

University Foundation Study

Introduction to IT Skills

Course Book

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Skills Map

Unit 1

Creating a document

Study menu options to understand the choices you can make when creating a document. Learn how to use the toolbar effectively.

Unit 2

Modifying and manipulating text

Learn more about the choices you can make when creating a document. Practise highlighting text in order to modify and move it around.

Unit 3

Word-processing academic documents

Become more familiar with academic conventions. Learn how to use headers and footers effectively. Gain confidence in using the spell and grammar check to edit your work.

Unit 4

Filing and sending documents

Gain confidence in storing documents on different drives. Practise sending attachments by e-mail.

Unit 5

Understanding and using spreadsheets

Explore the benefits of using spreadsheets for certain operations. Become familiar with tabulating numerical information and applying formulae to tables.

Unit 6

Creating charts and graphs

Learn how to create appropriate charts and graphs.

Destination: Introduction to IT Skills

1

Creating a document

At the end of this unit you will:

- know more about choices you can make when creating a document by studying the menu options;
- be able to use the toolbar effectively.

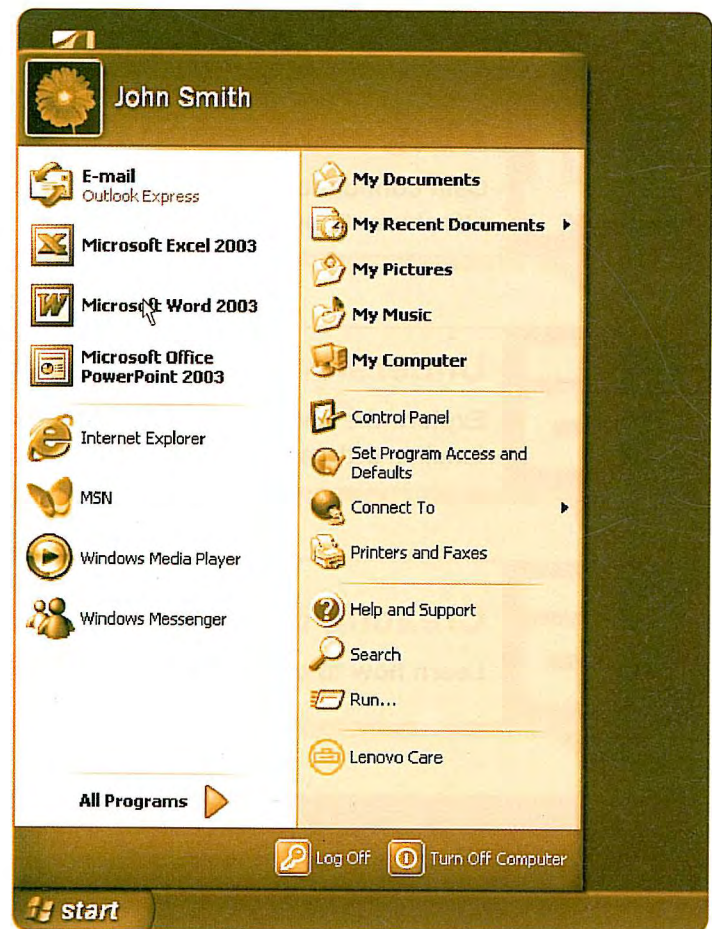
Task 1 Getting ready

- 1.1 Switch on the computer. It will open with a view of the desktop. Click on the *Microsoft Word* icon if there is one on the desktop.



Alternatively, click on the *Start* menu on the bottom left-hand side of the screen. Click *Start*, then click the *Word* icon.

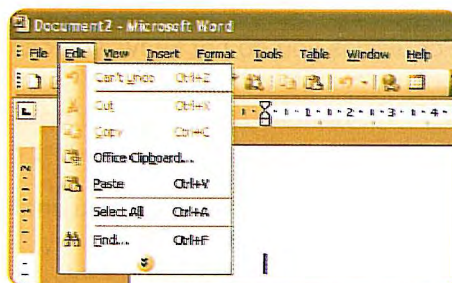
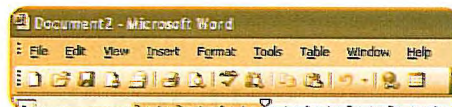
You are now ready to start. Although you may be familiar with some of the functions which can help in your typing and word-processing, this unit will show you some of the utilities, or word-processing options and facilities, which can help you to improve the presentation of your work.



Task 2 Menu options

At the top of the screen there is a *menu* bar with a list of categories. The categories are indicated by words. Each menu at the top of your screen opens a drop-down menu with a list of options.

Sometimes you will only see the most common options plus an arrow at the bottom. By clicking the arrow, you can get more options (you do not need to see the extra options at this stage). You will notice that some options are in black writing and others are in grey. If they are grey, it is because options are not active at this time – but they can become active when you do other operations.



2.1 Look at the list of words on the menu bar. Click each of the following menus: *File, Edit, View, Insert, Format, Tools, Table* and *Window*. Read the list of options for each one. Decide which menu you would use for:

- checking the spelling of a word;
- formatting in double-spacing;
- adding a hyperlink within a document to a web page;
- finding out general information about *Microsoft Word*;
- inserting a table;
- adding a header to the page.

2.2 Discuss your findings with another student.

2.3 See how many of the utilities you can list for each of the options, without looking at the screen.

Menu option	Sub-menu utilities
File	New, Open, ...

- 2.4 Work in small groups. Discuss which of the above functions you: a) already use; and b) might use in your future college or university studies.

Task 3 Using the *Help* menu

For utilities you do not know, you can use the *Help* option to find out more.

- 3.1 Practise using the *Help* option by following these steps. Then compare what you have found with another student.

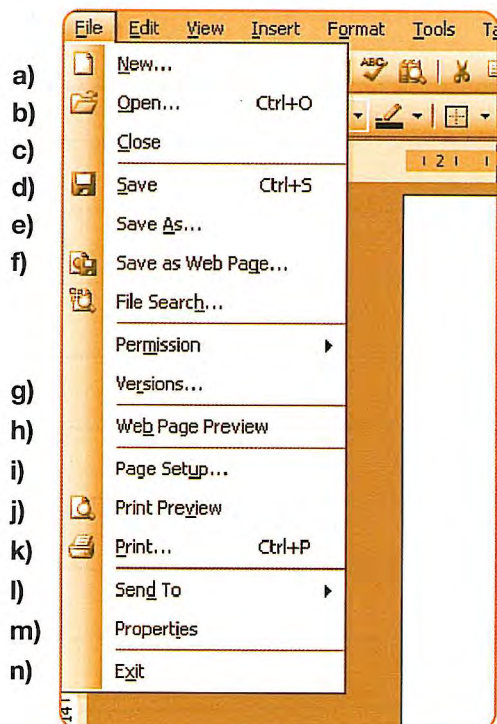
- Open the *Help* menu and look at the drop-down menu that appears.
- Find two different ways of getting help from the utilities.
- Find some help on how you can check your spelling and grammar.



Note: The explanations in the *Help* option are sometimes complex. You might find it easier to complete the whole module before making use of *Help*.

Task 4 Learn more about menu options

- 4.1 Look at the *File* menu below. Write the correct letter in the chart and then check with another student.



- 4.5 Find a student who has chosen the same menu to write about. Compare your descriptions of the different menu options.

