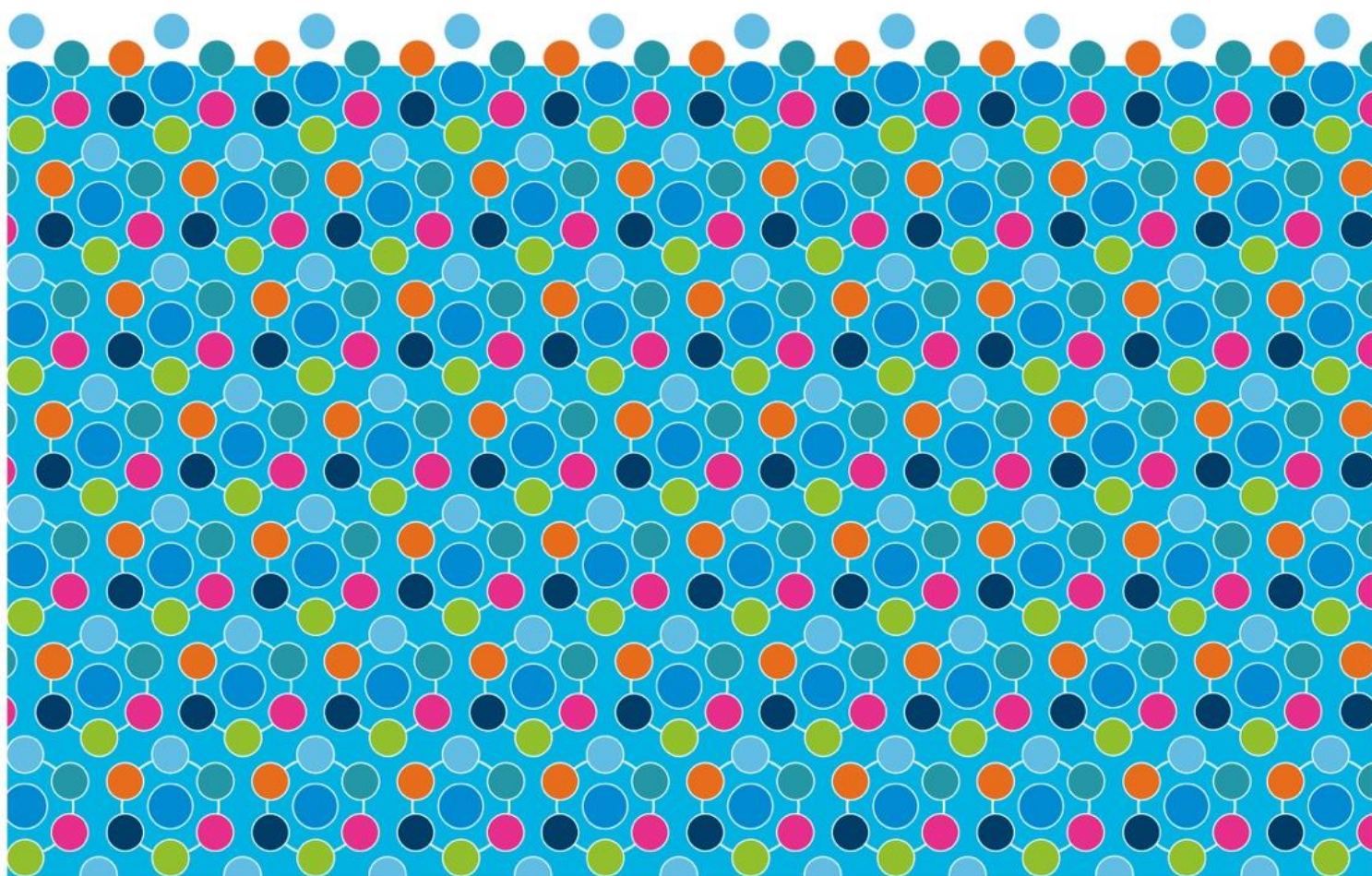


Department of Education

State Schools

MICROSOFT WORD 2016
INCLUSIVE TOOLS AND SETTINGS



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Produced by:

***The Queensland Department of Education, Disability and Inclusion
Branch, Statewide Services***

Introduction

Computers currently used in schools have a wide range of tools that can cater to the diversity of students in mainstream classrooms and to enhance learning opportunities of all students. Mainstream word processors provide tools and features that enable students to engage more effectively with their curriculum.

Microsoft Word 2016 has tools to enhance the learning opportunities for students across a diversity of abilities and needs. As a result it can be used to support approaches such as Differentiated Instruction or Universal Design for Learning.

The following information provides details of some of the Microsoft Office 2016 tools and techniques which can enhance the capacity for students to learn. While the document focuses and uses samples of MS Word in a Windows environment, many of the ideas and tools are available across many version of MS Word, across other platforms and computer operating systems, as well as other MS Office applications.

Curriculum intent

Before supportive tools can be employed to enhance learning, it must be identified where and when these tools can be used. A clear understanding of the curriculum, the tasks students must undertake and the intent of learning must be clearly identified. This will allow teachers and education staff to employ various tools as a reasonable adjustment for students without compromising the intent of the rigour of the curriculum activities.

Curriculum documents such as the national curriculum produced by ACARA identify knowledge and skills students need to demonstrate through various levels of learning. They also describe the meaning of various descriptors used within the documents. It is important the meaning of various capabilities, knowledge and skills is clearly understood by educators, so they can employ the use of assistive and inclusive learning tools to make reasonable adjustments to student learning tasks without compromising the curriculum.

Give the students the chance

With the diversity of students in mainstream classrooms, it is extremely challenging for teachers to cater to the abilities and needs of all students. Using technology opens up opportunities for students to engage more effectively with tasks and information in order to learn. Technology can easily transform how information is delivered to students, can allow students to engage with information in a range of ways and can empower students to demonstrate their understanding and learning.

Teachers need not know all the tools and techniques available on the modern computer and software. Student often have the confidence and capability of exploring and using tools available to them. What is important is they are given the opportunity to use the tools. You don't have to be an expert with the computer in order to give the students access to tools. Just allow them to use the tools. They will figure out how to use them. Giving students the task of manipulating content also fosters ownership of learning within students and enhances self-directed learning, motivation and responsibility for their own education.

Transforming print for use in MS Word

The tools described in this document are useful if the information is in a digital format and compatible with the tools in MS Word 2016. Sometimes, however, the information is only available to the student in a printed copy. A digital version of the print must be created before the MS Word tools can be employed to provide support.

The process of taking written content that is in print and transform it to a format that can be manipulated by the teacher or student is a three step process. The first and third stages of this process is something all students and teachers will have the capacity to achieve already.

Step 1: Create a digital copy

Almost every person in a school already has the capacity to create a digital copy of a printed document. Look in your pocket and would will likely find a phone that can take a photo of a page or a book. Any digital camera can create a digital image of print. Schools, teachers and students may also have access to scanners which also create digital images of print. Flatbed scanners, multi-function devices (printer/copier/scanner) and portable scanners can also be used to create a digital image from print. So step one is well covered.

Step 2: Transform content of the digital copy to the appropriate digital format

If you take a photo of a page of writing and open this image in any image viewer or editor, you will not be able to select the text and alter the format of the text within the image. The text is not recognised as text within the image. You will need to transform the text so the computer recognises it as text. This process is referred to as Optical Character Recognition, or OCR.

There are many OCR applications available across all platforms. The OCR application undertakes a process of recognising the shapes and patterns in an image or a printed document and matching them to a text character. It then reproduces that information as computer recognised text.

Step 3: Manipulate the digital content to suit the student

Once the digital image has been created and the text within the image recognised, the text can be imported to a text document. Some text processing application, such as MS Word, can be used to display the content and manipulate the text to suit the needs of the student.

