights:
   • The objective of the brochure
   • The school motto, address, telephone contact and URL
   • The main activities of the day and order and time when each activity will take place
   • The names of the school board of governors and Parents Teachers Association team including other Snr. Members of the school
   • Any one major announcement
   • Any other information you may wish to include

(b) Identify and choose the layout to use for this brochure

(c) Identity the graphics to include

(d) Identify the font style and colours to use

(e) Use a wizard to produce the brochure

(f) Save and print a draft version.
XV. Synthesis of the Module

This module has covered three areas in ICT basic skills. As pointed out earlier, the module comprises three units namely: Windows Operating environment, Word processing skills and finally Desktop publishing skills. Each of these units has been given adequate treatment with detailed readings and links which you need to follow in order get additional complimentary materials. We have tried to involve you in the learning process as much as possible through activities that require you to think carefully and provoke your imagination. Mostly, the required tools and resources are software packages that are themselves what we need to study. It is therefore of paramount importance that you have access to these packages so that you do not miss out the aspects being covered.

Let’s take a look at the content for the first unit – Windows Operating System skills. This sub-module set the crucial stage in terms of the general working environment required of any windows-based application system. Issues touching on the ease of use of the operating system were discussed and exercises given to you to try-out. The links suggested are crucial and need to be explored.

The next sub-module is on Word Processing skills. This module environment integrates with the operating system environment that we have discussed above and hence a student who has mastered the first unit will find this unit environment easy to understand and use.

Finally the Publishing sub-module focuses on effective means of presentation of summarised content that will create maximum impact: choosing as few words as possible to express a message. The working environment is equally similar to the others discussed above.
XVI. Summative Evaluation

Module Writing Tip. A summative evaluation can take different forms: a test (multiple choice, short answers, etc.), a project, a written production, a problem solving task, etc. The summative evaluation is usually what is used to provide students with a final mark for the module. This section is therefore designed to provide information to determine the amount of learning by a student at the end of the module. Module Developers should keep in mind that the summative evaluation must be conducted in a distance education context. They should also carefully consider what should be evaluated, and how it should be evaluated. Instructions provided to learners in a final evaluation must be clear, concise and well written. An answer key must be provided by Module Developers. For multiple choice exams, a significant database of questions (3 to 5 for each topic) must be provided so that exams can vary significantly from student to student. Also, Module Developers must indicate how learners will submit their answers to the instructor. Will the summary evaluation be emailed to the instructor? Will it be submitted online? Will there be an online test? Will there be an on-site evaluation? Finally, summative evaluations should include opportunities for students to respond to the module to provide feedback to the instructor.

1. Which of the following does not refer to what a desktop is?
   (a) In graphical computing, a desktop environment (DE, sometimes desktop manager) offers a graphical user interface (GUI) to the computer.
   (b) The name is derived from hardware aspects of the computer
   (c) A DE typically provides icons, windows, toolbars, folders, wallpapers, and abilities like drag and drop.
   (d) As a whole, the particularities of design and function of a desktop environment endow it with a distinctive look and feel.
   Ans: b

2. What does GUI stand for?
   (a) Graphical User Interface
   (b) Generic User Interface
   (c) General User Interface
   (d) Genomic User Information
   Ans: b

3. Which of the following is not a function of Tool Bars
   (a) Tool Bars are used to show the place where information is stored.
   (b) Tool Bars are used to store information
   (c) Tool Bars show related Icons that perform specific tasks
   (d) Tool Bar is a name describing the tools in a workshop
   Ans. C
4. **What is role of maximising and minimising a window?**

   (a) To enable one view different windows and also give different views of open windows  
   (b) To provide for bigger views  
   (c) To set the screen into hibernation mode  
   (d) To allow as many windows to open as possible  

   Ans. A

5. **Explain why we need a word processor**

   (a) To process data generated by a computer  
   (b) To provide users with opportunities to change text  
   (c) To give the user more flexibility to send the data over the post office system  
   (d) To support multitasking operations  

   Ans. B

6. **Who is responsible for typing in word-processed materials?**

   (a) The Chief Executive Officer  
   (b) The Secretary  
   (c) The Line Managers in organisation  
   (d) Company Staff  
   (e) All of the above  

   Ans. E

7. **What in your opinion could be changed in a word-processing software package in order to give room for more flexibility?**

   (a) The Graphical User Interface  
   (b) The look and feel of Icons  
   (c) The Printing options  
   (d) The Media for saving information  
   (e) All the above except option ‘d’  

   Ans. E
8. Which of the following are possible steps toward creation of a word-processed document?
   (a) Click on select the ‘New’ item on the drop-down menu, Type into the blank space generated, save the document at the appropriate folder.
   (b) Click on the ‘New’ icon on the tool bar, Type into the blank space generated, save the document at the appropriate folder.
   (c) Click on select the ‘New’ item on the drop-down menu, Type into the blank space, save, close the window
   (d) Any of the above
   Ans. D

9. What is a publication design?
   (a) Any document generated in Desk Top Publishing effort
   (b) A gallery of various design wizards that are used to start-off development of a document
   (c) A design of various documents that can be used to complete a publication
   (d) None of the above
   Ans. B

10. What is a page layout in Desktop Publishing?
    (a) Page layout is the part of graphic design that deals in the arrangement and style treatment of elements (content) on a page.
    (b) Layout shows the icons that are awaiting use in designing a document
    (c) Shows the arrangement of items that are to be used in document generation
    (d) None of the above
    Ans. A

11. Which of the following is not better produced using a Desktop Publishing software?
    (a) A Calendar
    (b) A Brochure for advertising an activity
    (c) A flier for showing the direction to a party venue on Sunday afternoon
    (d) A statement from the police detaining the events leading to the murder of a prominent politician in your country.
    Ans. D
12. Explain the concept of embossing as used in DTP.
   
   (a) Embossing is the process of creating two-dimensional images or design in paper and other ductile materials.
   (b) The process of creating images and design
   (c) Embossing is the process of creating a three-dimensional image or design in paper and other ductile materials.
   (d) The process of creating ductile materials.
   
   Ans. C
   
Évaluation no.2

Situational exercise:

“You are organising a friend’s marriage. You are asked to do two thing: write a general letter of invitation, and lay out the menu for the meal.

Using word-processing software, create the two documents – the choice of names, places, food etc. is up to you.

Please then send your two documents to the evaluator, as well as a short text justifying your choice of software, and describing the opportunities and challenges presented by that choice.”
XVII. References

Basic_Computing_Using_Windows


internet4classrooms.com/msword_task.htm


scribus.net/


vcu.edu/vissta/elearning/support/tutorials/win2ktutorial/index.html#defs
XVIII. Main Author of the Module

Dr. Elijah I. Omwenga
School of computing and Informatics
University of Nairobi
Kenya

BiographyEIO_AVU_ICTbasicSkills.doc
eomwenga@uonbi.ac.ke
XIX. File Structure

Name of the module (WORD) file:
ICT_Basic_Skills_byEIO_ofUON_Nov18th2006.doc

Name of all other files (WORD, PDF, PPT, etc.) for the module:
win2k_tutorial_reading2.pdf