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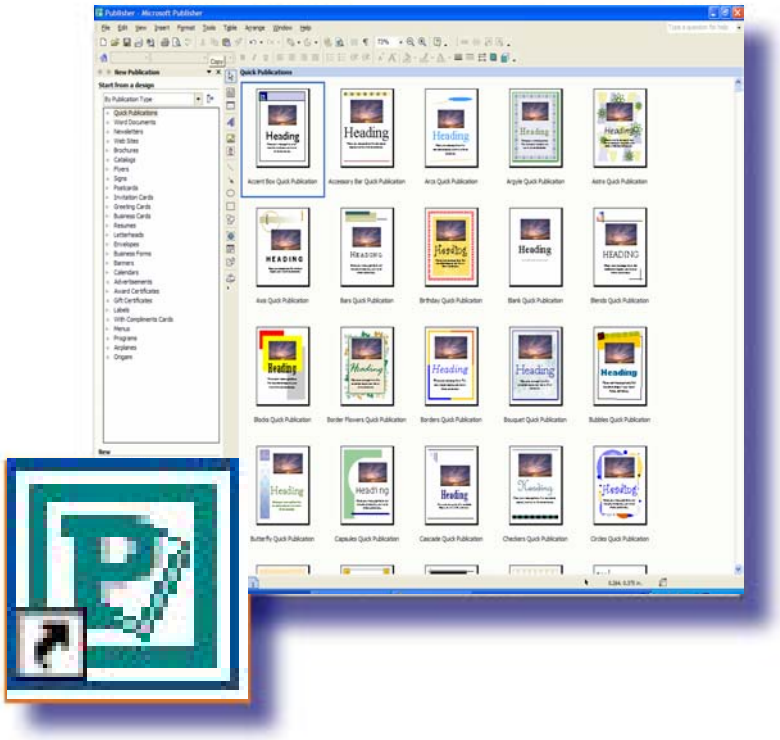
MS Office XP Manuals for our SAISD Community

Your Guide to:

Microsoft Publisher XP



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Your Guide to Microsoft Power Point XP v.1

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Table of Contents

Topics Page

Table of Contents

What is Publisher XP?

The creation of presentation materials for publication is made simple through the use of MS Publisher XP. This program can be used to create newsletters, flyers, booklets, pamphlets, and a gamut of other publication materials. Publisher XP has an extensive library of pre-formatted publications that the user may choose, but it also allows the user to begin a blank publication to create original and creative publications. Unlike MS Word, MS Publisher provides users with more freedom for editing and placement of objects within a single document.

What should I consider before beginning?

Plan Ahead! The secret to creating an effective publication is to prepare for the following factors:

1. Type of publication required.
2. Design elements of publication (color scheme, font scheme)
3. Audience to view publication
4. Page layout of publication
5. Packaging of publication (distribution, web)

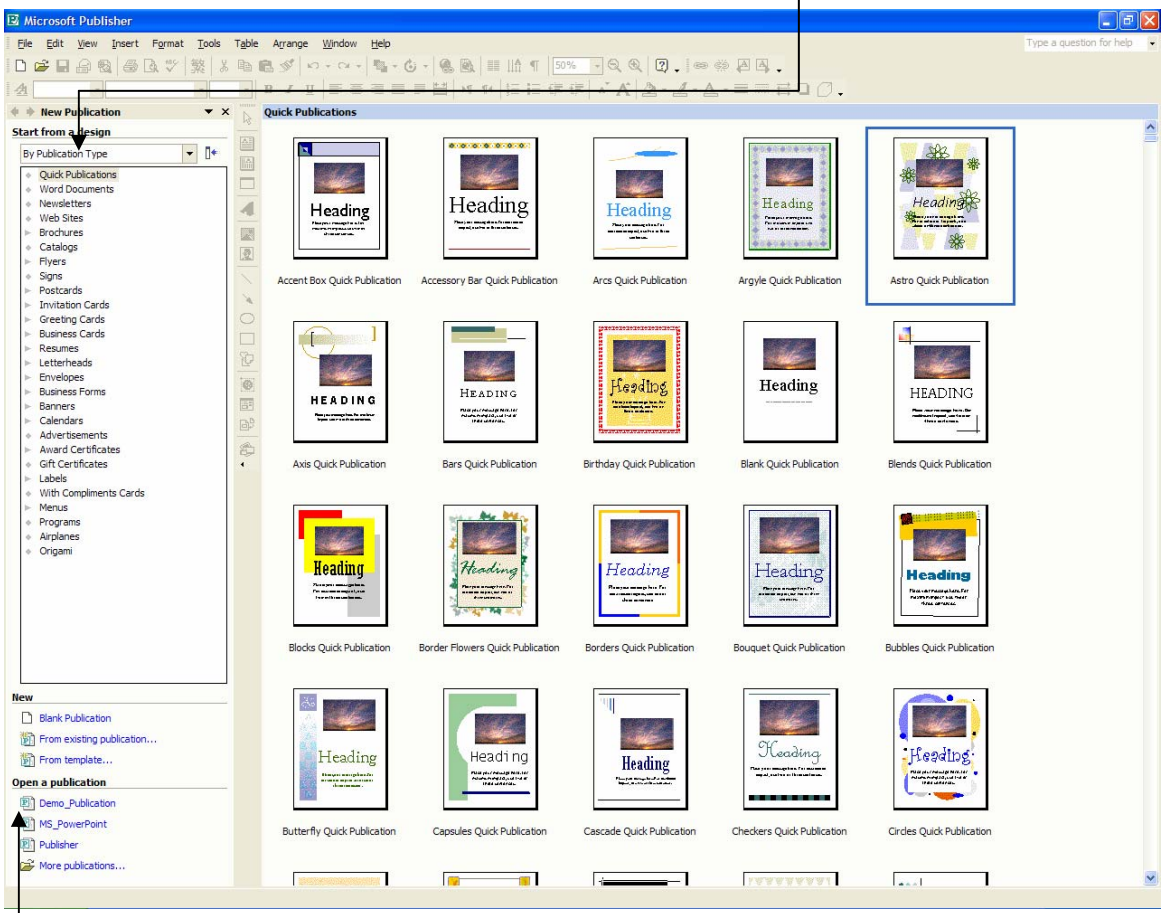
The creation of publication materials through the use of Publisher XP can be easy and effective if the design elements are considered prior to beginning. Publisher does not provide any formatting specifications for a new document, therefore, the user is responsible for the entire layout of the publication.

Preparation is the key!

Opening Publisher

- Start the Publisher program by clicking on the Publisher icon. This icon may be found in the Microsoft Office Shortcut bar, a desktop shortcut, or from the Start Button/Programs/ Microsoft Publisher location.

- The following window will open. Make note of the Publication Wizard in the window.



- After you have created other publications, you will see them listed under “Open a publication” or you can create new publications from the menu.