Already digital

While the process of OCR is important to get print (and even handwritten content) into MS Word, much of the text used by students will already be in digital text format. It is then a simple matter of opening the document in MS Word or copying the text into a document format that MS Word can open.

A word on styles

Many of the features within this document rely on the student or teacher using the document styles. These styles automatically place content in a specific set of fonts, colours, tabs and other text features when a specific style is chosen. There are two main advantages of using the styles.

Firstly, if you want to change the way a particular style looks, you only have to modify the style. The format of the text for that style will change everywhere the style is used. In this document, for example, there are several styles used. If I want to change the colour of the Heading 1 style, I simply modify the style. Everywhere that style has been used, the appearance will change.

The second main purpose for using styles is for access support. Many of the features that can assist students navigate and interact with a MS Word document rely on being able to locate text with a specific style. If a specific style has been used, then the style can be used by Word to undertake many functions. Some of the functions that rely on styles being used are:

- Automatic Table of Contents generation
- Outline view
- Automatic generation of bookmarks within the document
- Document map

Changing the appearance of a Word document to suit the user

Once we have the content in a format accessible by MS Word, we can now explore options for manipulating text and providing the student with content in a format that supports their capabilities.

Some students have difficulty obtaining meaning of information in a document – not because they cannot read but because of the way the text is delivered to them. MS Word has numerous tools to change how written information is displayed to the student. It should be noted that the following options do not alter the original MS Word document. They simply display the content to the student in a more appropriate format while the student is reading the content.

Zoom

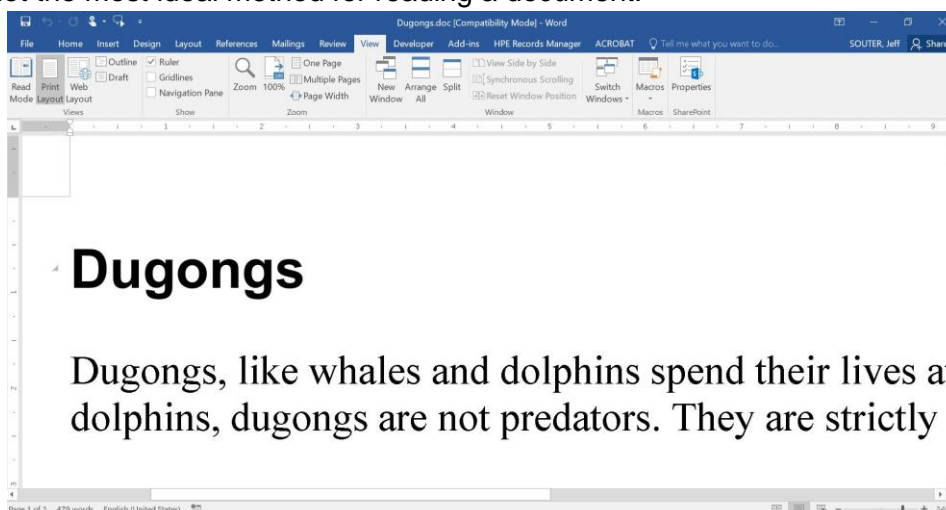
If the student needs to keep the document in its original format but requires the text increased in size, they can use the zoom tools. The Zoom function allows the student to zoom into part of the document without the format and layout of the document changing.

There is a zoom section on the View tab. Also, the zoom and view toolbar in the bottom right corner of the MS Word window allows you to use the slider to increase or decrease the zoom on the document. Holding down the CTRL key while scrolling the mouse scroll wheel will also change the document zoom.



The Zoom slider at the bottom of the MS Word window

One problem with using the zoom is that you may only see part of a line of text. It will require the student to scroll right and left in order to read the document – not the most ideal method for reading a document.

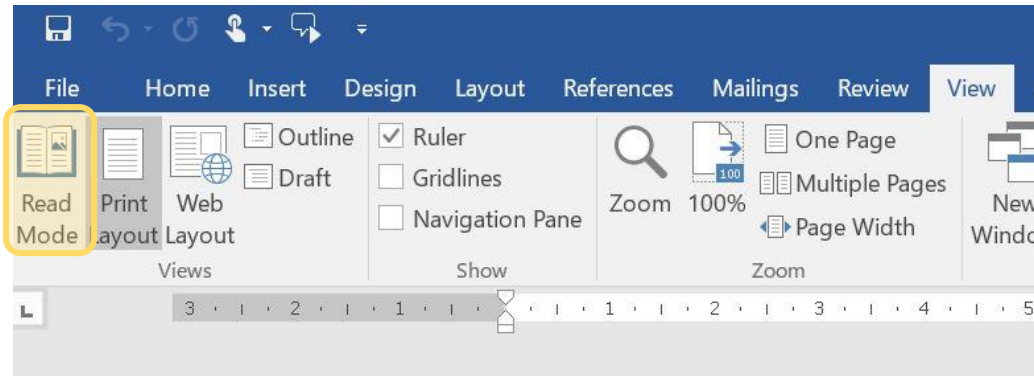


Using the Zoom may only display part of the width of the document

Read Mode

The Read mode allows the student to change how the document is viewed without changing the document itself. It changes the appearance of the document for while the student is reading without changing the format of the document itself.

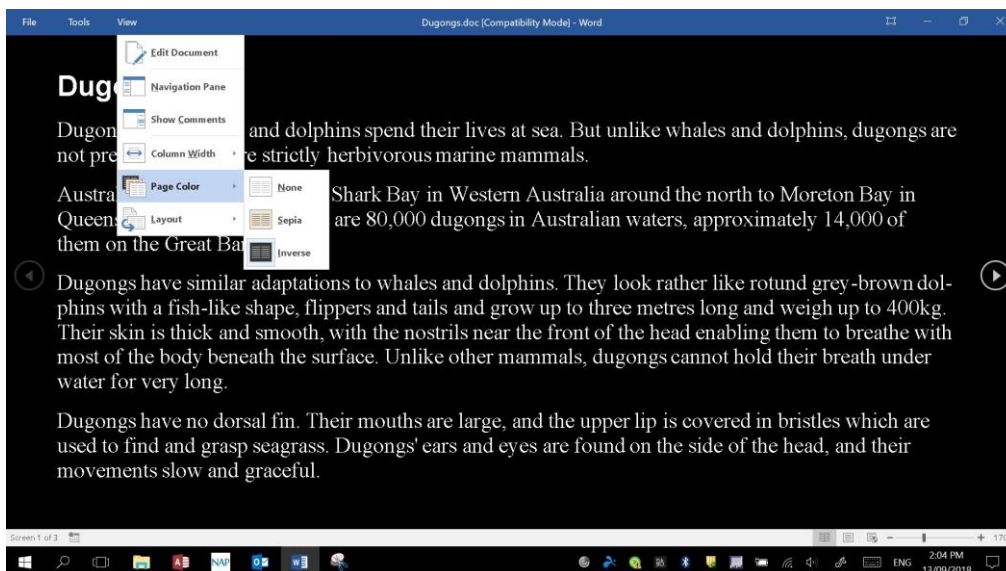
Select the Read Mode tool from the View tab.



Alternatively, choose the tool from the View toolbar at the bottom right corner of the Word window.



When the reading window is displayed, the document is changed to make it easier to read. The View Options menu provides a range of options to suit the user, including one or two page views, background colour and the capacity to increase or decrease the font display size. The font size can also be changed using the CTRL key and mouse scroll wheel. Once the student has finished reading the document, they select the Edit Document view and the document is displayed in its original format.