Help each other to work out the most memorable descriptions. When you do this, it's a good idea to think about how you will make use of these options in your university study.

Task 5 Practical work

- 5.1 Practise some of your new skills with another student by using the utilities together.
- 5.2 Complete the table below to show the five most important or useful things you've learnt.

I have learnt how to by using ...	I need it to ...

- 5.3 Now add what you would still like to know.

I want to know how to because ...

use this knowledge
tors.
nit and see whether

2 Modifying and manipulating text

At the end of this unit you will:

- understand more about the choices you can make when creating a document;
- be able to highlight, modify and move text around.

In Unit 1, you looked at the menu options. These gave access to a variety of utilities. You also looked briefly at a second way of accessing these utilities using short cuts on the keyboard, for example Ctrl/P for *Print*.

We will now look at a third way – using icons. These show utilities in picture form. They allow you to do certain tasks more easily than using the menu options, once you get used to using them.

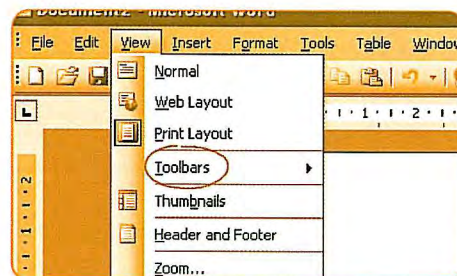
When the main groups of icons are open, they are displayed directly below the menu options. They may or may not be open on your computer.

Task 1 Familiarise yourself with toolbars and icons

1.1 Click on the **View** menu, then the **Toolbars** sub-menu, and answer these questions.

- a) How many toolbars can you find?
- b) How many have a tick next to them?

Notice that the toolbars which have been selected (✓) appear on the screen.



1.2 Using the mouse and cursor, make sure the following toolbars have been selected by ticking (✓) the boxes.

- Standard
- Formatting
- Drawing
- Tables and Borders

Which of the four toolbars normally appear under the menu options and which one at the bottom of the page?



1.3 Match each of the toolbars in 1.2 with the correct description below.

- i) The *Drawing* toolbar supplies a range of image sources that can add to the visual impact of the document you are creating. This toolbar offers a series of instruments for creating boxes and artwork to enhance the written word.
- ii) The *Standard* toolbar gives you alternative access to many of the basic utilities available in the *File* menu option. You can use this toolbar to print or save a document.
- iii) The *Formatting* toolbar allows you to change the appearance and layout of the text on your screen. This toolbar helps you by providing a selection of fonts and a choice of formatting for the text you are creating. (You should have explored these options in Unit 1.)
- iv) The *Tables and Borders* toolbar is a set of tools for the ordering of information in tables and charts. This toolbar has all the devices you will need for creating spaces, called 'cells', and ordering data efficiently.

1.4 Compare your answers with a partner and discuss any difference of opinion you may have. Check with your tutor if necessary.

Task 2 Explore ways of using icons

2.1 With another student, identify the icon you need to click on to carry out the following tasks.

- a) undo the task you have just done
- b) insert an arrow
- c) change the font style
- d) see what the page looks like before printing
- e) write bullet points
- f) underline a word
- g) centre your text
- h) change the text to bold

Task 3 Navigating a document

If you have written a long document, you need to understand how to navigate (move around) the text and find things easily. There are various ways of navigating a text.

3.1 Follow the procedure below and compare your findings with another student.

- a) Click on *Microsoft Word* to open a new document.
- b) Use the return key to make your document two or more pages long.
- c) Look at the scroll bars at the side and bottom of the screen and try to find different ways of moving around your document. Use the scroll bars and the computer keys.

3.2 What are the following buttons and keys used for? Discuss your ideas with a partner.



Task 4 Highlighting and moving text

Highlighting text is the first step in making many different changes to your documents, including moving text within a document or from one document to another. You will practise this in the following tasks.

4.1 Create a document in *Word*, and then type the following.

Bibliography

Morris, J. & Winn, M. (1990). *Housing and social inequality*. London: Longman

Now follow these instructions.

- Place the cursor at the beginning of the word *Bibliography*.
- Click the left mouse button and hold it as you drag (or move) the cursor to the right. This will *highlight* (or *cover*) the word.
- Release the mouse button when the cursor has reached the end of the word *Bibliography*.

The word *Bibliography* should now appear with a black background (**Bibliography**). This means that you have successfully highlighted a piece of text.

Practise highlighting different pieces of the text, one after the other.

4.2 Move highlighted text by following the steps below.

- Highlight the word *Bibliography* again.
- Place the cursor anywhere on the highlighted text.
- Keep the mouse depressed and drag the cursor to the end of your text, i.e., after the word *Longman*.
- Take your finger off the mouse.

The word *Bibliography* should now be after the word *Longman*. If so, you have successfully moved a piece of text from one place to another.

4.3 See what happens to highlighted text if you do the following operations. Discuss how you can perform the same operations in another way.

- a) Click on *Ctrl*+*C*.
- b) Click on *Ctrl*+*X*.
- c) Click on *Ctrl*+*V*.

Task 5 Using the horizontal ruler

Another important tool is the horizontal ruler. This may or may not be open on your computer. Click on *View* and see if the *Ruler* option has been ticked. If not, click on it now.

You will see the following symbol on the left



and the following symbol on the right.



5.1 Put the cursor on the left-hand marker.



When it looks like this, left-click and move to the left. Notice that all the writing moves to the left.

5.2 Click on the word *Bibliography*. Then click on the small square on the bottom of the left marker and move it to the right. Notice that the word moves to the right, but the sentence below stays where it is.



Bibliography

Morris, J. & Winn, M. (1990). Housing and social inequality. London: Longman

What do you think happens if you highlight both lines, then move the small square to the left?

You can experiment more with the ruler as you gain experience in layout.

Task 6 Using what you have learnt

6.1 Practise using some of the actions you have learnt about in this unit. Follow the steps below.

- a) Click on the *Word* icon to open a new document.
- b) Choose a font and a font size that you like.
- c) Write a text of 20 lines or more giving information to another student about computer menus and icons.
- d) Experiment with the spacing and layout.
- e) Experiment with moving the different sections of your text to different places.
- f) Click on the *Save* icon and type in a name for your document.
- g) Swap texts with another student and make some changes to their text.
- h) Go back to your original text and undo the changes the other student made.

6.2 Discuss the following with another student.

- a) What you have done.
- b) Ways in which *you* can use this skill (think about your future university studies).

Reflect

Think about what you have learnt about using icons. Consider the difference between using icons and using the menu options. Which would you use to carry out a complex task? Which would you use to carry out a simple task.

Reflect on when you are likely to use the operations you have practised in this unit for writing your academic assignments.

Student notes for Unit 2

Word-processing academic documents

At the end of this unit you will:

- be more familiar with academic conventions;
- be able to use headers and footers effectively;
- be more confident about using the spell and grammar check to edit your work.

Higher education institutions in the UK do not expect all assignments to be written in exactly the same format. However, each department will probably expect you to follow its own *in-house format*. This will include a particular kind of font, line spacing, bold, italics, front page, and headers and footers.

Task 1 Understanding house style

1.1 Discuss these questions with another student.

- a) Why do you think universities and colleges expect students to follow their house style?
- b) Have you been taught to use a particular format at educational institutions that you have attended? If so, what?