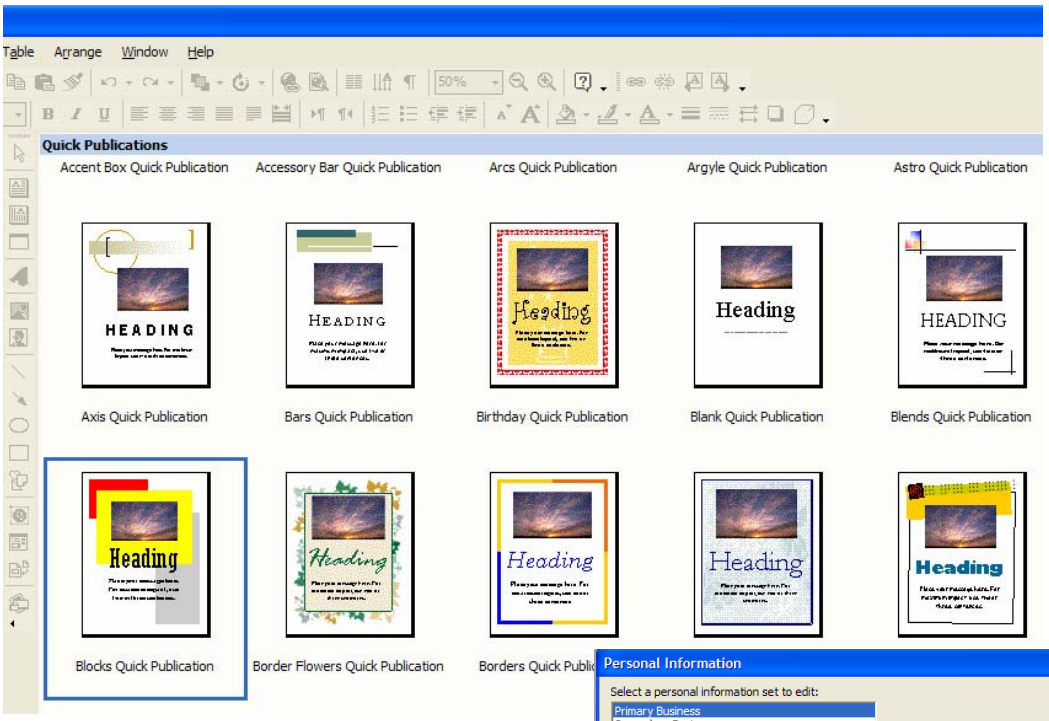
Creating a Template Publication

Choosing a Publication

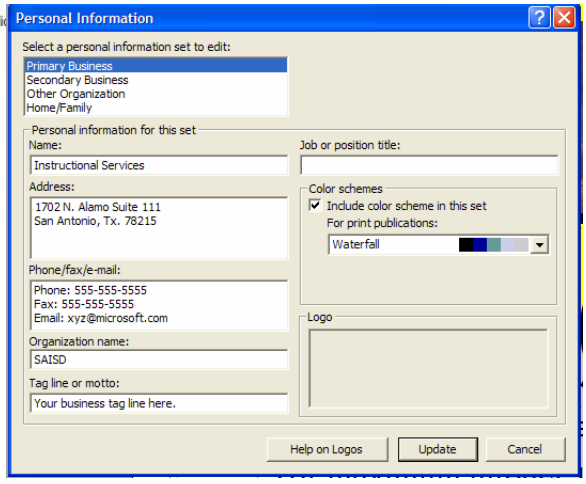
- Publisher XP provides the user with options for creating a publication. One of these options is to create a publication from a template.

- From the Publication Wizard task pane, take note of the various types of publication options for future reference. For instructional purposes, a quick publication will be selected for demonstration.

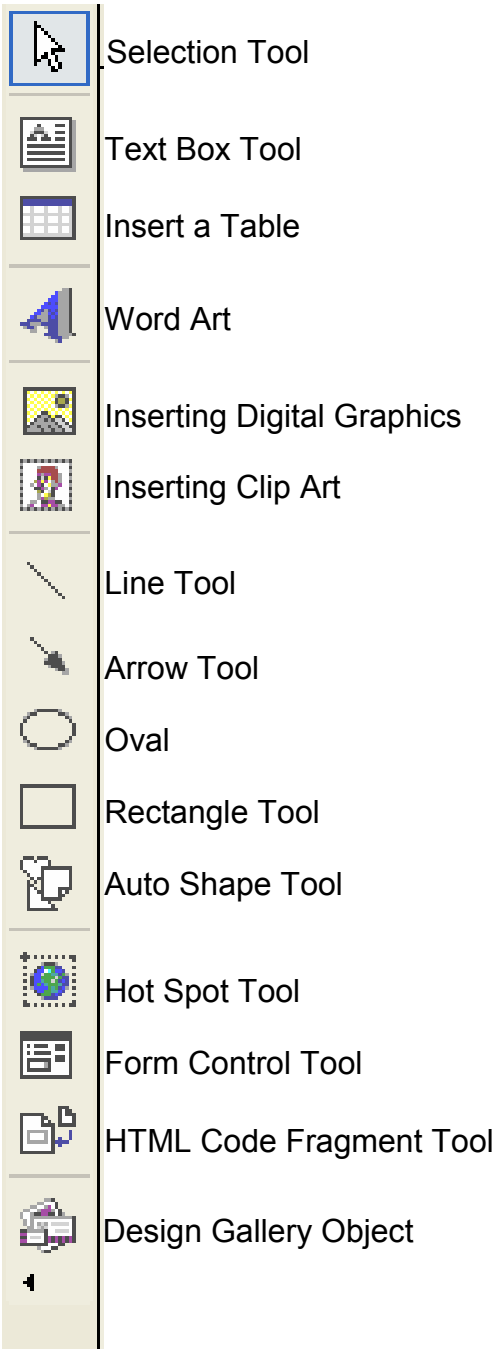
1. From the Publication Wizard task pane, select “Quick Publications”
2. In the Quick Publications window, select “Blocks Quick Publication”



3. Click ok in the box prompting you to enter personal information for the publication.
4. From the Personal Information Dialogue box, set the appropriate personal information and color scheme.
5. Click UPDATE when completed.



Publisher Tools Bar



- The Publisher tool bar allows you to edit the publication document. When creating a publication from a template, the text boxes and graphics boxes are preset. However, when creating a blank publication the tool bar is the necessary to add items to the page.

Publisher Views

- For publication purposes, you may want to alter the screen view of the publication.

- It is possible to view two pages at one time, or alter the image size to view in full screen view of at a decreased percentage.

For two page view:
1. Select View from the menu pull down bar
2. Choose Two-Page Spread

Two pages at a time should appear on the screen.

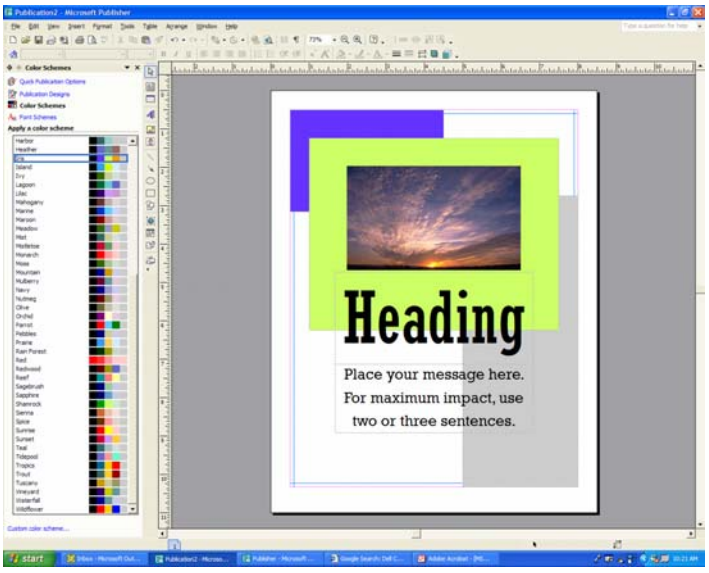
Zooming Options:
1. From the Short Cut Menu, choose the zoom by percentage.
2. Or choose the magnifying glass to increase of decrease image.

Formatting a Template Publication

Editing Color Schemes

In the initial set up of personal information, the option to create a color scheme was provided. However, the color scheme can be altered to accommodate changes.