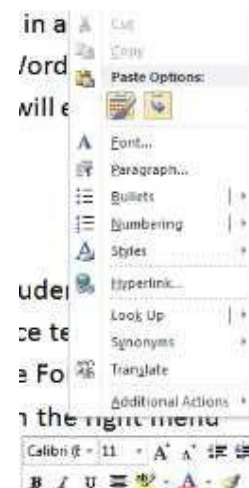
The Read Mode can alter the background, size and layout of the document text

Altering the format of document content to support reading

Font

Changing the font style or colour from one that is difficult for a student to read to one they have more capacity to engage with may be all that is required for the student to read the text. Once text is selected, changing the font style in Word 2016 can be done in a number of ways. Choose the Font style tool under the Home tab, or right click on the selected text and choose the font style or colour from the right menu.

If text is selected, the point size of the font can be changed. The size can be selected from the Home tab or from the right mouse menu. Sometimes, however, the student doesn't know (or care) what point size the font is – they will know the right size when it is displayed on the screen. After you have selected some text hold down the CTRL and Shift key and press either the > or < keys. The font size will increase or decrease incrementally. This is a quick way of changing the font size.



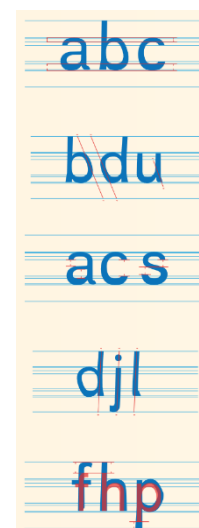
A problem with changing the font size is that it may also change the meaning of the document. If I have an image in my document that relates to a specific piece of text, changing the size of the font can move the relative text away from the image, changing the meaning of the document and possibly affected the student's understanding of the document.

Font and reading capacity research

Research has been undertaken to identify the correlation between font selection and reading capacity.

De Leeuw (2010) identified that font style does not significantly impact on the capacity for a student to read but appropriate font reduces the number of errors student may make in reading the text. Rello and Baeza-Yates (2013) found that sans serif fonts such as Arial and Verdana were the most effective for supporting reading and comprehension, while the frequent use of italics may impact on reading comprehension capacity.

For students with reading disorders such as Dyslexia, fonts that reduce the brain's visual/perceptual challenges may increase reading capacity. Fonts such as Dyslexie and Open Dyslexic font have been developed to increase reading and decoding capacity for students. These style of fonts alter the symmetrical and uniform nature of fonts and reduce the likelihood of the brain flipping or mirroring letters when the student is reading.



Document and text spacing

Students may need to have the content of text spaced out to allow the student to be able to visually track and interpret text more effectively.

Increasing line spacing

Some students may reread a line of text if the lines are too close together. Line spacing can be changed through the Paragraph format to suit the needs of the student.

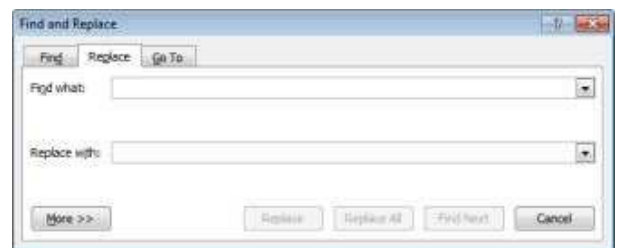
Select the text, then right click and choose the Paragraph properties. Select the desired line spacing.

Increasing word spacing

If words are too close together, a student may have difficulty identifying where one word finishes and another begins. There are two means of changing the spacing between each word.

Full Justify. You can use the full justify tool to allow all lines to sit exactly within the page margins. This often increases the space between each word. It may, however, change the amount of space between each word from line to line. This can be confusing and distracting for students.

Increase the number of spaces. You can manually increase how many spaces are between each word by pressing the spacebar one or two more times for each word spacing. This is an extremely time consuming task for large documents. This task can be undertaken using the Replace tool. The Replace tool can be located on the Home tab or by typing Ctrl and H. Type in a single space in the Find what box and type three spaces in the Replace with box. Then select the Replace All button. The process will locate any single space and replace it with three spaces. The same process can be used later to remove the extra spaces if needed.

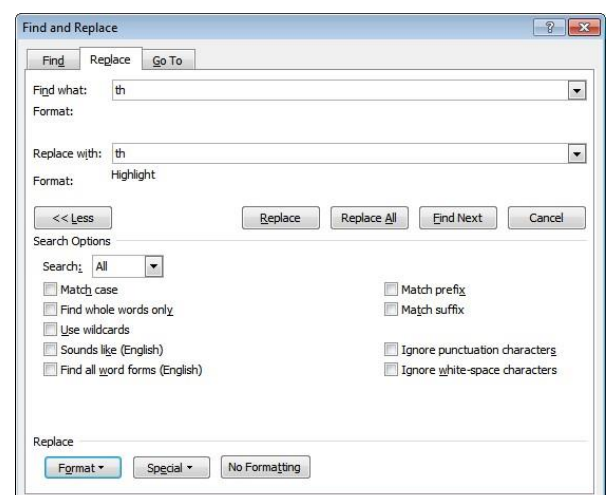


Locating text features using the Replace tool

We described earlier the Replace tool being used to easily increase the number of spaces between words to space the words out to suit. This process can be used to change how certain text is displayed in a document.

Let's say a student needed to focus on words that contain the "th" letter blend. We could highlight the location of these letters by selecting the instances and choosing the Highlight tool. This could be a time consuming process and the process may miss some instances. We can use the Replace tool to do this for us.

Open the Replace tool from the Home tab or using Ctrl H. The Replace window will appear. Type the letters "th" in the *Find what* box and "th" in the *Replace with* box. Before replacing, click on the "More" button. A list of further options will be displayed. Select the text in the "Replace with" box, then choose the Format button at the bottom of the window. Choose the format you want to change to (e.g. Highlight). The new format should be listed under the Replace with box. Select the "Replace All" button. Every instance of the letters "th" will be highlighted.



Not only are they highlighted, it will leave the case of the text the same as the original (e.g. if the letters were at the beginning of a sentence, it will leave the first letter as a capital). It will also locate the instances at the beginning of a word, at the end of a word and also in the middle of a word.

Changing margin widths

Some students are distracted or become apprehensive about engaging with documents when the font is small and the margins are narrow. They feel there is too much text and disengage with the document.

We have discussed changing the size of the font or changing the font style, both of which can allow students to engage more effectively. Changing the width of the margin can also reduce the student's perception of the amount of text.

When you have the rulers displayed (View – Ruler), you can slide all margin markers (top, bottom, left and right) to a wide margin to present less text on the screen.

Quick Access toolbar

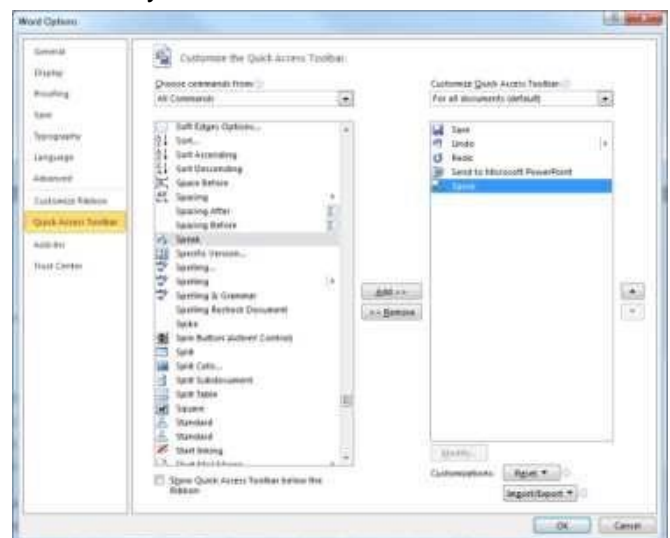
This toolbar is displayed as a small toolbar, usually in the top left



corner of the Word 2016 window. This toolbar can hold a number of tools or functions that the student may need on a regular basis. Instead of having to search through the various tabs on the ribbon, the tools the student uses the most can be added to the Quick Access toolbar, which is displayed regardless of which tab is currently selected on the ribbon.