1.2 Which of the following does your institution ask you to use when writing assignments? If you are not sure of any points on the list, discuss with your tutor.

- a) double line spacing
- b) a specific margin width
- c) justified text
- d) a header or footer
- e) page numbers
- f) indented quotations
- g) a particular font or size of letters
- h) footnotes

1.3 Work with another student. Check that you know how to do all the operations in the list.

Task 4 Using the spell and grammar check

You may be asked to use the spell and grammar check before you submit a written assignment at university.

4.1 How do you do each of these operations? Discuss with another student.

- a) Check the spelling of a complete document.
- b) Check the spelling in *part* of a document.



The grammar check will normally be activated when you click on the ABC icon, unless it is disabled for some reason. The grammar check is useful for correcting tenses, noun + verb agreement, word order, etc. Sometimes, however, it will suggest changes to things that do not need to be altered.

4.2 Find examples of: a) *useful*; and b) *useless* information you can get from the grammar check. If you are unsure, ask your tutor.

4.3 Type the following (correct) sentences into your word processor and see if the grammar check picks up problems with any of them. Discuss with a partner whether what the grammar check picks up is useful or not.

- a) The more documents you create, the more untidy your 'My documents' page will look.
- b) A database consists of information which has been ordered and presented in a particular way.
- c) Quickly carry out the following operations.
- d) You should write a short user guide that could be used by another student.

4.4 Now plug in your memory stick, go to a document stored there and practise using your spell and grammar check for five minutes (on documents of your choice). Decide if the check has told you something useful or not.

If you have a recurrent problem with spelling and/or grammar, e.g., the difference between plural and singular verbs, you may find the check is very useful.

Although it is useful to use the spell and grammar check, always *proofread** your documents before handing them in to your tutor. When you do this, consider particular spelling or grammar problems that you have.

*Proofreading means reading very slowly for accuracy rather than meaning.

Reflect

Think about the opportunities a computer gives you to format documents in different ways. Then reflect on the reasons for using a house style.

Think about how you can use word-processing features to help you create documents in the most time-efficient way. Make a note to set aside time each week to learn new features that will help you work more efficiently.

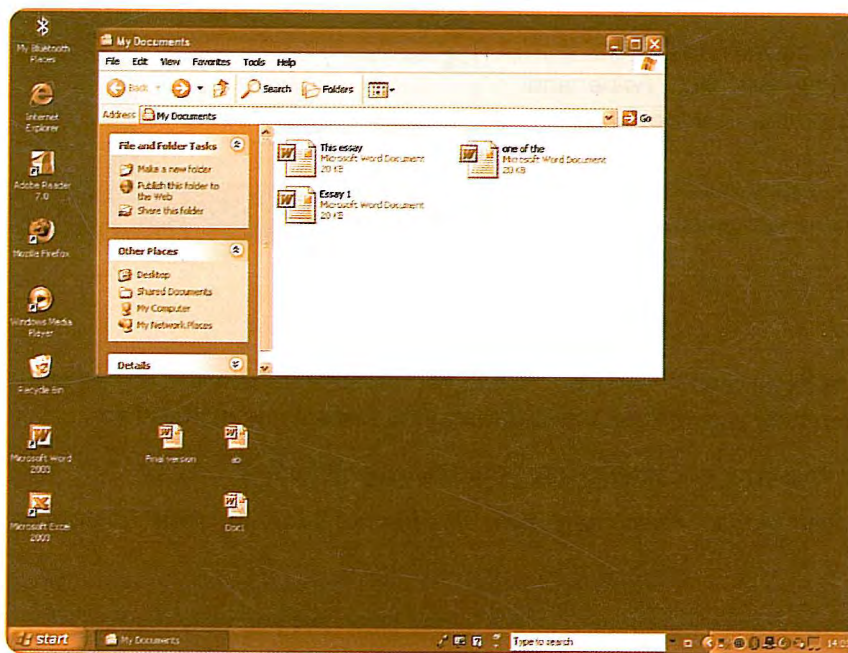
Student notes for Unit 3

Unit 4 Filing and sending documents

At the end of this unit you will:

- be more confident about how to store documents in files on different drives;
- be able to send attachments by e-mail.

Task 1 Filing documents



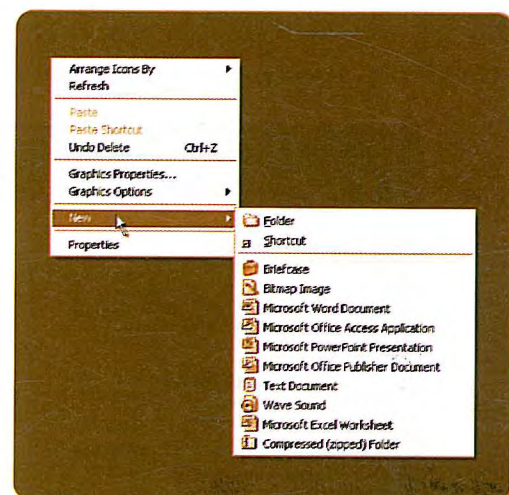
You already know how to create and save a document. However, if you have too many documents on your desktop or in the *My documents* folder, it will look untidy and be difficult to find them. It is therefore important to create folders in which to save and organise your documents.

1.1 The easiest way to create a folder is to use the mouse. Practise as follows on the desktop.

- Right-click with the mouse.
- Click on *New*.
- Then click on *Folder*.

A folder called *New folder* will appear on the desktop. Rename the folder as follows:

- Left-click once on the folder.
- Then left-click again on the name.
- Finally, type *General work folder*.



- 1.2 The best place to keep your documents is in *My Documents*. Access this by clicking on *Start* (bottom-left of the screen). Right-click on *My Documents* and click *Show on Desktop*. A shortcut to *My Documents* will appear on your desktop for easy access.

Tidy up your documents as follows.

- Right-click a document on the desktop.
- Hold the right button down and drag the document into *General work folder*.
- Do this for all the documents on the desktop.
- Then right-click *General work folder* and drag it into *My Documents*.

Double-click *My Documents* and you will find *General Work Folder* is now there. Double-click *General Work Folder* and you will find all the documents from the desktop.

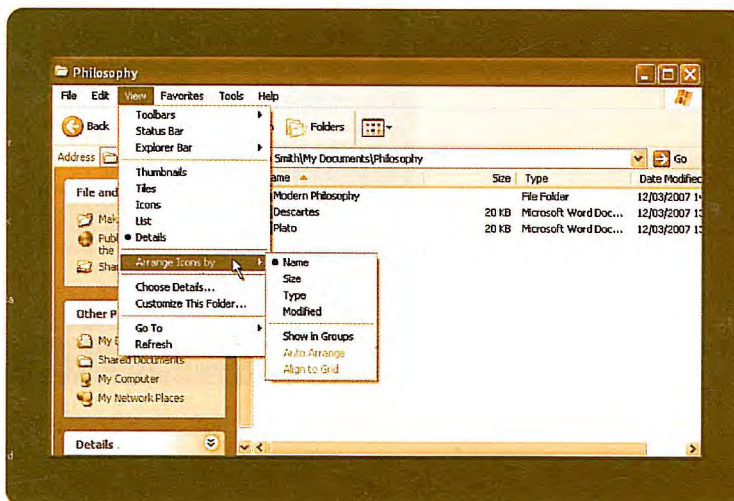
If you now go to *My Documents*, you should be able to see your new folder. If so, you have successfully created a folder.