1. Choose **Format** from the Menu Bar
2. Select **Color Schemes**
3. The Color schemes available will be displayed in the task pane.
4. Select a color scheme
5. The color scheme of the publication will change in the editing window for viewing

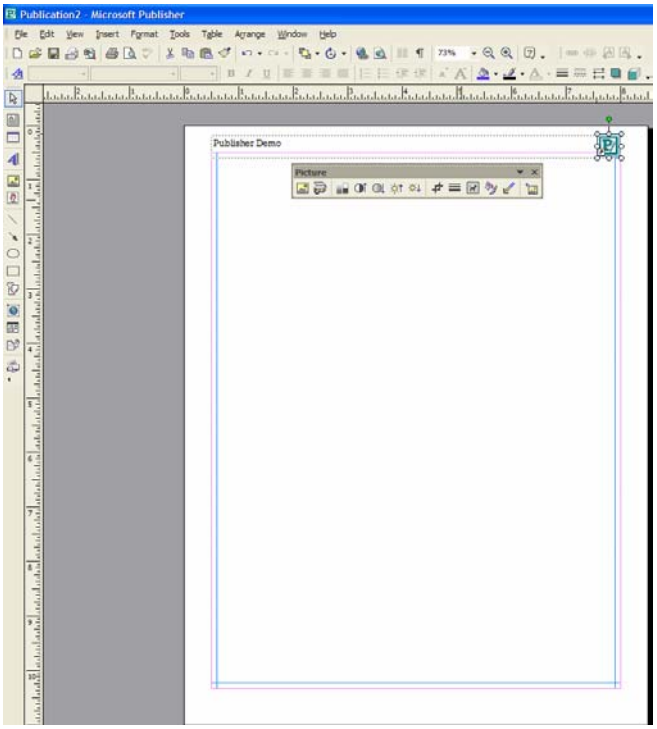


Editing a Font Scheme

1. Choose **Format** from the Menu Pull Down Bar
2. Select **Font Schemes**
3. In the Task Pane, select the font scheme for the publication.

Creating a Master Slide

- A master slide selects a particular look for a publication.
- Creating a master slide is a method of adding information that must be present on every page of the publication.
- This feature is often used to set footers on pages and to add page numbers.
- Although, headers and footers can be added, the master slide allows users to set parameters on a page that will not change from page to page.
- By setting the master page, the user can alter the headers and footers from page to page if necessary, without reformatting the master page information.

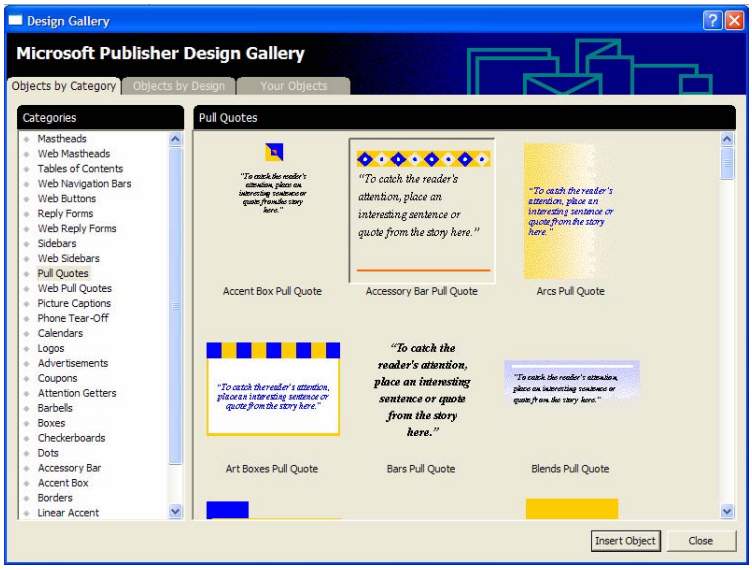


1. Choose the **View** Menu Pull Down Bar
2. Select **Master Page**
3. The page will appear blank in the editing window.
4. Select the text tool to add a text box to enter information or the graphics tool to add a graphic.
5. To return to the editing mode of the publication, type **CTRL+M**

Using the Design Gallery

- The design gallery allows you to add design elements to a publication.
- From the tool bar, select the design gallery icon →

1. Select the icon
2. Choose a **Pull Quotes** from the wizard list
3. Select **Accessory Bar Pull Quote**
4. Click **Insert Object**
5. Position the quote on the screen by clicking on it with the mouse and moving about the publication
6. To change the design of the object, click on the wand located beneath the text box.
7. In the task pane, select a design style.
8. The object can be resized by pulling the handles of the object.



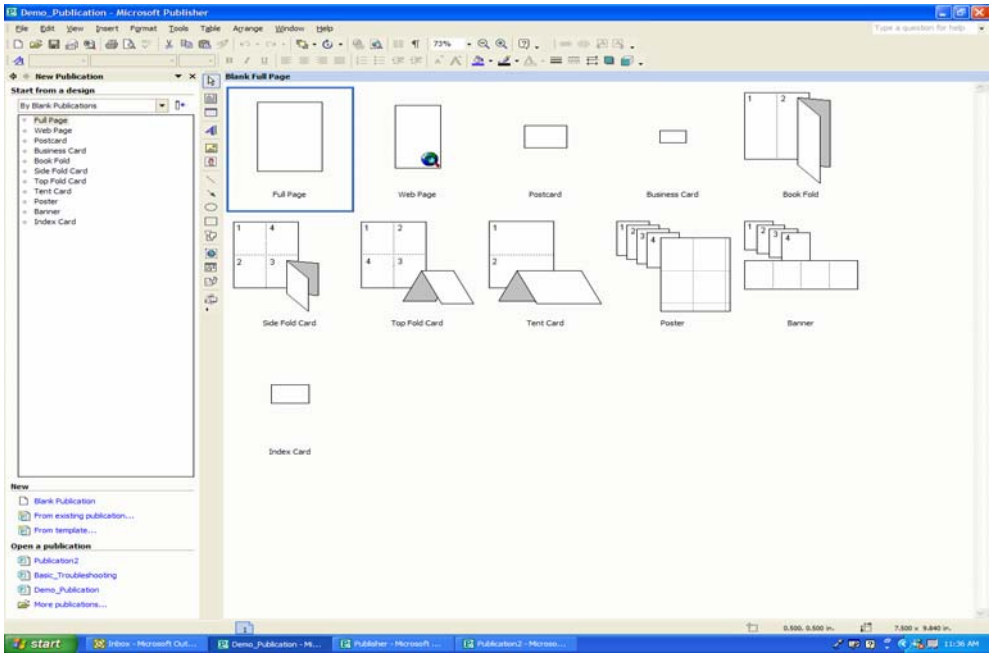
Editing the Publication Document

1. Using the mouse, Click on box labeled **Heading** on the Publication
2. Highlight the word **Heading**
3. Type the new title
4. Beneath the new title, click on the text box to enter additional text.
5. To change the graphic, click on the graphic with the mouse
6. Using the **format picture tool bar** click the **Insert Picture Icon**

7. Navigate to the file that contains the appropriate image
8. Click OK to insert picture
9. To resize the picture to fit the screen.
10. To remove the sample picture, select the picture by clicking on it
11. Hit Delete on the keyboard

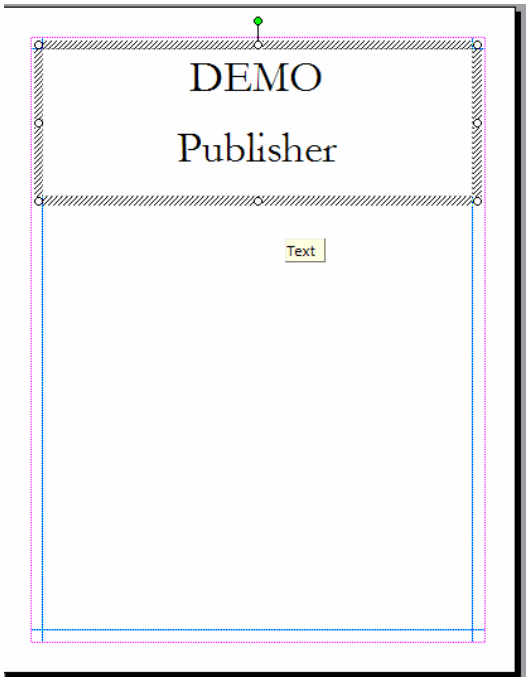
Creating a Blank Publication

1. From the Publication Task Pane pull down menu, Select **Blank Publication**
2. From the blank publication wizard, select the type of page layout required.
3. For demonstration purposes, select **Full Page**
4. A blank page should appear in the Editing Pane.