To add a tool to the Quick Access toolbar:

Click on the File tab, then choose Options. Click on the “Quick Access Toolbar”



Changing case

The case of text already typed into a document can be changed without having to retype the text. This is useful for students that have not noticed the wrong case as they were typing, or choose to change the case at a later time.



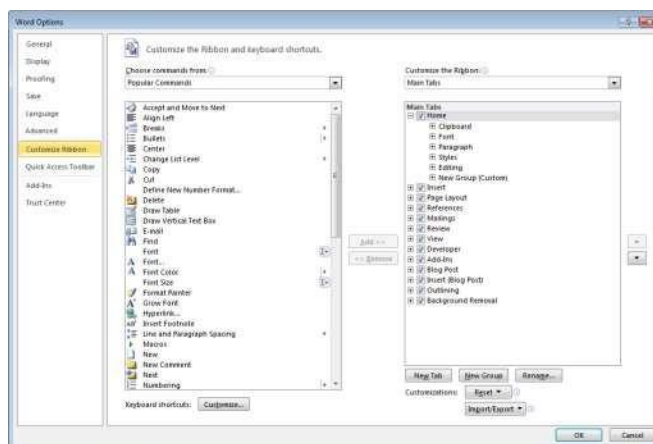
The case types available in Word 2016 include sentence case; all letters in lower case; all letters in upper case; and title case where the first letter of each word is in upper case.

To change the case of text, select the text that is to be changed, then choose the case tool **Aa-** from the Home tab. Choose the new case for the text. Alternatively, you can use the Ctrl Shift F3 key combination to scroll through the various case settings.

Forms

Teachers often want to provide students with the opportunity to complete worksheets to assess their understanding in certain aspects of learning. Some students may not be able to complete printed worksheets, as they may not have the ability to produce handwritten responses. They may need to produce their responses using a computer.

Producing a Word document to allow a student to complete a worksheet may enable the student to use the computer to answer questions but it can also allow the student to change the content of the test, unless the document is set up to secure certain information. The teacher needs to set the Word document up as a digital form.



Developer tab

To access the necessary tools to produce a digital form in MS Word, the teacher needs to use tools located in the Developer tab. This tab may not be visible initially, as it is not part of the default set up of Word. To make the Developer tab visible, Select the File menu and choose the Options section.

Click on the Customize Ribbon item, then make sure the Developer tab option in the right column is ticked. The Developer tab should then be visible.

Next we need to insert the “fields” where the student will produce or select their answers. These fields are inserted using the “Legacy Form” tools. These tools are located on the Developer tab under the Controls section. There are two sections to the Controls. The bottom section is the ActiveX controls and requires programming to use many of these tools. The Legacy tools are very easy to use and don't require any programming.

There are three tools we can use to produce forms.

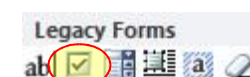
Text Form Field

The basic text form field allows the student to enter text into a text box on the form. Place the text cursor where you want the text box to appear in your document, then choose the text form field from the Legacy Forms tools. A grey box will be displayed in your document. When the student uses the document, they type into the text box. If you double click on the text box, you can restrict the information the student can enter. For example, you can restrict the length of the answer to only be 40 characters. That way the student can only enter a short response, rather than a lengthy answer.



Check Box Form Field

If you want a student to select an option from one or more options displayed on the screen, you can use the Check box form field. Place the

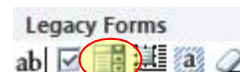


cursor where you want the check box to appear. Select the check box tool from the Legacy forms.

A square box will appear in the form. When the student uses the form, they click in the box and a cross will appear in the box to indicate the student's choice.

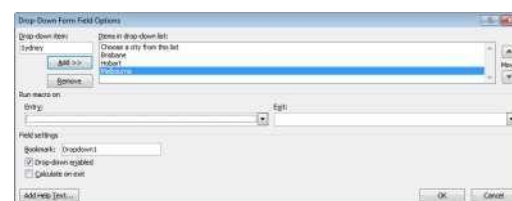
Multiple Choice Form Fields

Teachers often use multiple choice as a means of students responding to questions. You can create multiple choice questions in MS Word using the Drop-Down form field.



Place your cursor in the location where you want the multiple choice options to appear. Select the Drop-Down Form Field tool from the Legacy tools. A grey box will appear. This box will look similar to a text box.

Double-click on the drop-down form field. The field settings window will appear. This is where you enter the options that the student can choose from. Type the first option in the "Drop-down item" box, then either press the Add button or the Enter key on your keyboard. The first option will appear in the "Items in drop-down list" window. Repeat this for all the options you want the student to choose from. When you have finished entering all the options, click the OK button.



If you want to change the order, you can use the Move buttons on the right of the window. It is also a good idea to think about the first option in the list. The first option will be displayed in the actual box. If you don't want an answer displayed in the box, type in a few spaces for the first option. No answer will appear first in the box. Alternatively, add a prompt (see above) as the first option to help the student identify what they have to do.

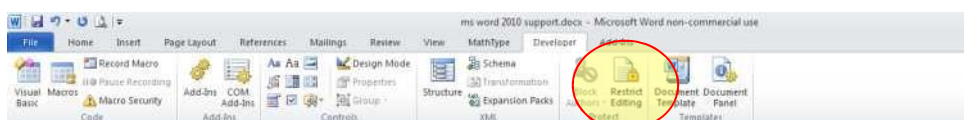
Remove shading

When you use the form tools, they will have grey shading in them. If you want to remove the grey shading, click on the "Form Field Shading" tool and the grey shading will be removed. Students may, however, need to know where the various answer fields are located, so the grey shading may help. You cannot change the colour of the shading – only show grey or remove.

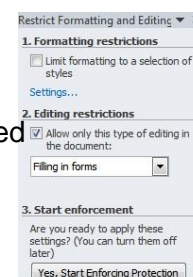


Locking the document

When we enter form fields into a document, we want the student to be able to interact with the form fields but not be able to change the original text. We need to restrict the editing.



The Restrict Editing tool is on the Developer tab. When you select the tool you need to set the restrictions to make the Word document a form. Go to option 2 "Editing restrictions". Tick the check box to allow only the selected type of editing. Then choose filling in forms from the list.



We then need to enforce the restrictions. Click on the button “Yes, Start Enforcing Protection”. A password window will appear. If you want to use a password with the document, enter and confirm the password. If you don’t want to use a password but still want to protect the document, just select OK.



Once you have protected the document, the student can enter text in the text fields, produce a check in the check boxes, will be able to make a choice from the drop-down fields.

Some form tool ideas

Supporting Access

For students who have greater success with operating mouse functions (with a standard mouse or alternative pointing device) than keyboard entry, selecting from a list of options to either answer a question, compose a letter, or complete a form can be an efficient means for performing a task and demonstrating specific skills and knowledge. The use of a drop-down menu for providing a format for multiple-choice answer can be applied to many areas across the curriculum.

Literacy Tasks

Drop-down menus can also assist the ‘reluctant’ writer to have a go at producing a literacy work. This type of format tends to produce a less daunting task for the student, as their choice of answers could consist of synonyms, providing success for the user’s attempts. The result would be text that is semantically and syntactically correct. Graphics or illustrations can be added by the student, depicting the chosen outcome of the text.

Composing the outcome of a story or completing a sentence.