- 1.3 Discuss the questions below in small groups.

You have a folder named *Philosophy* and you have just created two documents named *Descartes* and *Plato*. If you go to *My Documents*, you will see the folder and the documents stored there.

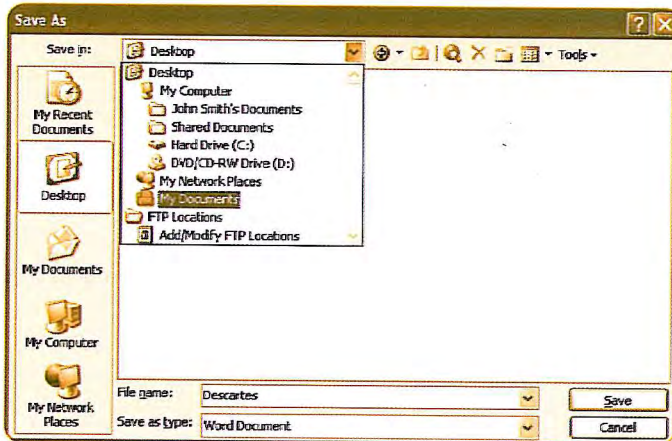
- What is the easiest way to move your documents into your *Philosophy* folder?
- If you create a sub-folder called *Modern Philosophy*, how can you put it into the main *Philosophy* folder?
- There are several ways of viewing your documents in the folder. How can you view them:
 - alphabetically?
 - as a list?
 - together with information about their size, etc?



Task 2 Saving to a folder

Now you know how to create folders, you need to make sure you save your documents in the right folder.

- 2.1 Discuss the following menu with another student. How do you make sure you save to the right folder?



- 2.2 Write the procedure for saving a document into *My Documents* for the first time.

- Click on the _____ menu options.
- Click _____ within the *File* menu.
- If the name of the folder next to *Save in* is not _____, click on the arrow next to the folder name. Then click the _____ folder.
- Type the _____ of document you wish to save.
- Click _____.

Task 3 Using a memory stick

If you are working on a computer that is not your own, you will need to save a copy of your work to take away with you. You may also wish to give or send your work to a tutor or another student.

- 3.1 A memory stick is a very useful way of transferring data. How many other ways can you think of to transfer your work to a different computer? Discuss your ideas with another student.

3.2 What are the advantages and disadvantages of each form of transfer? Write them below.

3.3 Follow the directions for transferring a document onto a memory stick. How similar is the procedure for saving a document onto a CD or floppy disk?

- Insert your memory stick in the port (note that you should hear a noise to confirm that it has been correctly installed).
- Right-click on your document.
- Click on *Send to*.
- Click on the name of the memory stick (usually in drive E).

Note: When you remove a memory stick, you should click on the following icon to make sure it is removed safely.



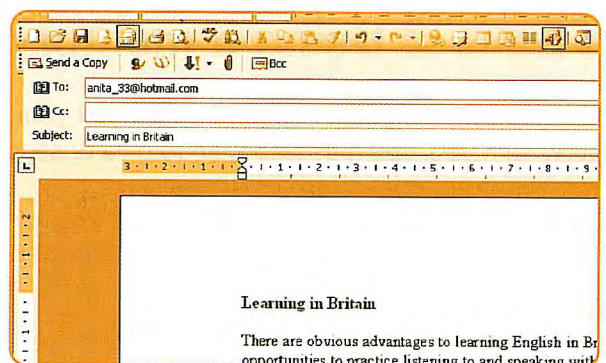
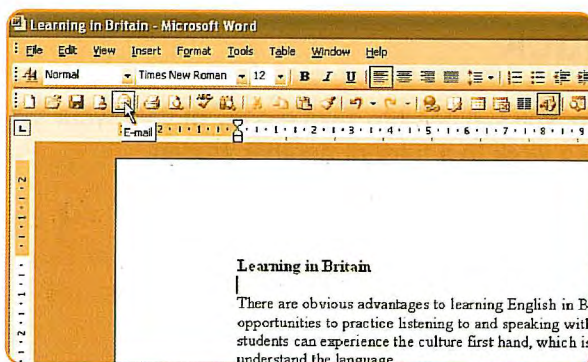
3.4 Practise this procedure a few times. Save at least three documents onto your portable storage.

Task 4 Sending attachments

Another important way of transferring data is by e-mail. The latest utilities make this a very easy operation. You can even send a document that you are still working on.

4.1 Look at the following two procedures for sending a document by e-mail. How are the procedures different and how are the results different?

Procedure 1



The left screenshot shows the 'My Documents' window in Windows XP. A right-click context menu is open over the 'Emailing in Britain.doc' file. The menu options are: Rename this file, Move this file, Copy this file, Publish this file to the Web, E-mail this file, Print this file, Delete this file, Other Places (Desktop, Shared Documents, My Computer), Scan with Norton AntiVirus, Send To (highlighted), Cut, Copy, Create Shortcut, Delete, Rename, Properties, Bluetooth, Compressed (zip) Folder, Desktop (create shortcut), Mail Recipient, My Documents, and DVD/CD-RW Drive (D:).

The right screenshot shows the 'Emailing: Learning in Britain' window. The 'To' field contains 'janka_33@hotmail.com', the 'Subject' field contains 'Emailing: Learning in Britain', and the 'Attach' field contains 'Learning in Britain.doc (14.6 KB)'. The message body text reads: 'The message is ready to be sent with the following file or link attachments: Learning in Britain. Note: To protect against computer viruses, e-mail programs may prevent sending or receiving certain types'.

Right-click on the _____ you wish to send.

Then left-click on *Mail*

Type the e-mail address of the recipient.

_____ the subject if you wish.

Write a _____ to the recipient if you wish.

Left-click on _____.

4.3 With another student, discuss different ways of sending documents by e-mail. Write one procedure below.

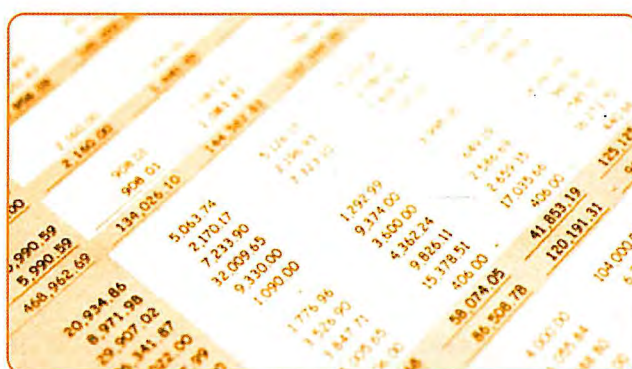
Unit 5 Understanding and using spreadsheets

At the end of this unit you will:

- understand the benefits of using spreadsheets instead of word-processing programmes for some operations;
- be familiar with how to tabulate numerical information and apply formulae to tables.

As with the previous units, we assume that you are using the *Microsoft Excel* spreadsheet software as it is the most common. You may have to adjust some tasks if you are using different software.

Task 1 What spreadsheets are for



A spreadsheet is basically a table that can be used for ordering and presenting information in a particular way for a particular purpose. Spreadsheets are often used as databases, although for commercial use it is generally better to use dedicated database software.