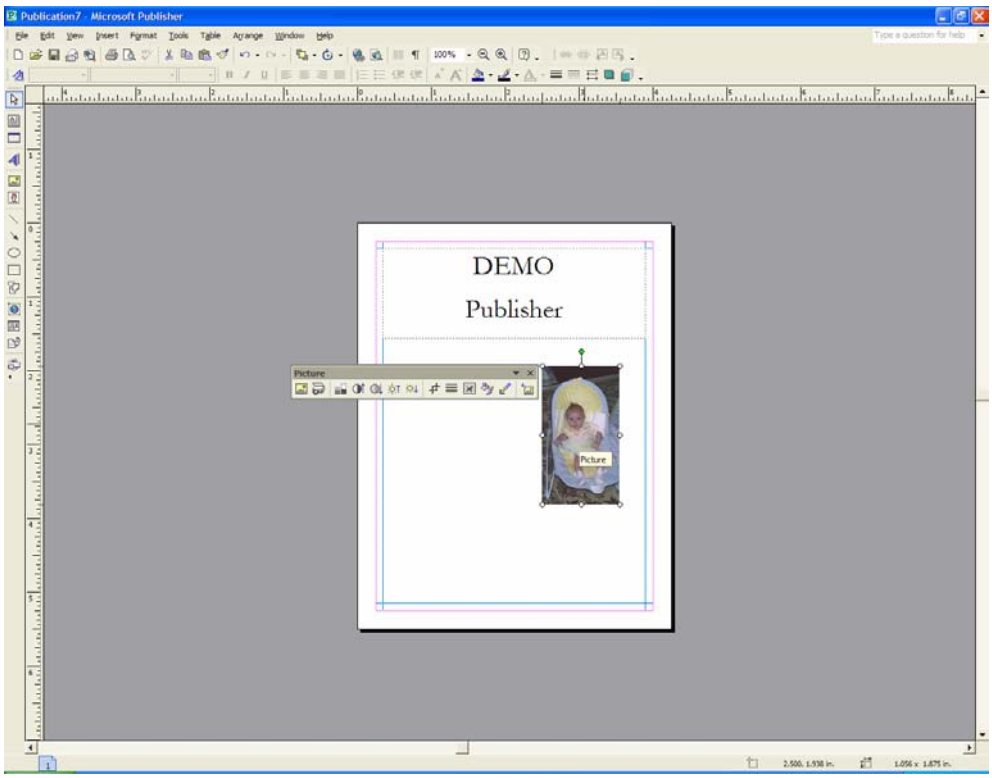
Adding Text

1. Select the Text Box tool from the tool bar
2. Place the cursor on the blank page
3. Holding the mouse down, drag a text box across the page.
4. Select **Format** from the Menu Pull Down Bar or use the short cut bar to set text options
5. Choose **Font**
6. Using the Font Dialogue box, set the font options for that text box.
7. Click inside the text box to type information.
8. The text box can be resized by pulling the handles of the box
9. The box may be repositioned by dragging it about the page.



Adding Graphics

- Clip art and digital graphics can be added to a publisher document.
- The Publisher tool bar has two graphics tools, one for graphics and one for clip art.
- After selecting the graphics tool or the clip art tool, drag a selection area on the page.
- If selecting Clip Art, once the selection is made on the page, the clip art task pane will open on the right side of the screen.
- If selecting graphics, once the selection is made on the page, the insert picture dialogue box will appear requiring you to select an image from a file.
- Once the image is on the screen, click one time on the image for the picture tool bar to appear to allow editing to be done to the picture
- The graphic may be placed anywhere on the page by dragging the graphic to the desired position.
- Any graphic can be resized by clicking on the resizing handles located around the selected image.

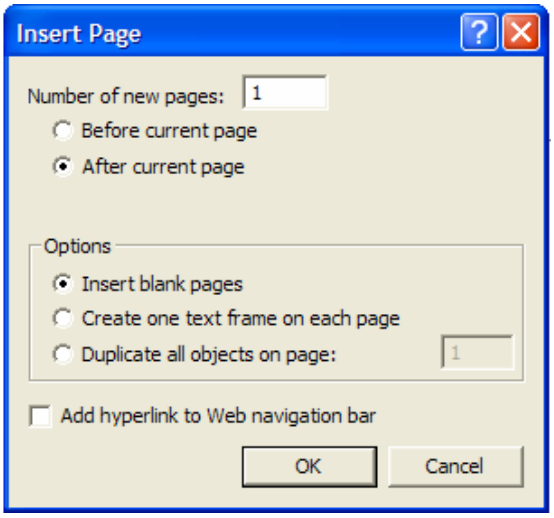


Inserting a Page

1. From the Pull Down Menu, Select **Insert**
2. Choose **Page**
3. In the New Page Dialogue Box, Select the appropriate Properties.

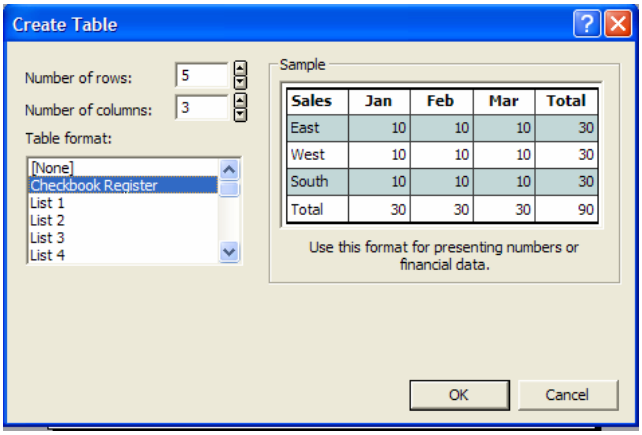
- The new page dialogue box offers several features for inserting pages.

- You may insert a blank page, a duplicate of the previous page, or a page with a single text box.



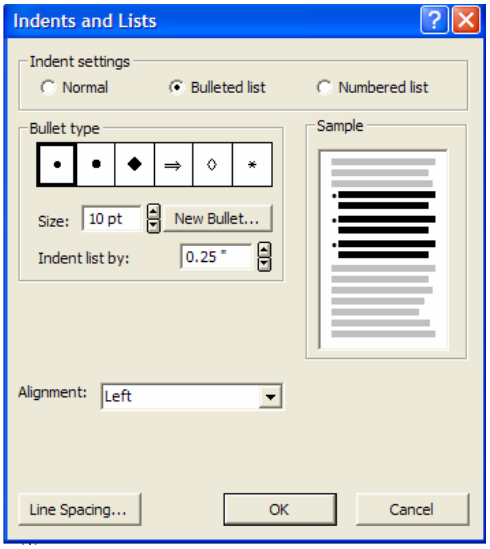
Adding a Table

1. From the Tool Bar, Select the Table Icon
2. Drag a selection area on the page for the table
3. Using the table dialogue box, select the desire number of rows and columns and select the appearance of the table.
4. Click OK to add table to page
5. Click in a cell to add text to the table.