"I feel really hungry. Let's order a can of soup ."

take-away pizza
 roast chicken
 can of soup

Writing a letter

Dear **Santa** ,

My name is **Steven** . I am **7** years old.

This **Easter** I would like **a huge chocolate Easter egg** for

Love from,

Mark

my mum
 my dad
 my brother
my sister
 David
 Jenny

Character profile
 (For creative writing, book/film review, descriptive writing...)

Character Profile

Red Riding Hood is a **happy** and **thoughtful** young girl.

She likes to **visit her grandmother** and

ride her skateboard
 make daisy chains
 pick bunches of flowers
 draw
 read lots of books

Reinforcing learning and as an assessment tool

Whether reinforcing knowledge, processes, skills and concepts, or assessing the learning of specific topics and skills, drop-down menus can provide the dynamics for a multi-choice format.

			Answer
8	+	3	5
9	+	2	7
6	+	3	3 <input type="button" value="v"/>
7	+	2	

3
 8
 9
 10

Text Boxes

Text boxes can

accommodate text, graphics and tables, and can be

manipulated and relocated on screen within the word document by either dragging

(mouse access) or by

selecting and using the arrow keys. Strategies for using text boxes to support literacy and organisation

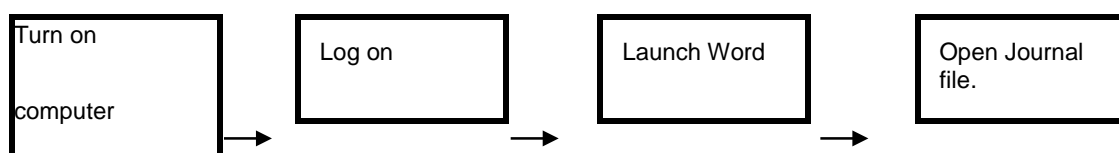
include flow charts, sequencing, concept mapping, cloze-style activities, labelling and enhancing visual layout of information.

The Text Box tool is located under the Insert tab. There are a number of formats for your text boxes that you can choose from. Choose the text box style, then drag the text box to the size you want. The size can be altered at a later time.

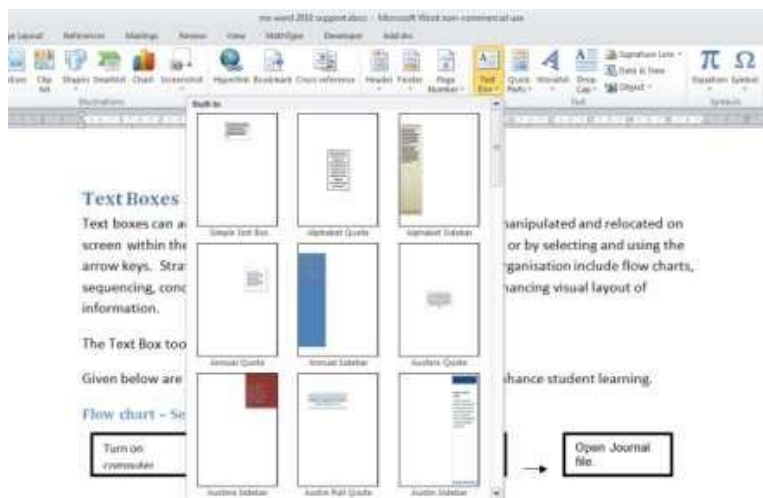
As the text boxes can be moved around the page, an Interactive Whiteboard can work very well with text boxes. The students can manipulate the boxes to suit the activity.

Given below are some examples of how you can use text boxes to enhance student learning.

Flow chart – Sequencing



Create a number of text boxes with each box containing information about a specific stage in a sequence. The boxes can show the sequence. Alternatively, the sequence could be mixed up and the student required to put the boxes into the correct sequence.



Labelling

Text boxes can be used with larger images to label parts of the image or diagram. The example here shows the map of Australia. The student can move the names of the capital cities over the location on the map. In this case here, because the map is coloured, it would be a good idea to change the fill colour of the text boxes to "No Fill" so you can see the map behind the text box.



Sound and movie support in Word 2016

MS Word 2016 is able to use media content other than text and images. Sounds and videos can be incorporated into a Word document to provide more information, in a more appropriate format, to students.

Sound

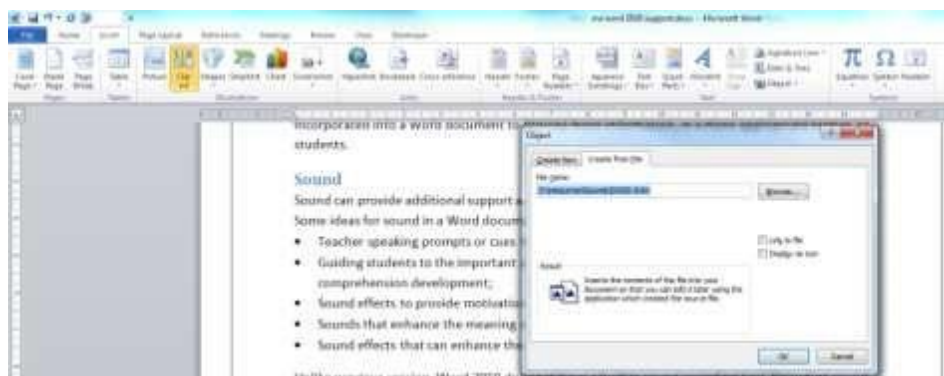
Sound can provide additional support and meaning for students when they are using MS Word. Some ideas for sound in a Word document:

- Teacher speaking prompts or cues to the student;
- Guiding students to the important aspects of a sentence or paragraph, to support comprehension development;
- Sound effects to provide motivation for students to engage with written information;
- Sounds that enhance the meaning of written content; or
- Sound effects that can enhance the interaction with a story the student is reading.

Unlike previous version, Word 2016 does not have a built in sound recording tool. Recording sound needs to be done outside of Word and inserted into the Word document. Windows has its own sound recording tool in your accessories. Alternatively, a sound editing application which allows sounds to be recorded, edited and saved, can also be used. Audacity is supplied as part of DET MOE computers and is an excellent tool for recording, editing and saving sound files.

The sound files inserted do not get played in the Word document itself. Rather your computer's media player will open and play the sound.

Inserting a recorded sound to Word 2016



Once your sound has been created and saved, you need to insert the file to your Word 2016 document.

Select the Insert tab and choose the Object tool. The object window will appear. Choose Create from File tab, then locate your sound file. A sound icon will be displayed in your document.



When you double click on the file, the media player on your computer will open and the sound file will play. The student can click back on the Word document to continue reading the document with the sound file or sound effect playing in the background.

The sound file may not run if the document is emailed to another person or if the location of the file is not available, as Word may not be able to locate the sound file.

If you want to provide instructions or questions as sound in the document, it is a good idea to organise what you want to say first. Create the text first is usually a good start, then use the information for reference during your recordings.

It is also a good idea to organise a folder for your sounds so that they are easy to locate. It's useful to have the sounds or video you are using with the document in the same folder as the document itself.

Speak text tool

This text-to-speech tool allows selected text in a Word 2016 document to be read back to the student. It allows information in the document to be delivered to the student in a more appropriate format if the student has difficulty reading the text.