1.1 In groups, discuss the following questions.

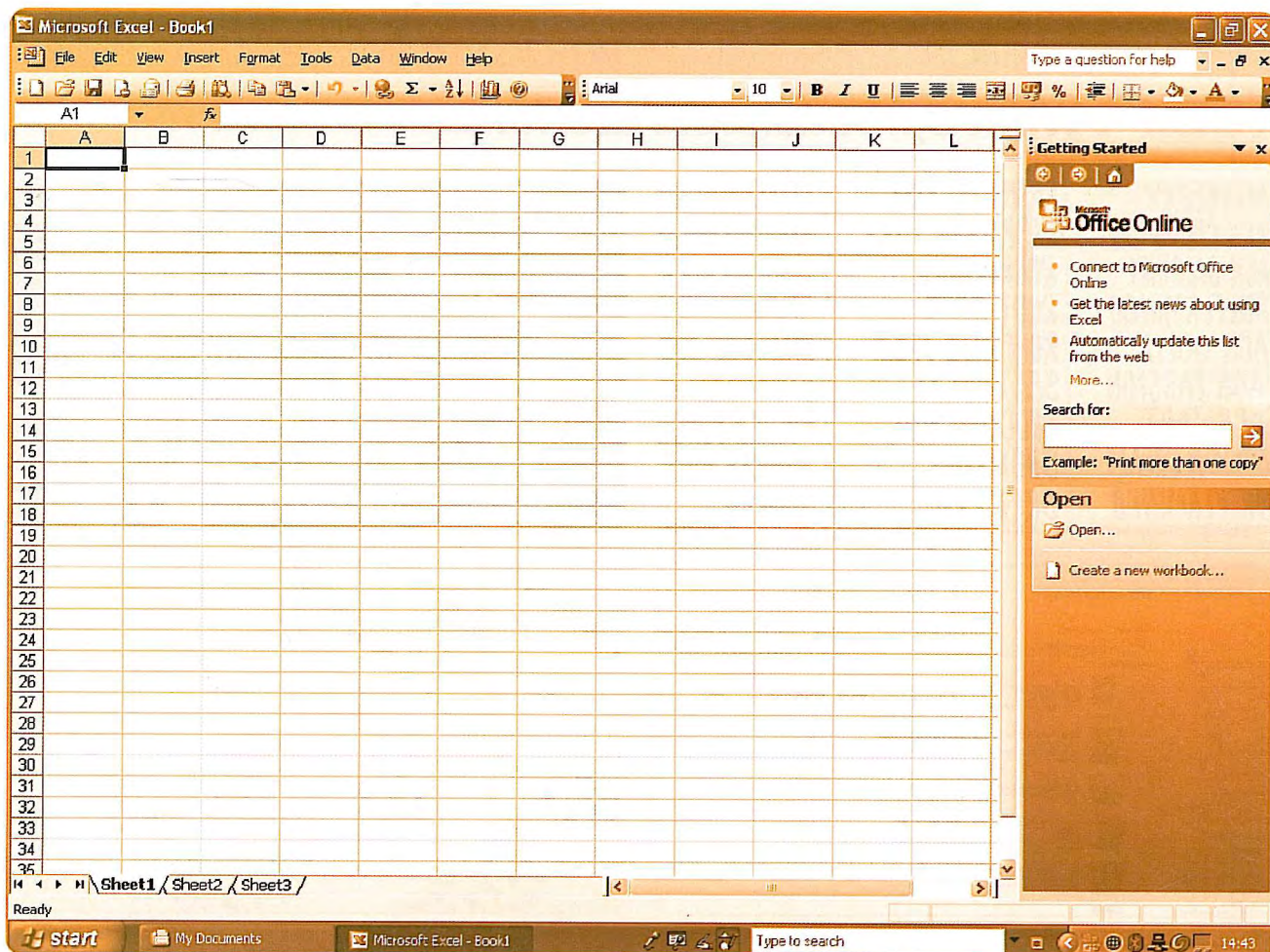
- a)** Electronic databases are widely used. What are their advantages for:
- individuals?
 - organisations?
- b)** What other uses can you make of spreadsheets?

Task 2 Using Excel

Opening a new spreadsheet is similar to opening a word-processing document. Click on the *Excel* icon or select the appropriate option from the *Start* menu.

When you open a blank spreadsheet, you will see many similarities between the menu options and toolbars in *Word* documents.

- 2.1** Identify toolbar icons that are not used in *Word*. Discuss what you think they may be for with another student.



- 2.2** Look at the main menu options at the top of the page. Which one is different from the menus in *Word*?
- 2.3** Make a list in the table below of the main features and utilities in the spreadsheet which do not appear in *Word*. Use the *Help* option to find out about any features that you are not sure of.

Note: You may need to look at a *Word* document to do this.

Task 3 Creating cells

Spreadsheets use a system of *cells*, like boxes in a table. These can be used to make a table of data with columns and rows. Usually, the top row is used to label the columns.

Look at the information about four companies and three countries below. The information shows the net income for each company from exports to each of the three countries in 2004.

Apollo Ltd.: **France** £2,000,000 **Germany** £2,010,000 **Spain** £1,000,500

Bangles Ltd.: **France** £3,000,000 **Germany** £500,000 **Spain** £1,250,000

Corgi Ltd.: **France** £1,800,000 **Germany** £1,900,000 **Spain** £800,500

Davis Ltd.: **France** £2,000,500 **Germany** £2,020,000 **Spain** £2,030,500

3.1 Follow the instructions below to input information into the cells in your spreadsheet.

- Label the first cell *Company* (Column A, Row 1).
- Label the next three cells in the same row: *France*, *Germany* and *Spain* (Columns B, C and D). Use the cursor and/or the arrows on your keyboard.
- Now add the data, starting with the heading *Company* in Column A. In the second row type *Apollo Ltd*, in the third row type *Bangles Ltd.*, in the fourth *Corgi Ltd.*, and in the fifth *Davis Ltd*.
- Add the figures for France in Column B. Exports for company Apollo Ltd. were £2,000,000, so type 2,000,000 into Row 2, Continue in the same way for the other three companies. Make sure commas are in the correct place.
- Finally, add the figures for Germany and Spain in Columns C and D.

Note: Column B, Row 1 is cell B1, etc.

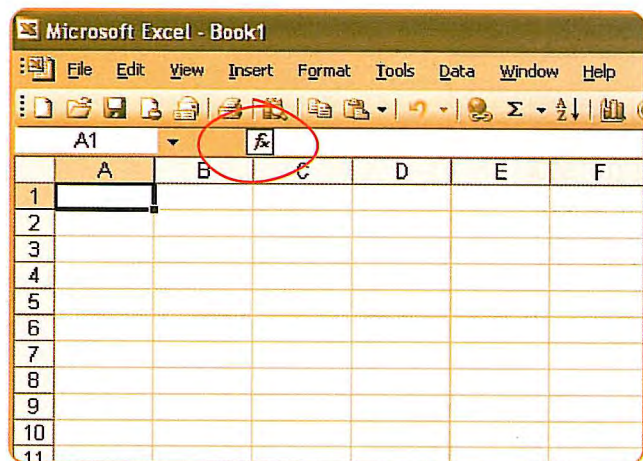
3.2 Compare your table with Columns A-D of the table on page 29.

