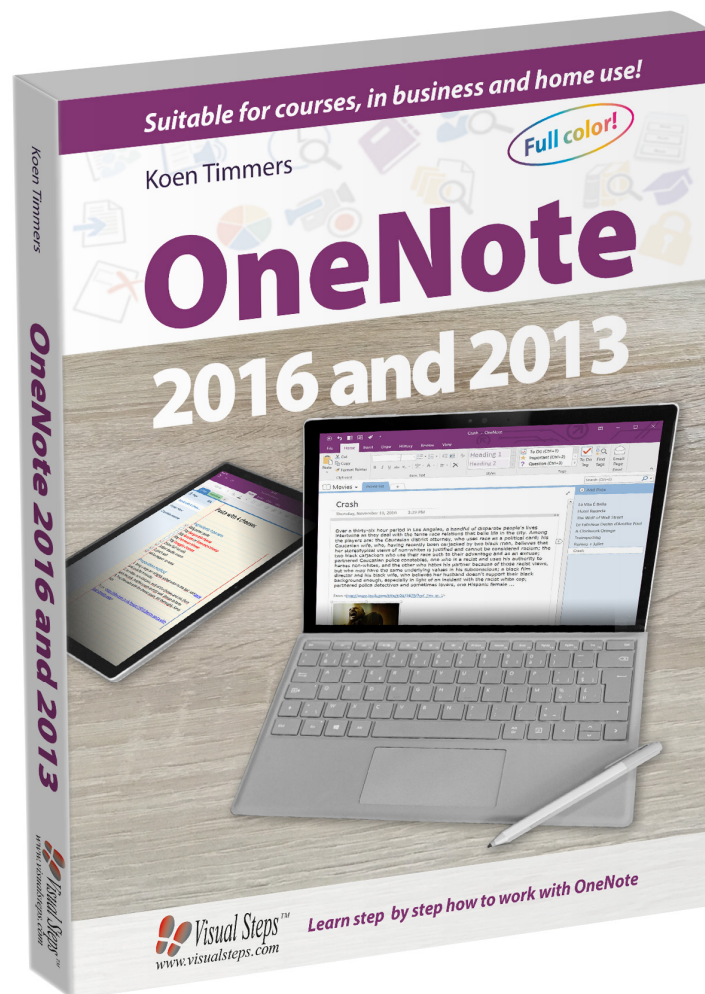


Teachers' Manual

for

OneNote 2016 and 2013



ISBN 978 90 5905 463 9

 **Visual Steps**TM
www.visualsteps.com

1. Introduction

This course manual assumes a lesson structure consisting of nine points. These points have been divided into three groups. Each class period will generally have the following structure:

- | | |
|-----------------------|--|
| A Introduction | <ol style="list-style-type: none">1. Make sure the students are ready for class to begin.2. Explain this lesson's objectives.3. Review any necessary background knowledge. |
| B Instruction | <ol style="list-style-type: none">1. Present the subject matter.2. Help the students learn the material.3. Have the students demonstrate the requested techniques.4. Give feedback on the demonstrations. |
| C Conclusion | <ol style="list-style-type: none">1. Assess the final results of the learning process (testing).2. Recap and demonstrate uses for what's been learned. |

This lesson structure should be followed step-by-step from start to finish. Steps B1 through B4 will be frequently repeated, as the subject matter will be offered in small chunks (B1).

This means there will be many points at which the student might need some help (B2).

This also means that during a class, students will learn multiple techniques they can demonstrate (B3), to which the instructor should respond with approval or corrective comments as needed (B4).

On the next page you will see the **lesson structure** again, this time expanded with extra information to clarify the content of and "why" behind each step. This structure will also be followed in explaining the details for the separate class meetings later in this manual. You can split the lessons which cover a longer chapter if needed. You may wish to handle the material in these chapters in separate sessions.

Plan to use the available class time as follows:

- Introduction 10-15%
- Instruction 60-70%
- Conclusion 20-25%

Lesson Structure

A Introduction **1. Make sure the students are ready for class to begin.**

The instructor can ask for silence, close the door, write an announcement on the board, or in some other way draw attention to the coming lesson.