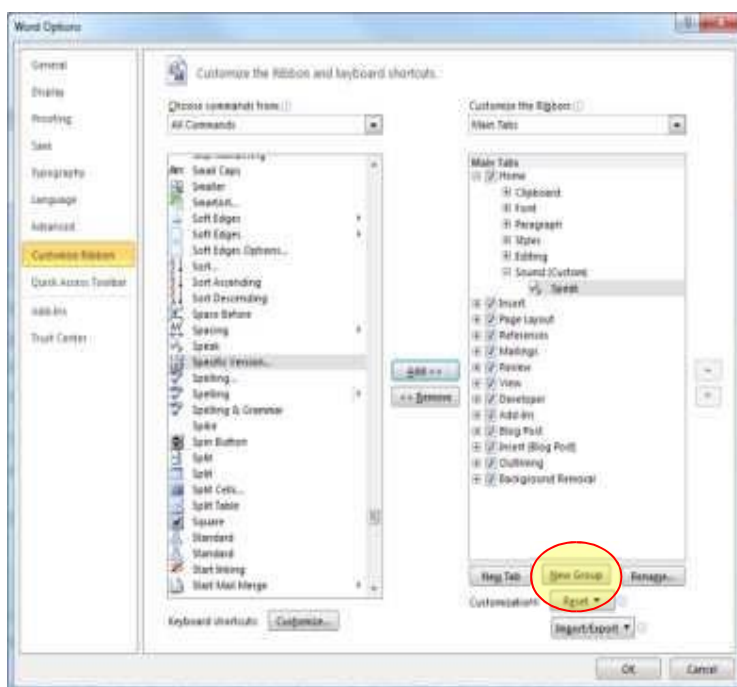
The Speak tool may not be displayed on the Word 2016 ribbon as a default. You may need to add it to a tab. It can be added to any tab but is most useful on the Quick Access toolbar.

If you want to add the speak tool to the Quick Access toolbar, see the section of this document "Quick Access toolbar".

If you want to add it to a tab on the Word 2016 ribbon, click on the file tab and choose Options. Choose "Customize Ribbon". Select the tab from the list on the right where you want the tool to be placed. Click on the New Group button below the tab list. A new group for the tool will be

created. You can change the name of the group if you choose. Locate the Speak tool from the list of tools on the left. You may have to choose All Commands from the list of tools above the left column.

Click on the Add button. The Speak tool will be added to the tab.



Movies

Using movies in your Word document are basically the same as using sound recordings and can provide valuable information and motivation, as well as delivering content to the student in a more appropriate form. The same restrictions of sound files also apply to movie files. Make sure the movie file is in the same location as the Word document, to make it easy to locate all resources, and that all files are moved together.

The process to insert a movie file into a Word 2016 document is the same as that for inserting a sound file. There are also animated graphic (and sound) files available in the Word 2016 clip art.

Linking to internal or external information

MS Word is a very comprehensive tool but sometimes other programs or files provide better information in a more appropriate format. This information can be linked to the Word document, adding to the meaning of the written information.

Hyperlink

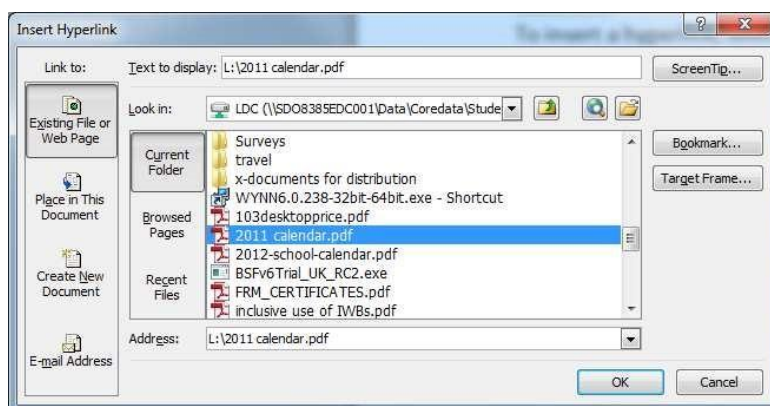
A hyperlink in a Word document is basically the same as that on a web page. When it is clicked on it will take the user to new information, providing the information in a more appropriate format and adding meaning and support to the document.

A hyperlink can be made to:

- A web page
- Any external file
- A location in the current document, known as a bookmark

The information linked to will be displayed using the software that can display the information. For example, if you hyperlink to a PDF document, your PDF reader software will automatically open. To activate the hyperlink, you need to hold the Ctrl key down on your keyboard and click on the link. If the student is unable to hold the Ctrl key down while clicking, the function can be changed to remove the holding down the Ctrl key. Go to the file tab and choose Options.

Then select the Advanced menu and untick the option "Use CTRL + Click to follow hyperlink". To insert a hyperlink, select the text that you want to link from. If you don't select any text, the name of the file or the web address for the web page will be used for the link. Select the Hyperlink tool from the Insert menu. Choose what type of link you want to create



(Existing File or Web Page; Place in This Document; Email Address). If it is an existing file, locate the file in the "Look in" box. If it is a web page, copy the web address from your web browser or manually type in the web address. Select OK. The text you selected will be blue and underlined and is a link to the other information.

Bookmarks

Information in a Word document often has additional information within the same document that relates to that information. It is useful to be able to make a link between the various pieces of information within the one document. This can be done using Bookmarks.

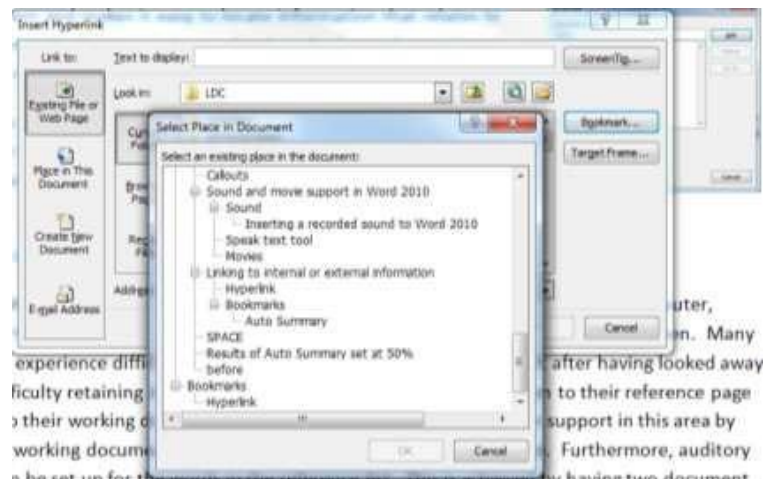
A bookmark is a specified location in a document that can be linked to from other locations in the document. Bookmarks are automatically created when heading styles are used within the document. Alternatively, bookmarks can be manually created using the Insert Bookmark tool.

Using bookmarks provides connections for the students between various pieces of information in the document and makes it easy to locate information that relates to other content. Students can also use bookmarks themselves to locate important information they want to refer back to when doing revision.

To create a bookmark, click where the bookmark is to be located, then choose the Bookmark tool

under the Insert tab. A bookmark is created in the document details. There is no visible bookmark on the page of the document.

To Make a link to a bookmark from another location in the document, select the text you want to link to the bookmark, then select Hyperlink from the



Insert tab. Click on the Bookmark button. A list of places that can be linked to within the document are displayed. Choose the location in the document from the list. Note that all headings are automatically bookmarked. If you have created a separate bookmark, it will be displayed in the bottom of the list.

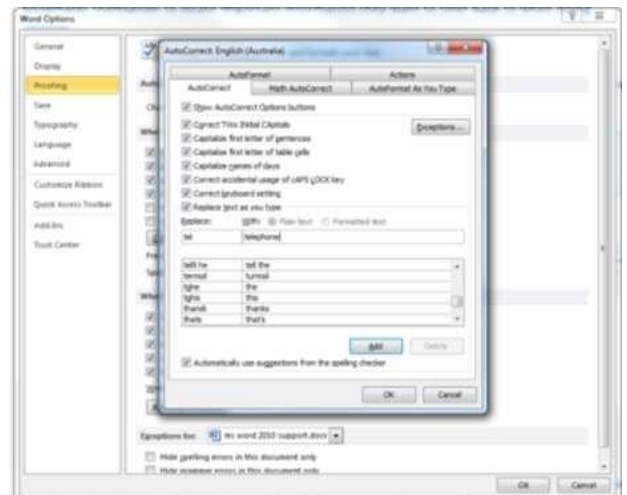
Click the OK button. The text will have a blue link created that will link to the selected bookmark.