Using Indents and Lists

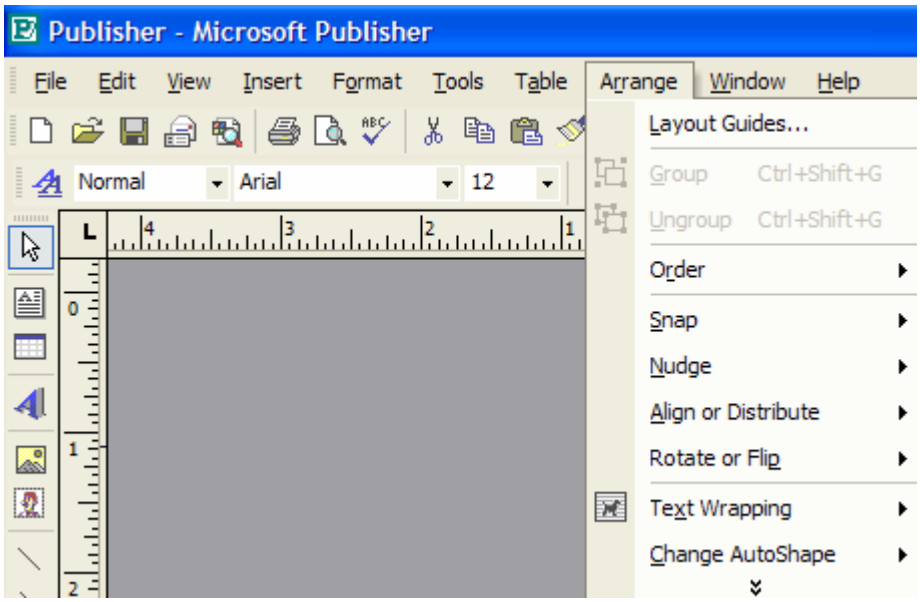
1. Create a text box area on the page
2. Choose **Format** from the pull down menu
3. Select **Indents and Lists**
4. Using the Indents and Lists dialogue box, select the type of list desired.
5. Click OK when Completed
6. Add text to the text box
7. Click enter to add additional bullets or numbers.



Formatting Options

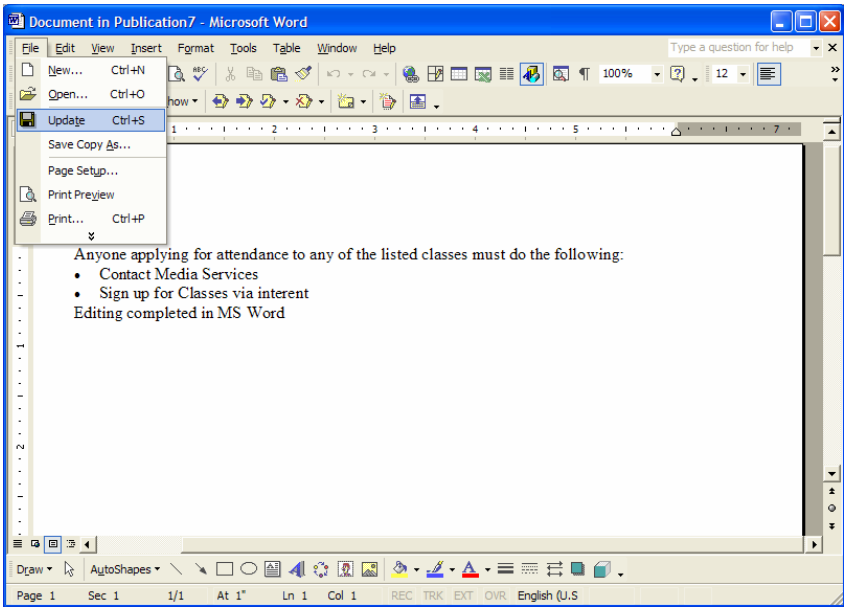
- When creating publications in Publisher, there are options for formatting object about a page.

- From the **Arrange** pull down menu, there are various options for formatting objects, or adding additional objects/shapes on a page.



Editing in MS Word

- Publisher has the ability to edit objects or text selections in MS Word.

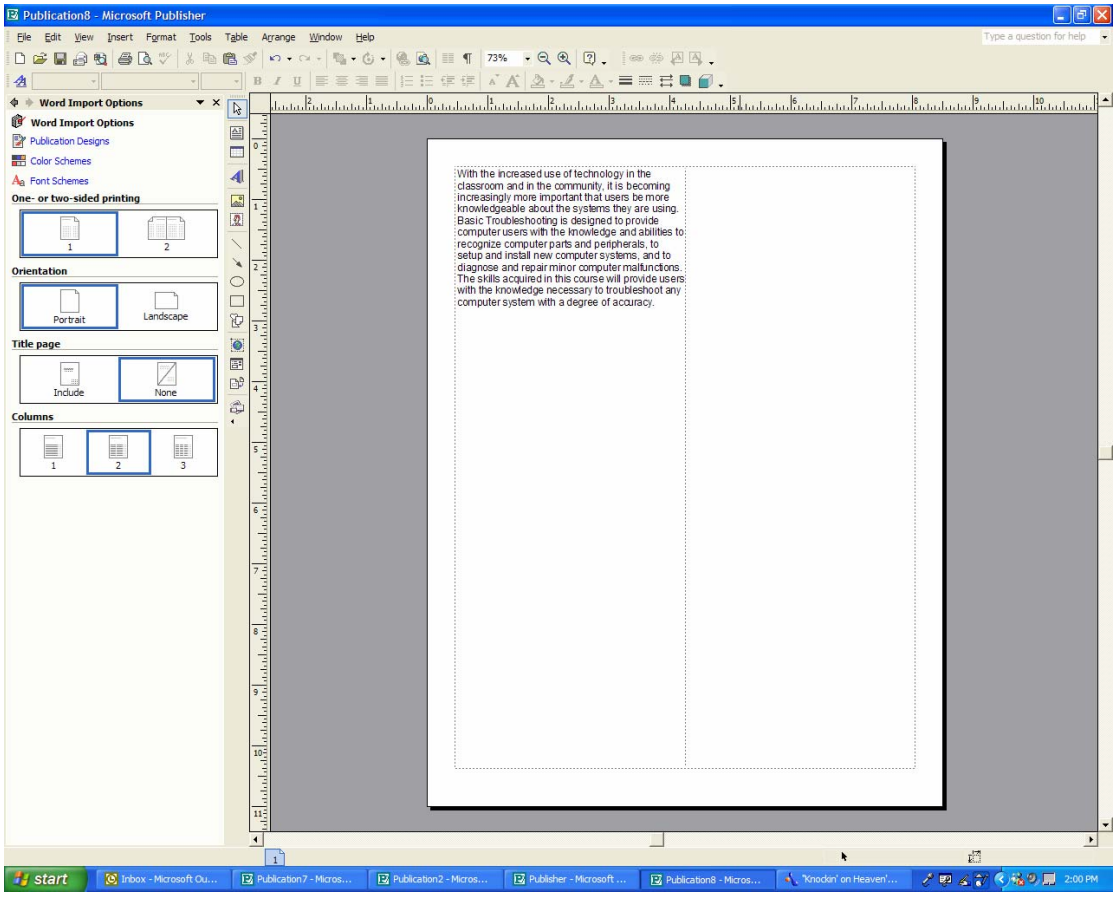


1. Select the object to edit in MS Word
2. Select **Edit** from the pull down menu
3. Choose **Edit Story in MS Word**
4. Using the MS Word make corrections to the object.
5. From the **File** pull down menu, select **Update** when completed
6. Close the MS Word Box, and the publisher document will appear with the appropriate corrections.

Importing MS Word Documents

- Any document created in MS Word can be imported directly into Publisher without needing to reformat or retype any information.

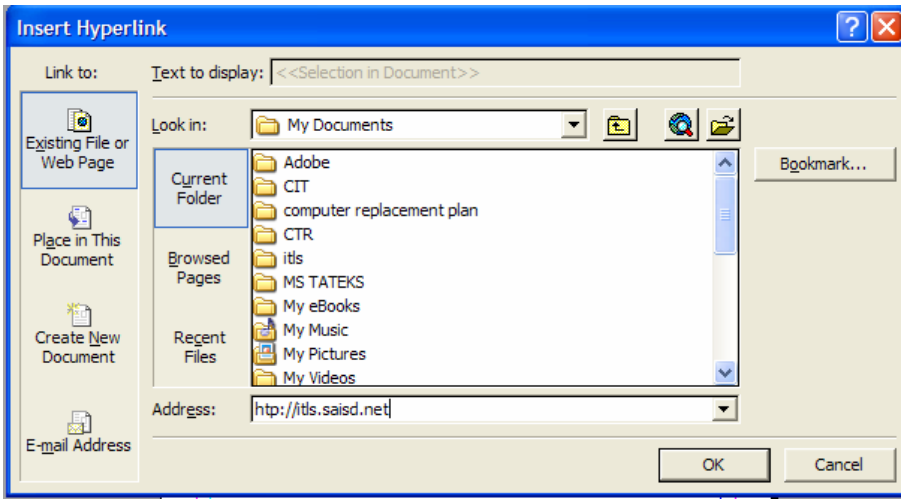
1. Select **File** from the Pull Down Menu
2. Select **Import Word Document**
3. Navigate to the document desired
4. Click **OK** to add the document to the page.
5. Using the Task Pane, set the options for the Word Document.