2. Explain this lesson's objectives.

It is important for both student and instructor to know exactly what a lesson's desired results are. The student's work attitude, for example, depends upon whether he needs to recognize, commit to memory, or apply the material being presented.

Simply listing the subjects that will be covered is not enough. The instructor must explain them in recognizable terms.

3. Review any necessary background knowledge.

At the start of each lesson, the instructor should make sure the new information will connect to and build upon previously acquired concepts and skills. In order to do so, the instructor must first help the students recall (activate) the relevant knowledge.

B Instruction **1. Present the subject matter.**

The heart of the learning process is the offering of information by the instructor or by the textbook.

2. Help the students learn the material.

The instructor doesn't stand at the front of the class during the learning process, but rather moves around, observing the students' activities and offering support where necessary. The didactic approach being applied can be characterized as guided experiential learning.

3. Have the students demonstrate the requested techniques.

The point here is not to check whether students have done their homework, but rather to provide an opportunity for practicing the desired (final) techniques. Specific questions will give the students the opportunity to demonstrate to themselves and to the instructor that they understand or can apply the information.

4. Give feedback on the demonstrations.

It's instructive and reinforcing to provide students with feedback on their demonstrations of what they've learned.

Feedback on a student's execution of techniques often occurs naturally: it either works or it doesn't. In any case, feedback should provide information about correct execution of the techniques that are visible during the learning process.

C Conclusion 1. Assess the final results of the learning process.

The point of this step is to determine whether the student has accomplished the educational objectives, and whether he can execute the desired techniques with confidence. There are various forms of testing available for this: completing an exercise, for example, or answering questions. They don't all have to be given at the same time. Naturally, the tests should be tailored to the stated educational objectives.

2. Recap and demonstrate uses for what's been learned.

This last step is focused on helping the material sink in for the long term. As a result, this information should bridge multiple lessons and focus on making connections among different topics.

2. Previous Knowledge

Some previous knowledge is assumed for the entire course. Students without this knowledge should plan to spend some time acquiring it before the first course meeting.

The following skills comprise the previous knowledge assumed for this course:

- able to click, double-click, and drag with the mouse
- able to start and stop programs
- able to type and edit text
- able to start up and shut down Windows

3. General

Technical matters such as proper installation of *Windows 10, 8.1 or 7* and *Microsoft OneNote 2016 or 2013* are essential for this course. Installing *Microsoft OneNote* falls outside the scope of this course. The website that comes with the book contains practice files that will be used in the exercises. A working Internet connection is needed in order to be able to download the practice files from the website. Downloading the practice files also falls outside the scope of this course.

4. Lesson Plan

There are eight lessons, covering Chapters 1 through 8.

Lesson 1 Chapter 1 Starting a New Notebook

Lesson 2 Chapter 2 Page Layout and Text Formatting

Lesson 3 Chapter 3 Inserting Files and Creating Links

Lesson 4 Chapter 4 Digital Ink and the Search Function

Lesson 5 Chapter 5 Sharing Notebooks

Lesson 6 Chapter 6 Exporting, Printing, Translating and More

Lesson 7 Chapter 7 Extending OneNote

Lesson 8 Chapter 8 OneNote for Teachers

If desired, you can split or combine lessons and/or prolong lessons.

First Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

OneNote is more than a simple note-taking app. It is a **comprehensive program** that allows you to **process texts**, **make drawings**, **share documents** and **a whole lot more**.

If you are viewing the home screen of *OneNote* for the first time, it may seem a **little daunting**. *OneNote* contains some elements you may not be familiar with from other word processing programs such as *Word* or *WordPad*. *OneNote* provides more **structure** by dividing the notebooks, or documents in *OneNote*, into **sections** and **pages**. This helps you to **organize** and **compile** many **different kinds of notes**, such as to do lists, recipes, audio and video snippets and even books.

After this introduction lesson, the next lesson will explain how to make links between the different pages. In a recipe notebook for example, you could divide the starters, main courses and desserts into sections, and each individual dish could be placed on a different page. This will help you find a recipe much faster later on.