Note that you can refer to specific information by identifying the cell which contains the information. Cells are referred to by the number and letter: A1 = Column A, Row 1. For example, you can find the income from Germany for Corgi Ltd. in cell C4 (£1,900,000).

3.3 Discuss what the other cells in the spreadsheet show with another student. Then check with your tutor.

Task 4 Using formulae

Some of the most useful tools in database software are *Formulae* and *Functions*. These help you to make calculations using the data in your table or worksheet.



4.1 Discuss with your partner whether the formula below is correct.

The formula to find the total income for Apollo Ltd. is $B2+C2+D2$, i.e., you need to add cells B2, C2 and D2.

4.2 Follow the steps below to see how the spreadsheet can do the calculation automatically.

- Give Column E the title *Total* (cell E1).
- Type the formula $=B2+C2+D2$ into cell E2 and press *Enter*. The total income for Apollo Ltd. will now appear.
- Right-click on the tiny black square at the bottom-left corner of the highlighted cell, E2. The cursor changes to a small +.

	A	B	C	D	E	F
1	Company	France	Germany	Spain	Total	
2	Apollo Ltd	2,000,000	2,010,000	1,000,500	5,010,500	
3	Bangles Ltd	3,000,000	500,000	1,250,000		
4	Corgi Ltd	1,800,000	1,900,000	800,500		
5	Davis Ltd	2,000,500	2,020,000	2,030,500		
6						
7						
8						
9						
10						
11						

	A	B	C	D	E	F
1	Company	France	Germany	Spain	Total	
2	Apollo Ltd	2,000,000	2,010,000	1,000,500	5,010,500	
3	Bangles Ltd	3,000,000	500,000	1,250,000		
4	Corgi Ltd	1,800,000	1,900,000	800,500		
5	Davis Ltd	2,000,500	2,020,000	2,030,500		
6						
7						
8						
9						
10						
11						

- d) Hold the mouse button down and drag the corner over cells E3, E4 and E5. The formula will transfer automatically to these cells; the data in Rows 3, 4 and 5 will then be added up to give a total for each company.

Microsoft Excel - Book1

File Edit View Insert Format Tools Data Window Help

Σ

E2 fx =B2+C2+D2

	A	B	C	D	E	F
1	Company	France	Germany	Spain	Total	
2	Apollo Ltd	2,000,000	2,010,000	1,000,500	5,010,500	
3	Bangles Ltd	3,000,000	500,000	1,250,000	4,750,000	
4	Corgi Ltd	1,800,000	1,900,000	800,500	4,500,500	
5	Davis Ltd	2,000,500	2,020,000	2,030,500	6,051,000	
6						
7						
8						
9						
10						
11						

Task 5 Creating your own formulae

The following symbols are used in formulae:

Add

+

Subtract

-

Multiply

*

Divide

/

- 5.1 Write the formula you would use to calculate the average income per country that each company earned from exports.

- 5.2 Follow the steps below to test the formula.

- Type the formula into cell F2.
- Drag the formula down the rows to calculate the averages for all the companies.

Task 6 Using functions

Functions help you to manipulate your data, so you can work with it more efficiently. They can be used instead of formulae.

- 6.1 Discuss with another student which of the three functions below is likely to be the correct one to replace the formula $=B2+C2+D2$.

$=SUM(B2:D2)$

$=SUM(MAX B2+C2+D2)$

$=SUM B2/C2/D2$

Try the one you think is correct.

- 6.2 Apply the function to add up columns.

By changing the cell references, you can use the above function to calculate the total value of exports to France. Instead of B2 to D2, you now want to add B2 to B5.

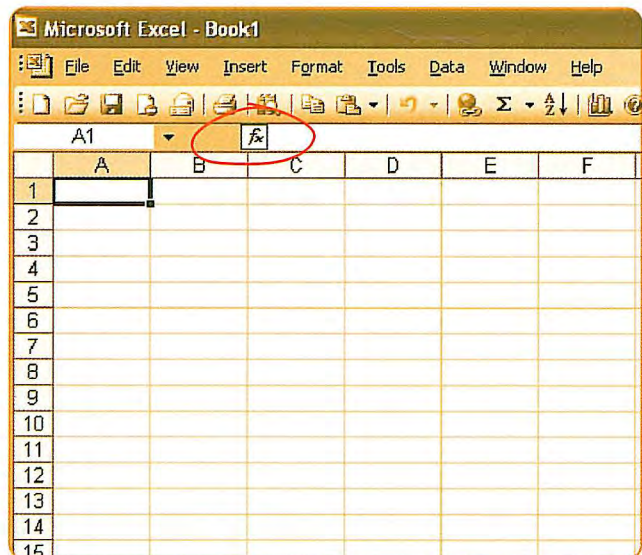
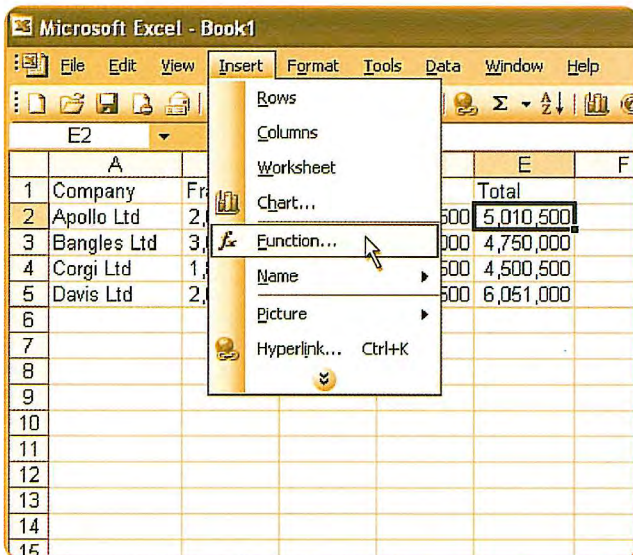
- Type the function into cell B6 and press *Enter* to get the total exports to France.
- Use your mouse to drag the formula across the columns from B6 to D6 to calculate the total value of exports to Germany and Spain.

Task 7 Exploring functions

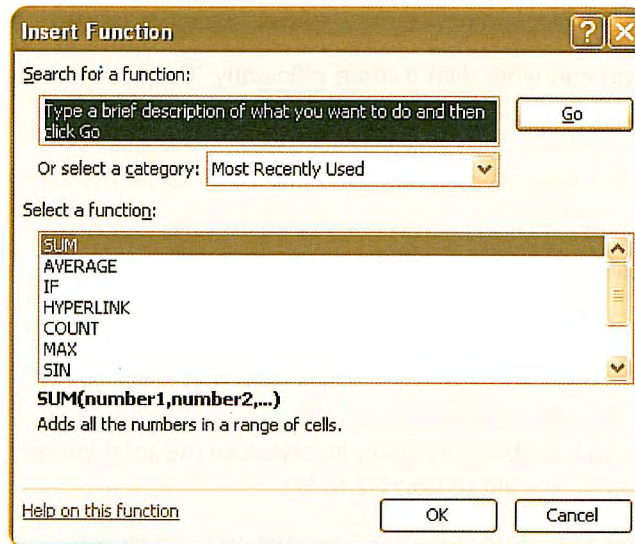
Different types of functions can be used with different data for different needs and types of analysis.

- 7.1 With another student, explore the *Function* facility using the *Insert* menu.

Alternatively, you can use the toolbar icon.