- When importing Word Documents into a Publisher document, Publisher will create a new publication for each import. Therefore, it may be easier for you to cut, copy, and paste between MS Word and Publisher.

Adding Hyperlinks

1. Create a selection on the page (text or image) to be the hyperlink object
2. Choose **Insert** from the pull down menu
3. Select **Hyperlink**
4. In the Hyperlink Dialogue box, navigate to a file or type a URL in the address box.
5. Click OK when completed

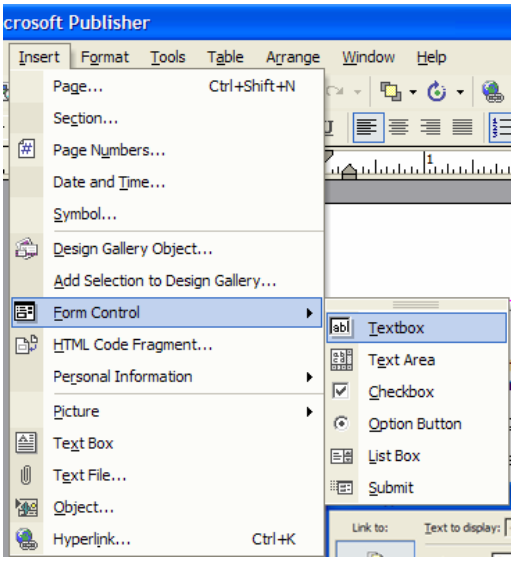


- You also have the options to link to another location in the same document, to create a new document to link to, or to link to an email address.

Adding Form Objects

- When creating a document it is possible to add form objects to a publication for appearance purposes.

1. Create the text box and text desired
2. Choose **Insert** from the pull down menu
3. Select **Form Controls**
4. Select one of the options to be placed in the Publication



Saving a Publication

Saving as a Publisher Document

1. Choose **File** from the Pull Down Menu
2. Select **Save As**
3. In the Save As dialogue box, navigate to the appropriate folder
4. Provide a Name for the publication
5. Click **Save**

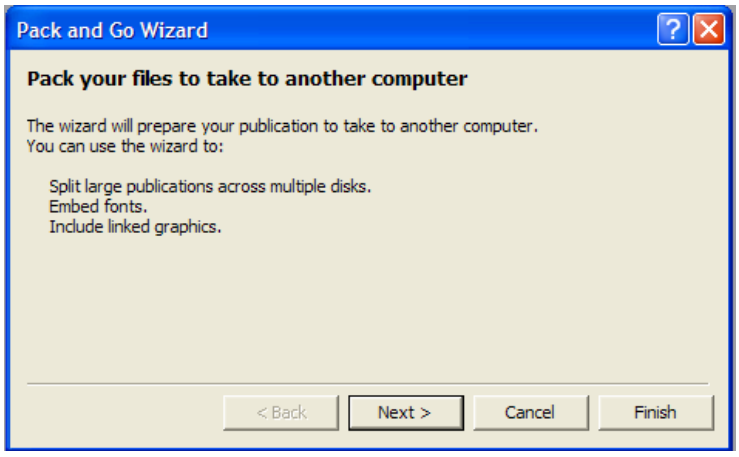
Saving as a Web Page

1. Choose **File** from the Pull Down Menu
2. Select **Save As Web Page**
3. In the Save as Web Page dialogue box, navigate to the appropriate folder
4. Provide a name for the publication
5. Click **Save**

Pack And Go

- Pack and Go provides two options, the ability to package to take to another computer or to a commercial printing company.

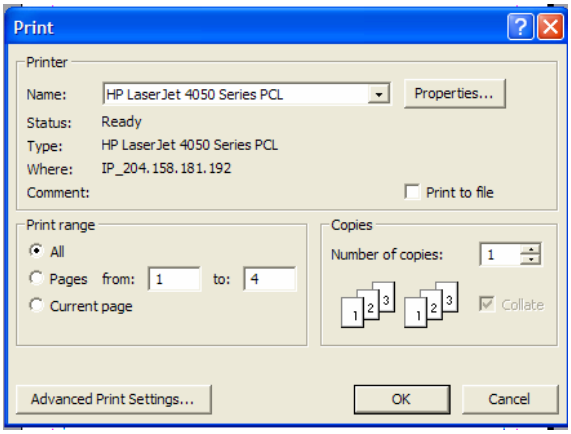
1. Save your Publication
2. Choose **File** from the Pull Down Menu
3. Select **Pack and Go**
4. Choose **Take to another computer**
5. Follow the wizard and device to transfer the document (floppy, cd, Zip)
6. Complete the wizard, selecting appropriate options
7. Click Finish to Package



Printing a Publication

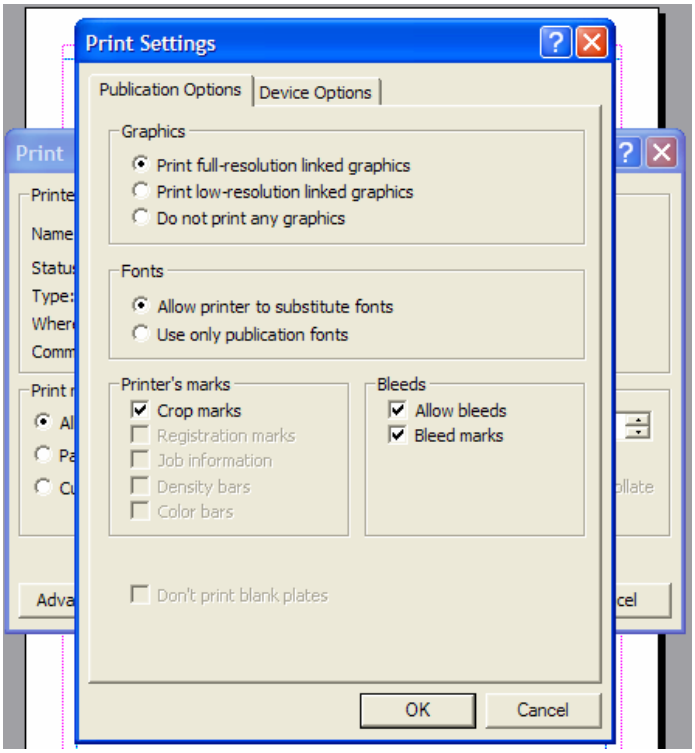
Print Options

1. Choose **File** from the pull down menu
2. Select **Print**
3. Select properties for **Print Range**
4. Select properties for **Copies**



Advanced Print Settings

1. In the Print Dialogue box, select, **Advanced Print Settings**
2. Select Properties for printing a publication document.
3. Click OK to return to the Print Dialogue Box
4. Click OK to print publication



Adding a Text File

- Publisher allows you to add any text file to any page.

