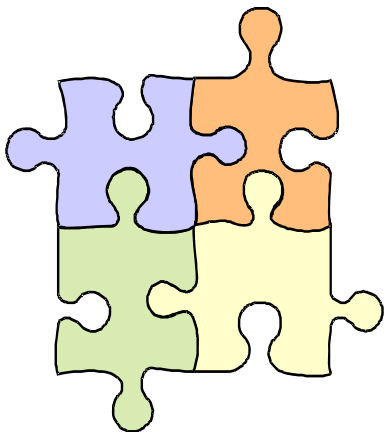


Feature articles  
in this issue:

**Part 2:  
Microsoft Office  
In the  
Classroom:  
Creating the  
Compound  
Document**

**Curriculum  
Design and  
Technology  
Integration**



## PART TWO- MICROSOFT IN THE CLASSROOM:

# CREATING THE COMPOUND DOCUMENT

## and its APPLICATION

application

In the last issue of the EDC Newsletter we discussed what a compound document is and introduced how it could enrich the learning experience of students.

This month, we focus on how to *create* the compound document and give an example of an application that could be used by teachers.

It should be noted that it does not matter whether you are using a Macintosh or PC platform. The functionality and dialog boxes are relatively the same. What may be of concern is what version of Microsoft Office you are using. There are subtle differences from one version of Office to the next. For this article a screenshot of Microsoft Office 2000 was used for illustration.

Let's begin with a review of terminology that is needed for understanding the process of building a compound document.

**Container Application-** Also referred to as the "destination," this is the client application in which all other applications will be linked to.

**Server Application(s)-** Also referred to as the "source," these

**OLE-** Acronym: Object Linking and Embedding. OLE allows you to share information from one application to another in two ways:

1. Embed data- Embed information from a source application to the container application. Any changes made to the source data will not be reflected in the container application.

2. Link data- Linking information from a source application to the container application. In this manner any changes to the source application will be updated in the container application.

### Embed vs. Link

If you want the source data displayed **statically** in your destination application, then you should **embed** the object. If, on the other hand, you want the source data to **update** the destination application, **link** the application.

*Continued on next page.*

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Now that the conceptual framework has been laid out, let's identify the steps to actually create the compound document. First read the Educational Model to the right then follow the step-by-step process that follows below.

**STEP 1.** To link the Excel Chart to the Word document, open both applications and tile them. **Select and copy** to the clipboard the Excel Chart that will be linked to Word. Select and position where you want to insert the chart in your document.

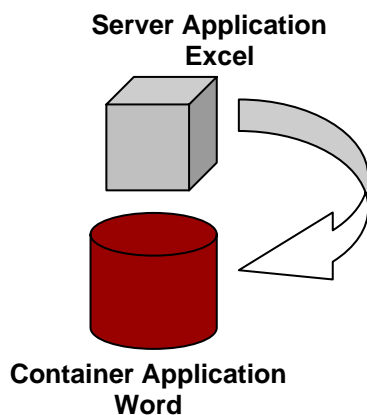
**STEP 2.** Click the **Edit** menu and select **Paste Special** to open the **Paste Special** dialogue box as seen in the screenshot below.

**STEP 3.** Make sure that the **Paste Link** radio button is checked, and the Microsoft Excel Chart Object is selected. Click **OK**. The chart will now appear in the Word

## Educational Model:

Mrs. Ferguson's 9<sup>th</sup> grade E Science class is experimenting on how different conditions, watering, sunlight, soil composition, etc., affect growth. Each day, they are to track and record the daily height measurements of their plants using Microsoft Excel and create a chart that displays cumulative data. They will also use Microsoft Word to create a written analysis of each day's new data and chart. The students are to use Microsoft PowerPoint to deliver their findings to the class in three weeks.

Conceptual Model



~~final chart and spreadsheet~~  
notes from the word document  
into the PowerPoint presentation

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## Technology Integration and Instructional Planning

It is important in the beginning of any course planning to have some ideas as to how and why you are going to integrate technology. Are you going to use technology to teach, to assess? Is it that your students will make use of technology to form connections and new ideas? It is the intent of this article to highlight the pedagogy of integrating technology in relation to the instructional planning phase.

Seasoned teachers understand that instructional planning is a process of forming and organizing a course into units. Each unit

consider both at the same time. Technology integration is not a stand-alone concept. It is as crucial to think of technology integration, as it is the content itself. The two are inseparable. Teachers should consider how and where to integrate technology as they plan.

In most cases curriculums have already been developed where there is no mention of integrating technology. A good resource is the standards that have been set forth by the International Society for Technology in Education, [ISTE](#). The standards for technology integration for both [teachers](#) and [students](#) should be

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MOON FOR EDC NEWSLETTER

Starting in February of 2004, Joseph Lundin will be assuming responsibilities for the EDC Newsletter. Joseph is in his fourth semester of EDC, hopefully finishing his EDC degree in the summer. Joseph currently is employed at Erie Community College as the Director of Communications Systems, where he maintains the servers for different applications such as E-mail, IP Telephony and Distance Learning and implements network security such as firewalls and Antivirus, troubleshooting and configuring network devices, managing client devices and researching new and upcoming technology. His interests include movies, meeting new people, skiing (though he just started last year), technology and education. As the new EDC newsletter editor, Joseph hopes to introduce students to new and upcoming educational technology, current trends and any EDC departmental information that they should know about.

Welcome, Joe.