Decide which function categories are likely to be most useful to you in your academic studies.



Reflect

Spreadsheets are considered to be very useful tools for business, study and even for personal use. Reflect on how you can use them to make more efficient use of your time.

Make a list of as many possible uses you can think of. Then decide which ones would be of genuine help to you.

Student notes for Unit 5

Unit 6 Creating charts and graphs

At the end of this unit you will:

- feel more confident about choosing the appropriate chart or graph to represent your data;
- understand how to create a chart or graph using *Excel*.

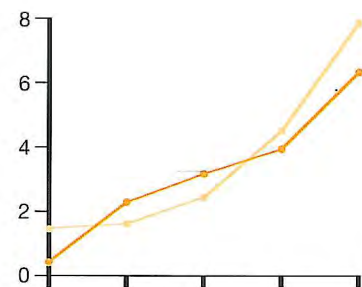
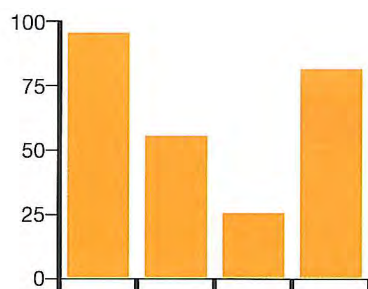
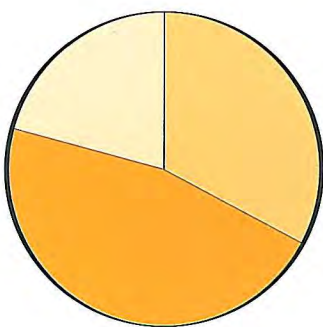
When you present and explain data in reports or presentations, it can be difficult for your audience to get a clear picture of trends or patterns from a table of data or a spreadsheet. This is especially true if there is a lot of data.

It is, therefore, often useful to convert spreadsheet entries into a chart or graph form that shows the information more clearly. Fortunately, there is a facility in all spreadsheet software that can convert data into charts and graphs. This is easy to use once you understand the basic procedure.

Task 1 Choosing the right chart

The first decision you have to make is how to represent your data. As the purpose is to represent your data in visual form, you naturally want to choose the one which represents it most clearly.

1.1 Match the charts or graphs below to the correct labels.



column (or bar) chart

line graph

pie chart

1.2 Read the following descriptions of information in three different spreadsheets. Choose the most appropriate chart or graph to illustrate the information provided. Discuss the reasons for your choice with another student.

- a) A person's spending and potential savings expressed as a proportion of total income over one year.
- b) Daily calorie intake over a period of 12 months.
- c) Number of hours spent on four different leisure activities by British teenagers in 2001 and 2002.

- 1.3 Discuss the best way of graphically displaying the data you entered into the European exports database in Unit 5, Task 3.

Note: Sometimes the choice is obvious, but at other times it depends on what aspect of the data you are highlighting, or simply on personal choice.

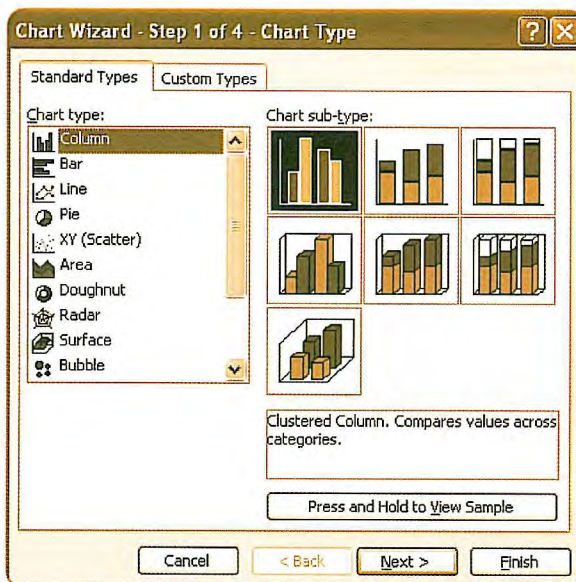
Task 2 Creating a chart

Probably the most effective method of displaying the data collected in the European exports database is by bar chart. This enables the viewer to compare each company's income gained from different countries.

You are now going to create the chart below by following five simple steps.

2.1 Follow the steps below to create the graph.

- Select all the data in the database that you created on European exports and drag the mouse over it so that it is highlighted in another colour.
- Click on the charts icon which can be found in the toolbar above the cell screen. The *Charts Wizard* will appear.
- Select *Column Chart* and choose one of the chart sub-types.

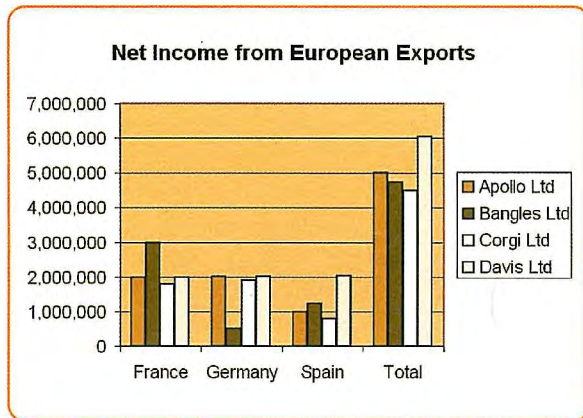


- Complete each section of the wizard, moving on to each stage by clicking *Next*. When you are asked to provide a heading, type: *Net Income from European Exports*.
- When you reach the end, click on *Finish*. Your chart will now appear. You can change the size of the image by clicking and dragging the edges.

Your chart can be copied and pasted into a word-processing document or even used in presentation software. (See Module 11: *Presentations*, for information on how to prepare a PowerPoint presentation.)

2.2 Compare your completed chart with those of three or four other students. Have you chosen the same sub-types of graph and labelled them in the same way?

Your chart should look similar to the one below.

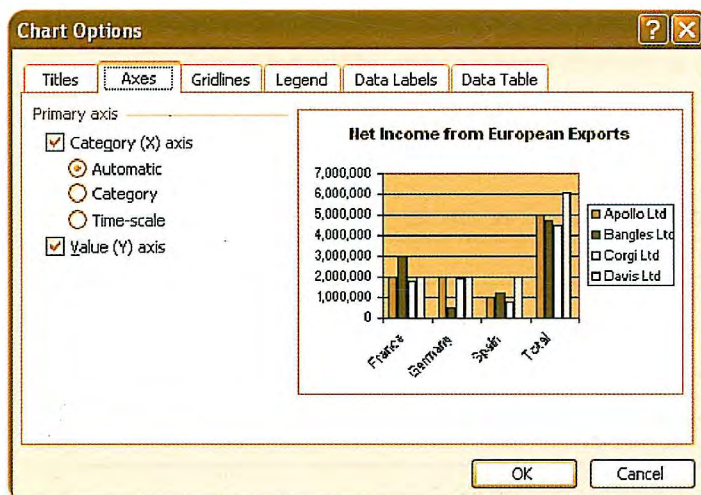


Note: Your chart might have the data presented differently, i.e., grouped by company instead of country on the x axis. If this is the case, change as follows: Click on *Chart* and then *Source Data*. In the window, choose *Series in: Rows*.

Task 3 Refining your chart

3.1 In groups, discuss what you could add to your chart to make it clearer to your audience.

3.2 Click on the menu option *Chart* and then *Chart Options*. Change the settings in all five tabs and watch what happens to your chart.