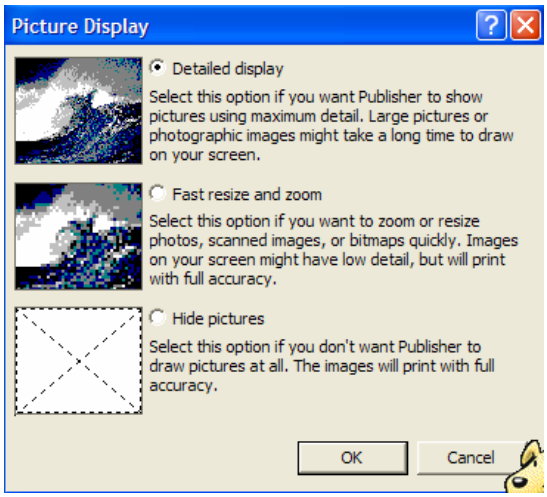
1. Select a Text Box
2. Choose the **Insert** Pull Down Menu
3. Select **Text File**
4. Navigate to the appropriate text file
5. Publisher will insert the text from the file directly into the publication

This feature can be very helpful if you are creating a publication of already completed projects.

Viewing Pictures

- Publisher allows you to set parameters around the manner in which pictures are displayed throughout the publication.

1. Go to the **View** Pull Down Menu
2. Select **Pictures**
3. Using the dialogue box, select the picture options that work best for your publication.



Using AutoShapes

- Using AutoShapes can add variety and depth to your presentations.

- AutoShapes provides your with easy to make shapes, lines, and boxes to enhance publication appearance.

Test for Knowledge - MS Publisher

1. Create a Flyer in Publisher advertising an upcoming event that will take place in your classroom. Use one of the templates provided in MS Publisher.

2. Create a Newsletter in Publisher using a Blank publication. Include the following elements:

    - Create a Title using the Design Gallery
    - Include a digital graphic
    - Include a Clip Art Graphic
    - Include articles that cover your classroom activities
    - Insert a Table
    - Utilize the AutoShapes
    - Package the publication to be taken to another computer

Mini-Publisher Quiz

1. Name three ways that Publisher could help you in your classroom and your campus.

2. Name three ways that students could utilize publisher to enhance curricular projects.

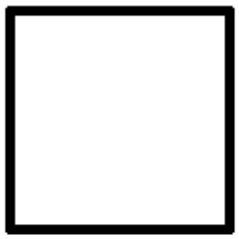
3. List at least five different publications that can be created using Publisher XP.

4. List and describe three different ways to enter text into a publisher document.

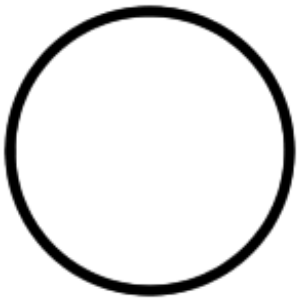
5. What is the difference between saving a publisher document and using pack and go.

6. What can the Design Gallery be used for?

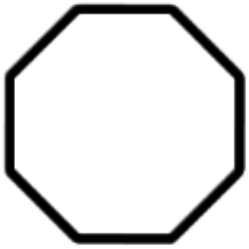
Geometric Reflection and Evaluation



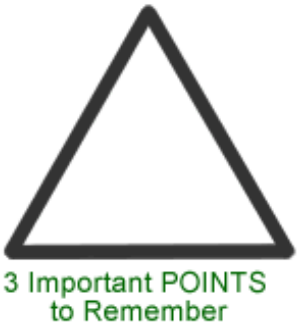
Something I learned that SQUARED with my beliefs.



A question going AROUND in my mind...



STOP!
How do I plan to implement what I have learned?



Please respond to the questions by selecting 1-5, 5 being the highest and 1 being the lowest, below:

1.Held my interest with relevant examples.	1 2 3 4 5
2.Facilitated activities effectively that reflected a clear grasp of the topic.	1 2 3 4 5
3.Responded effectively to questions.	1 2 3 4 5
4.Delivered content in an appropriate, well-paced manner.	1 2 3 4 5
5.Provided opportunities for active participation.	1 2 3 4 5
6.Provided quality handouts that enhanced my learning experience.	1 2 3 4 5
7.If this activity was TEKS-related, at what LOTI level were most of the activities?	1 2 3 4 5
8.Anything else you would like to share about the workshop today that may not have been addressed previously?	

Publisher Integration

Publisher is a powerful tool that can enhance any curricular project. Below is a listing of possible integration ideas for incorporating Publisher into the classroom curriculum. Publisher provides students with the tool necessary to create a professional publication.

Elementary

Language Arts	Creative Writing; Use of word and definitions
Reading	Summarization;
Math	Vocabulary and concepts; Word problems
Science	Animal Families; Properties of Matter
Social Studies	Famous People; Famous Events; Timelines

Secondary

Language Arts	Authors; Research
Science	Elements; Life Cycles
Social Studies	Historical Events
Math	Equations; Probabilities
Economics	Entrepreneurship

In these examples, teachers should pre-plan. These topics supply only a few of the possibilities for Publisher. Students should be able to create interactive projects over any topic using Publisher, whether the publication is completed for class view or individualized view. Publisher provides students with a method of combining information from several sources and incorporating those sources into one fluid document. Publisher provides an easy method of adding uniformity to a document.

Technology Application: Texas Essential Knowledge and Skills

§126.11. Technology Applications, Grades 6-8.

TEKS (2) **Foundations.** The student uses data input skills appropriate to the task. The student is expected to:

(A) demonstrate proficiency in the use of a variety of input devices such as mouse/track pad, keyboard, microphone, digital camera, printer, scanner, disk/disc, modem, CD-ROM, or joystick;

(B) demonstrate keyboarding proficiency in technique and posture while building speed;

(C) use digital keyboarding standards for data input such as one space after punctuation, the use of em/en dashes, and smart quotation marks; and

(D) develop strategies for capturing digital files while conserving memory and retaining image quality

TEKS (7) **Solving Problems.** The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to:\

(D) demonstrate proficiency in the use of multimedia authoring programs by creating linear or non-linear projects incorporating text, audio, video, and graphics;

(G) integrate two or more productivity tools into a document including, but not limited to, tables, charts and graphs, graphics from paint or draw programs, and mail merge;

TEKS (8) **Solving Problems.** The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:

(E) integrate acquired technology applications skills, strategies, and use of the word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs into the foundation and enrichment curricula.

TEKS (10) **Communication.** The student formats digital information for appropriate and effective communication. The student is expected to:

(A) use productivity tools to create effective document files for defined audiences such as slide shows, posters, multimedia presentations, newsletters, brochures, or reports;

(D) demonstrate appropriate use of fonts, styles, and sizes, as well as effective use of graphics and page design to effectively communicate;

TEKS (11) **Communication.** The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:

(A) publish information in a variety of ways including, but not limited to, printed copy, monitor display, Internet documents, and video;

Technology Application: Texas Essential Knowledge and Skills

§126.26. Multimedia (One Credit). High School

(a) General requirements. The prerequisite for this course is proficiency in the knowledge and skills described in §126.12(c) of this title (relating to Technology Applications (Computer Literacy), Grades 6-8). This course is recommended for students in Grades 9-12.

(b) Introduction.

(1) The technology applications curriculum has four strands: foundations, information acquisition, work in solving problems, and communication.

(2) Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results.

(c) Knowledge and skills.

TEKS (1) **Foundations.** The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected to:

(A) demonstrate knowledge and appropriate use of operating systems, software applications, and communication and networking components;

(B) analyze demands for accomplishing multimedia tasks to appropriately use input, processing, output, and primary/secondary storage devices;

(C) make decisions regarding the selection, acquisition, and use of software in a multimedia classroom/lab taking under consideration its quality, appropriateness, effectiveness, and efficiency;

(D) delineate and make necessary adjustments regarding compatibility issues including, but not limited to, digital file formats and cross platform connectivity;

(E) use necessary vocabulary related to multimedia;

(F) install and configure appropriate software;

(G) distinguish between and correctly use process color (RGB and CYMK), spot color, and black/ white;

(H) identify color mixing theories and apply these theories to the creation of new colors in the digital format;

(I) identify and distinguish among the basic sound editing principles including the addition of effects and manipulation of the wave form;

(J) identify and use compression schemes for photo, animation, video, and graphics; and

(K) distinguish between and determine the appropriate application of bitmapped and vector graphics into a multimedia project.