AutoCorrect

AutoCorrect has three main options for correcting capitalization errors, typos, and spelling errors. Some have used this facility to assist students by reducing the number of keystrokes the student has to make, and for those students who may consistently misspell particular words and just wish to concentrate on 'getting the written task done'.

To customise the AutoCorrect options, select the File tab and choose Options. Select the Proofing menu and click on the AutoCorrect option. The AutoCorrect window will appear. Type the abbreviation or error the student will type in the Replace box (e.g.: tel). Type the expansion of the abbreviation or the correction of the error in the With box (e.g.: television), then select the Add button. When the student types "tel" the word will be expanded to "television".



Customising Word 2016 for the student

Customising the ribbon

There are literally hundreds of tools for student to use in MS Word. Many of these tools the student may never use. Having these tools available may not only confuse students, it can also distract students from the task and have them spending too long “playing” with the tools.

All the tools under each tab can be shown or hidden to suit the user.

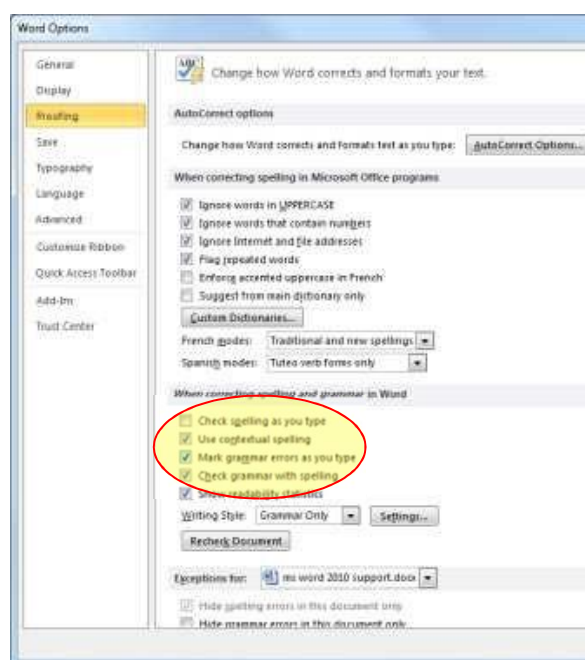
Turn off check spelling

If a student is producing a story or undertaking some creative writing, the red squiggly line that pops up when they make a spelling error can be very distracting. Students will see the red line, stop their writing and fix up the error. By the time they have fixed the error, they have forgotten what they were writing.

The automatic spell checker can be turned off, so no red lines will be visible when the student is writing. To turn off the automatic spell checker,

Select the File tab and choose Options. Select the Proofing menu. Under the section “When correcting spelling and grammar in Word”, untick the “Check spelling as you type” option, then click on OK.

You can also turn of the green grammar checking option in the same section. The green grammar checking will be hidden when the student produces incorrect grammar.



Quick Parts and building blocks

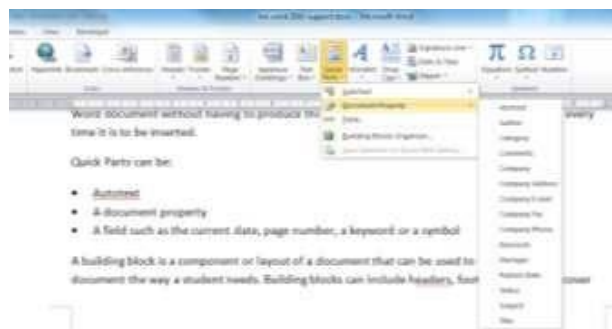
When students are producing written work, we don't always require or want them to produce a document from scratch, particularly if this process is challenging for the student. We may not want the student to spend 15 minutes organising the layout of the document or inserting the same content each time they produce a new Word document.

The Quick Parts and building blocks are pieces of text or images that can easily be inserted into a Word document without having to produce this information each time or locating the image every time it is to be inserted.

Quick Parts can be:

- Autotext
- A document property
- A field such as the current date, page number, a keyword or a symbol

A building block is a component or layout of a document that can be used to quickly set out a document the way a student needs. Building blocks can include headers, footers, text boxes, cover pages, watermarks, etc. The student simply chooses the required building block and the document is automatically organized to match.



To insert a Quick Part or building block, select Quick Parts from the Insert tab. Choose the Quick Part type from the list. If you choose the building blocks, the appearance of the building block will be displayed in miniature. The student chooses the Quick Part or building block they want to use. It is then inserted into the document or the layout of the document is altered to match the selected building block.

Teachers or students can modify existing building blocks or can create their own for later use.

Outline feature for brainstorming

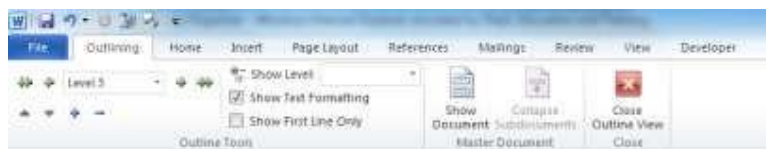
Students may need to be able to organise their ideas and sections of an essay or assignment before producing the written information, as they need to be able to visually see how sections relate before work commences. They may also need to focus on one section at a time as they are producing the content, without being distracted by other information. The student can also be distracted by the amount of information given to them. If they see too much information, they can disengage even before they attempt their work.

The outline view allows students to focus on the “big picture” of their document, and then focus on the specifics. The Outline view shows in a tree type structure the various sections and allows the content of each section to be displayed or hidden.

To change to the Outline view, select Outline from the View tab. The view of the document will change to show each section, with a + or – sign beside each section. Double clicking on the + will expand or collapse the section. When the student opens a section they can work on that section directly in the outline view. When finished, they can collapse the section so it doesn’t distract them.

The outline view has a number of uses to support student learning

Focus on one section at a time without being distracted by other information



Sound and movie support in Word 2010

- MS Word 2010 is able to use media content other than text and images. Sounds and videos can be incorporated into a Word document to provide more information, in a more appropriate format, to students.

Sound

- Sound can provide additional support and meaning for students when they are using MS Word. Some ideas for sound in a Word document:
 - Teacher speaking prompts or cues to the student;
 - Guiding students to the important aspects of a sentence or paragraph, to support comprehension development;
 - Sound effects to provide motivation for students to engage with written information;
 - Sounds that enhance the meaning of written content; or
 - Sound effects that can enhance the interaction with a story the student is reading.
- Unlike previous version, Word 2010 does not have a built in sound recording tool. Recording sound needs to be done outside of Word and inserted into the Word document. Windows has its own sound recording tool in your accessories. Alternatively, a sound editing application which allows sounds to be recorded, edited and saved, can also be used. Audacity is supplied as part of DET MGE computers and is an excellent tool for recording, editing and saving sound files.
- The sound files inserted do not get played in the Word document itself. Rather your computer's media player will open and play the sound.

Inserting a recorded sound to Word 2010:

Speak text tool

Movies

Linking to internal or external information

Can be used as electronic flash card. The major points used as questions, then sections under heading are the answers, hidden until student needs to check answers.

Q and A. Each point in outline is a separate question, with the answer hidden from the student until they need it.