- 3.3 Now right-click on the values in the Y axis. Click on *Format Axis* and then the *Alignment* tab. Change the setting to *45 degrees* then click *OK*. See what has happened to your chart.

Note: You can right-click on any area of your chart and carry out similar formatting. Alternatively, you can double-click with the left button on the mouse to get similar results.

- 3.4 Use the utilities you explored in Tasks 3.2 and 3.3 to carry out the following operations.

- Add a label to the Y axis: *Income in sterling*.
- Add £ signs to the data on the Y axis.

Task 4 Explore other types of charts and graphs

- 4.1 Use the *Chart Wizard* to display the data from your European exports database in other chart formats. Think about how this affects your interpretation of the data. Discuss your conclusions in groups.
- 4.2 Make a list of other types of chart in the left-hand column of the table below.

Chart type	Useful for ...
Pie chart	showing proportions of a whole

4.3 Refer back to the *Chart Wizard* and use the *Help* utility to compare your explanations of each type of chart.

Reflect

Student notes for Unit 6

Web work

Website

Word Tutorial

<http://www.baycongroup.com/wlesson0.htm>

Review

This website provides a detailed tutorial of *Microsoft Word* and guides students through the various tools which are available. Pictures and screen shots make these pages a useful and practical guide

Extension activities

To consolidate your understanding of the facilities available to you in the menu options, focus on one of the options and write a short user guide which could be used by another student. If possible, put your user guide together with those for other menu options which may have been written by other students.

When you have finished, see what you can learn from the full set of guides produced by yourself and your fellow students.

Glossary

Attachment (n) A document or file that is attached to an e-mail message and can be downloaded, opened and read by the recipient.

Bibliography (n) A list of references to sources cited in the text of a piece of academic writing or a book. A bibliography should consist of an alphabetical list of books, papers, journal articles and websites and is usually found at the end of the work. It may also include texts suggested by the author for further reading.

Bold (adj) A typeface with thick heavy lines.

Browser (n) A software application that is used to find and display Web pages and information on the Internet, including texts, graphics and video. Microsoft Internet Explorer and Netscape Navigator are two popular browsers.

Bullet (n) A dot, star or other symbol that appears at the beginning of each item in a list.

Cell (n) A box in a table or spreadsheet into which you enter data.

Cursor (n) A symbol on a screen that shows where the next entry will be inserted. It is usually a blinking line or a solid rectangle. The cursor can be moved to different parts of the screen using the arrow keys or mouse buttons. See also pointer.

Cut and paste (v) To remove text from one part of a document and place it into another part. In word-processing programs, the cut and paste facilities are normally represented by icons of a pair of scissors (cut) and a clipboard with a document next to it (paste).

Data (n) Pieces of information, such as numbers in a table or addresses in an address book.

Database (n) A collection of data, for example, an address book.

Disk drive (n) A machine that can read data from and write data onto a disk. There are different types of disk drives – such as the hard and the floppy disk drives – which may be inside the computer or external.

Download (v) (n) 1 To copy files and other data from the Internet or a computer to another device such as a computer. 2 A file or data that has been copied in this way.

Drop-down menu (n) A menu that opens on a computer screen beneath a command you have selected. For example, in word-processing software, if you select 'File', a drop-down menu appears with 'New', 'Open', 'Save' and other actions for you to choose from.

Drag (v) To move an icon or selected piece of text to another part of the screen or document by clicking and holding the mouse and letting go when the pointer is over the spot where you want the item to appear.

Edit (v) To select, rearrange and improve material to make it more suitable for its final purpose. Editing material involves reorganising it, correcting errors, improving the wording or content and changing its length, by adding sections or taking them out.

E-mail (n) (v) 1 Short for 'electronic mail', a system of transmitting communication between computers over a network such as the Internet or a local area network (LAN). 2 To send someone communication via such a system.

File (n) A collection of information (data, text documents or programs) that is stored on a computer and has a name.

Folder (n) A location on a computer where files are stored.

Font (n) A set of characters (letters, numbers, punctuation, etc.) of the same style, size, spacing, etc.

Format (n) (v) 1 The style and arrangement of text in a document. For example, the font, margins and layout of the text. 2 To arrange text in a uniform format.

Formula (n) An equation, fact or rule expressed in symbols and sometimes numbers, for example, πr^2 (pi r squared) is the formula for the area of a circle.

Function (n) A computer operation or command. For example, cut, paste, save, delete.

Highlight (v) To draw attention to something. For example, when using a word processor, the highlighting facility enables you to mark text using a different font colour or background so that it stands out from the surrounding text.

Hard drive (n) The device in a computer that reads and writes and stores data to a hard disk.

Hyperlink (n) A piece of text, an icon or an image in a document that, when clicked on, moves you to another part of the document or to another document. Text hyperlinks are usually underlined and/or a different colour from the surrounding text. When your pointer passes over a hyperlink, its icon often changes to a pointing finger. Often shortened to 'link'.

Icon (n) A small image that represents a function, document or program. For example, the 'save' function is normally represented by an icon of a floppy disk.

Memory stick (n) A small flash drive that can store data and transfer it to and from other computers, digital cameras, mobile phones, etc.

Menu (n) In computer terms, a list of functions a user can choose from, for example, cut, paste or undo.

Mouse (n) A hand-held device used to control the pointer without having to use the keyboard. A mouse has buttons that can be clicked to select functions.

Option (n) A choice in a menu or dialogue box.

Pointer (n) A symbol, usually an arrow, that can be moved around a computer screen using a mouse. Using a pointer, you can move around a document, select text and perform functions without using the keyboard.

Removable disk (n) A round plate for storing data that can be removed from the computer. Removable disks may be optical, such as CDs, or magnetic, such as removable cartridges and floppy disks.

Scroll (v) To move up and down or left and right within an on-screen document using the mouse, arrows on the keyboard or scroll bars.

Software (n) Programs that make a computer work and enable you to do different types of work on a computer. For example, Word® is a common piece of software for working on text documents and PowerPoint® is popular presentation software.

Spreadsheet (n) A document made up of cells, useful for manipulating data like financial figures, addresses and lists of text. Microsoft Excel is a popular spreadsheet program.

Template (n) A basic pattern that can be followed to insert data into a document, spreadsheet or other application in a standard format.

Title bar (n) The bar at the top of a window that displays the name of the document.

Toolbar (n) A box containing icons that represent functions that you can perform on a document. For example, the drawing toolbar enables you to select shapes, colours, etc., for drawing.

Undo (v) To cancel one or more actions you have just performed in a document, such as adding, deleting or moving text or changing the font. The icon for undo is usually a curved blue arrow pointing to the left.

Utility (n) A program that performs a specific task, usually related to managing the computer system; e.g., the recovery utility recovers lost text and unsaved documents.

Window (n) A rectangular frame on a computer screen in which a program or document is displayed. Using windows, you can have several different tasks running on your computer at the same time. Windows can be moved around, minimized and resized depending on what task you want to work on at any time.

Further notes

TASK

Transferable Academic Skills Kit

is a flexible learning resource that has been carefully designed to develop the key transferable skills that promote students' success in university and college study. Whether you are a student or a teacher, the TASK series provides a tried and tested teaching and learning tool suitable for a broad range of academic disciplines.

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