TEKS (2) **Foundations.** The student uses data input skills appropriate to the task. The student is expected to:

(A) demonstrate proficiency in the use of a variety of electronic input devices including the mouse, keyboard, scanner, voice/ sound recorder, disk/disc, video, and digital camera by creating files to be used in multimedia products;

(B) use digital keyboarding standards for data input such as one space after punctuation, the use of em/en dashes, and smart quotation marks;

(C) use strategies when digitally capturing files that conserve memory and retain the image integrity; and

(D) differentiate among audio input.

TEKS (3) **Foundations.** The student complies with the laws and examines the issues regarding the use of technology in society. The student is expected to:

(A) discuss copyright laws/issues and model ethical acquisition and use of digital information, citing sources using established methods;

(B) demonstrate proper etiquette and knowledge of acceptable use policies when using networks, especially resources on the Internet and intranet;

(C) model respect of intellectual property when manipulating, morphing, or editing graphics, video, text, and sound; and

(D) provide examples of the role of multimedia in society.

TEKS (4) **Information acquisition.** The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. The student is expected to:

(A) use strategies to access research information from different resources, including local area networks (LANs), wide area networks (WANs), the Internet, and intranet; and

(B) apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies.

TEKS (5) **Information acquisition.** The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to:

(A) acquire information in electronic formats including text, audio, video, and graphics, citing the source; and

(B) identify, create, and use available file formats including text, image, video (analog and digital), and audio files.

TEKS (6) **Information acquisition.** The student evaluates the acquired electronic information. The student is expected to:

(A) identify and employ a method to evaluate the design, functionality, and accuracy of the accessed information; and

(B) use fundamental concepts of graphic design including visual composition and lighting when analyzing multimedia.

TEKS (7) **Solving problems.** The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to:

(A) use foundation and enrichment curricula in the creation of multimedia products;

(B) elect and integrate computer-based productivity tools, including, but not limited to, word processor, database, spreadsheet, telecommunications, draw, paint, and utility programs to develop and modify solutions to problems and to create new knowledge for multimedia products;

(C) use technology tools to create a knowledge base with a broad perspective;

(D) apply color principles to communicate the mood of the product for the specific audience;

(E) integrate path and cell animation modules appropriately into multimedia products;

(F) use the appropriate scripting language to create a multimedia sequence;

(G) edit files using established design principles including consistency, repetition, alignment, proximity, ratio of text to white space, image file size, color use, font size, type, and style; and

(H) read and use technical documentation.

TEKS (8) **Solving problems.** The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:

(A) participate with electronic communities as a learner, initiator, contributor, and teacher/ mentor and use technology to participate in self-directed and practical activities in the larger community and society;

(B) demonstrate proficiency in, appropriate use of, and navigation of LANs, WANs, the Internet, and intranet for research and for sharing of resources;

(C) integrate and use efficiently and effectively a variety of multimedia programs and tools including linear/non-linear authoring tools, image/video editing tools, compression programs, draw/paint/text creation tools;

(D) extend the learning environment beyond the school walls through the creation and linking of multimedia products via electronic networks;

(E) develop technical documentation related to multimedia;

(F) participate in different roles and jobs of a multimedia production crew including project manager, lead programmer, writer, art director, sound engineer, researcher, animator, and presenter;

(G) distinguish among and appropriately integrate 3-D modeling, animation, and rendering software into multimedia products;

(H) import video into the digital format for integration into multimedia products; and

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TEKS (8) **Solving problems**, continued

(I) capture, record, and integrate sampled and Musical Instrument Digital Interface (MIDI) sound in different sound rates, resolutions, and channels.

TEKS (9) **Solving problems.** The student uses technology applications to facilitate evaluation of work, both process and product. The student is expected to:

(A) design and implement procedures to track trends, set timelines, and review/evaluate progress for continual improvement in process and product;

(B) seek and respond to advice from peers and professionals in delineating technological tasks;

(C) create technology specifications for tasks and rubrics to evaluate products and product quality against established criteria; and

(D) resolve information conflicts and validate information by accessing, researching, and comparing data and demonstrate that products and product quality can be evaluated against established criteria.

TEKS (10) **Communication.** The student formats digital information for appropriate and effective communication. The student is expected to:

(A) identify quality in multimedia design such as consistency, alignment, repetition, and proximity;

(B) use content selection and presentation for the defined audience and communication purpose; and

TEKS (10) **Communication**, continued

(C) format the multimedia project according to defined output specifications including target audience and viewing environment

TEKS (11) **Communication.** The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:

(A) publish information in a variety of ways including, but not limited to, printed copy or monitor display; and

(B) publish information in saved files, Internet documents, CD-ROM discs, or video.

TEKS (12) **Communication.** The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to:

(A) determine and employ technology specifications to evaluate projects for design, content delivery, purpose, and audience; and

(B) seek and respond to input from peers and professionals in evaluating the product.

Levels of Technology Integration (LOTI)

Level	Category	Description
0	Nonuse	A perceived lack of access to technology-based tools or a lack of time to pursue electronic technology implementation. Existing technology is predominately text-based (e.g., ditto sheets, chalkboard, overhead projector).
1	Awareness	The use of computers is generally one step removed from the classroom teacher (e.g., it occurs in integrated learning system labs (i.e. Jostens, CCC, IDEAL, Plato), special computer-based pull-out programs, computer literacy classes, and central word processing labs). Computer based applications have little or no relevance to the individual teacher's instructional program.
2	Exploration	Technology-based tools serve as a supplement (e.g., tutorials, educational games, simulations) to the existing instructional program. The electronic technology is employed either for extension activities or for enrichment exercises to the instructional program.
3	Infusion	Technology-based tools including databases, spreadsheets, graphing packages, probes, calculators, multimedia applications, desktop publishing, and telecommunications augment selected instructional events (e.g., science kit experiments using spreadsheets or graphs to analyze results, telecommunications activities involving data sharing among schools).
4a	Integration (mechanical)	Technology-based tools are mechanically integrated, providing a rich context for students' understanding of the pertinent concepts, themes, and processes. Heavy reliance is placed on prepackaged materials and sequential charts that aid the teacher in the daily operation of the instructional curriculum. Technology (e.g., multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems relating to an overall theme or concept.
4b	Integration (routine)	Teachers can readily create integrated units with little intervention from outside resources. Technology-based tools are easily and routinely integrated, providing a rich context for students' understanding of the pertinent concepts, themes, and processes. Technology (e.g., multimedia, telecommunications, databases, spreadsheets, word processing) is perceived as a tool to identify and solve authentic problems relating to an overall theme/concept.
5	Expansion	Technology access is extended beyond the classroom. Classroom teachers actively elicit technology applications and networking from business enterprises, governmental agencies (e.g., contacting NASA to establish a link to an orbiting space shuttle through the Internet), research institutions, and universities to expand student experiences directed at problem solving, issues resolution, and student activism surrounding a major theme or concept.
6	Refinement	Technology is perceived as a process, product (e.g. invention, patent, new software designed), and tool for students to use in solving authentic problems related to an identified real-world problem or issue. In this context, technology provides a seamless medium for information queries, problem-solving, and product development. Students have read access to and a complete understanding of a vast array of technology-based tools to accomplish any particular task.

Resources, Links & Citations

Publisher Resources on the Web

http://www.microsoft.com/office/publisher/default.asp

http://www.newsletterfillers.com/archives/Software%20Tips/MS%20Publisher/MS_Publisher_archives.htm

http://www.davidbartosik.com/pub2k.htm

Print Resources

There are a number of valuable books written on the topic of Publisher XP Publications. Check out new and used bookstores. The print resources for Publisher are vast, skim through the books to find the one that is right for you.

Listservs and Newsgroups

If you have access to Usenet Newsgroups, you might try:

- Microsoft Publisher Newsgroup
- DataQwest Newsgroups