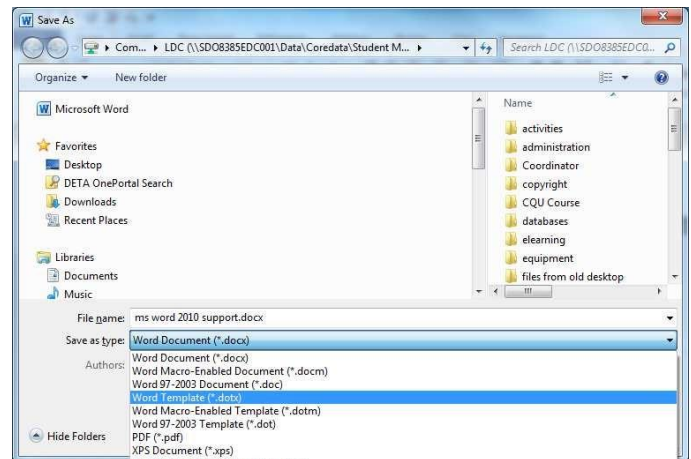
Templates

Using templates is another option to allow students to focus on the production of the document, rather than the format. The teacher can create the template, which may include settings for the header, footer, margins, page layout and orientation, tables, form tools, etc. The document is then saved as a template for the students to access.

One advantage of using a template is the student must save their copy of the document to another name. This prevents the student from overwriting the original document.

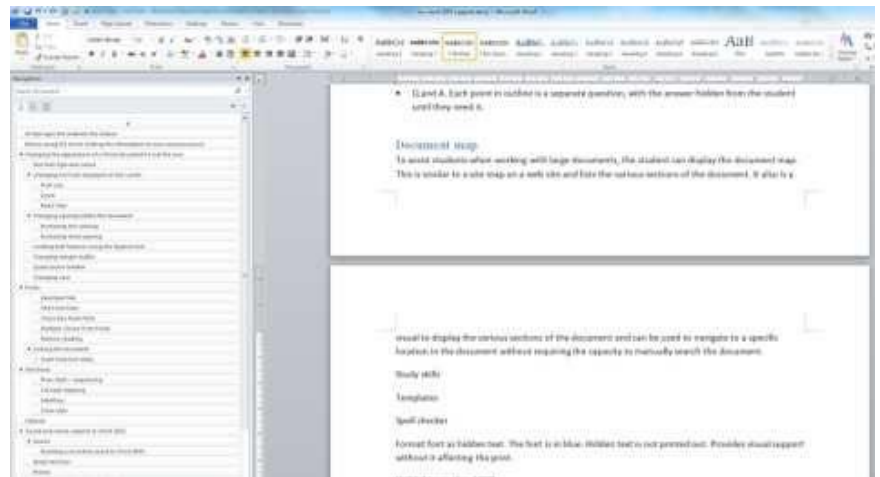
To save a document as a template, select

Save As from the File tab. Click on the “Save as type” drop list at the bottom of the Save As window. From the list choose “Word template”. Click OK. The document will be saved as a template. When the student modifies the template and tries to save the document, it will ask the student to save the file under a different name.



Document map

To assist students when working with large documents, the student can display the document map. This is similar to a site map on a web site and lists the various sections of the document. It also is a visual to display the various sections of the document and can be used to navigate to a specific location in the document without requiring the capacity to manually search the document.



To display and use the document map, select Navigation Pane from the View tab. The first view tab will display the various sections and heading within the document. If you click on the arrows, you can expand or collapse the various sections. Also, if you click on the text in the document map, it will take you straight to that section of the document. The second tab will show each page of the document as a thumbnail. The student can then navigate quickly to a specific page. The third tab allows the student to search the document for instances of a specific word or phrase. It is similar to the Find tool.

Using hidden text and comments

Sometimes you want to help students with the content of a document but don't want the support or scaffolding visible all the time. There are two options to provide scaffolding for the student without it being visible all the time or when the student prints their document.

Hidden text is a font property, similar to making font bold or italics. It hides text within the document or when the document is printed. The use of hidden text can assist students with learning in a number of ways:

- provides visual support without it affecting the print;
- provides the opportunity for teachers to hide clues or answers from the student until needed;
- gives the student prompts or cues as needed. When the student doesn't need the prompt, it can be hidden.

To make text hidden, type the specific text, then select the text. Right click and choose the Font option from the right menu. Select the Hidden option from the font styles. Click OK. The font will be hidden on the screen.

Hidden text can be displayed one of two ways. The student can select the Show/Hide tool from the Home tab. This will display the hidden text.

The second option is to always display hidden text on screen but not in a printed copy. To do this, choose the File tab and select Options. Select the Display menu. Click on the Hidden text check box under the section "Always show these formatting marks on the screen." Click OK. The hidden text will be displayed with a dotted underline but will not be visible in a printed copy of the document.

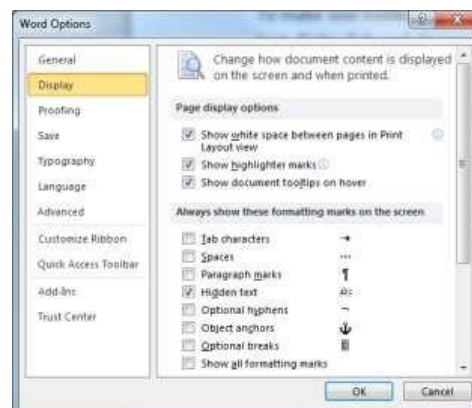
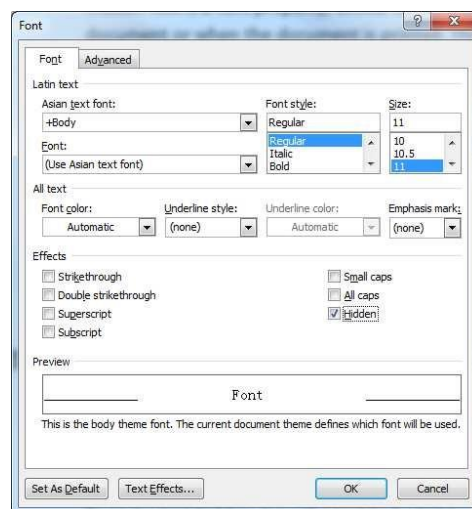
When using hidden text, it's a good idea to place a marker near the hidden text so the student knows there is hidden text available. Inserting a small image to mark the location of hidden text can help both the student and the teacher to locate hidden text.

Comments can also be used to provide prompts and scaffolding for students and are clearly different to the text within the body of the document. Comments can also be prevented from being printed out.

To create a comment, place the cursor where you want the comment to be located, select the Review tab and choose New Comment. The comment box will be displayed. Type your comment into the comment box. If you don't want the comment to be printed

Using Word 2016 with an Interactive Whiteboard

There are many tools within MS Word 2016 that can enhance student learning opportunities and engagement with the curriculum if it is also undertaken on an Interactive Whiteboard. Below are a few ideas of tools that can be used with an IWB:



Select the highlight tool and drag your finger across words in the document that highlight or emphasise key points in the document. This can also be a group activity. Each student can choose a different highlight colour for their selections.

The format painter tool can also be used to select specific text within the document.

Use text boxes as labels for a diagram. Use the IWB to drag the text boxes into the correct location on the diagram.

Use the IWB to tap check boxes or choose from drop lists in a Word form.

Bookmarks and hyperlinks can make it easy for students to view and interact with other files when they touch the IWB to select the link.

Some students will benefit from using the IWB touch input to change the view of a document, such as using the zoom tools.

A student can use MS Word 2016 to present an oral presentation, using the IWB and using Word tools such as the highlight tools, Outline view or navigation pane, or by moving text boxes

Rectangles can be placed over the top of text hints or answers. The student or teacher can use the IWB to drag the rectangle to reveal the answer.