In this lesson you will create a **new notebook** and take a look at the **structure** of notebooks in general. In addition, you will learn various ways of **saving data** in *OneNote*.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- start and set up *OneNote* for the first time;
- show and hide the ribbon;
- customize the *Quick Access* toolbar;
- create a new notebook;
- save and open a notebook;
- make, rename and delete a section;
- create, rename and delete pages;
- insert and delete text.

3. Review any necessary background knowledge.

Since this is the first class, you can't refer back to previous classes.

B Instruction 1. Present the subject matter.

Pages 17-34.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **Digital Course** on page 35. They may use *Appendix How Do I Do That Again?* at the end of the book.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information and Tips on pages 36-38.

Second Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

Text formatting allow you to emphasize and clarify certain parts of a text. Adjustments to the page layout can also make things look better in a general sense. *OneNote* has to a large extent the same formatting options as *Word*, but some options have been **specifically designed** for *OneNote*.

You can also **connect labels and tags** to **sections** of text for **search purposes**. By **using links**, you can **connect several pages** together.

Page templates allow you to start a new page with pre-made layout and formatting included and sometimes even some skeleton content and structure.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- apply and adjust text formatting;
- create links;
- use labels and tags;
- insert space;
- apply page layout;
- choose a different page display and zoom level;
- apply page templates.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- start and set up *OneNote* for the first time;
- show and hide the ribbon;
- customize the *Quick Access* toolbar;
- create a new notebook;
- save and open a notebook;
- make, rename and delete a section;
- create, rename and delete pages;
- insert and delete text.

B Instruction 1. Present the subject matter.

Pages 39-66.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **Cookbook** on page 67. They may use *Appendix How Do I Do That Again?* at the end of the book.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information and Tips on pages 71-74.

Third Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

In this lesson you will get started with **creating a movie list** and **adding all kinds of media** to it. First you will learn how to **insert images** that are stored on your computer, then you will **search directly** for images from within *OneNote* and add these as well.

Furthermore, you will learn how to **change the stacking order** of the images and rotate and mirror photographs. In addition, you will **insert** and **attach documents** and **compare the differences** between them.

You will also learn how to make **screen shots**, insert them, and **copy text from the images**. With a **webcam** or **microphone** at hand, you can also insert **audio** and **video files**. And finally, you will learn how to make **calculations** in *OneNote*.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- copy content from websites and paste it in *OneNote*;
- insert images from your computer;
- delete images;
- insert online images;
- move and edit images;
- insert and link documents;
- make screen shots and insert them;
- convert text from images into editable text;
- record audio;
- record video;
- make calculations.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- apply and adjust text formatting;
- create links;
- use labels and tags;
- insert space;
- apply page layout;
- choose a different page display and zoom level;
- apply page templates.

B Instruction 1. Present the subject matter.

Pages 75-107.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **Travel Diary** on page 108. They may use *Appendix How Do I Do That Again?* at the end of the book.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information and Tips on pages 104-112.

Fourth Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

In this lesson you will learn what **digital ink** is and how to **draw** or **write** in *OneNote*. This can be done using a **special pen** but you can also write and draw with the **mouse**. Drawing and writing with such a pen is also called **doodling**.

You will get acquainted with some of the **features** and **benefits** of digital ink. By working hands on with the digital pen you will quickly become aware of its value. Not only can you create notes and drawings with digital ink, you can also **highlight sections** of notes, **use shapes** and **practice** your handwriting technique.

Finally, you will learn how to use the **search function** to search through text, images and handwriting.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- learn about the features and benefits of digital ink;
- how to draw with a digital pen or mouse;
- how to change the color and thickness of the ink;
- how to make selections;
- how to erase (wiping);
- how to insert shapes;
- how to convert handwriting into editable typed text;
- how to search through text, images and handwriting.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- copy content from websites and paste it in *OneNote*;
- insert images from your computer;
- delete images;
- insert online images;
- move and edit images;
- insert and link documents;
- make screen shots and insert them;
- convert text from images into editable text;
- record audio;
- record video;
- make calculations.

B Instruction 1. Present the subject matter.

Pages 113-127.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **Drawing and writing** on page 128. They may use *Appendix How Do I Do That Again?* at the end of the book.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information and Tips on pages 131-132.

Fifth Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

In this lesson, you will learn more about the **various versions** that **OneNote** comes in. The **full desktop application** that is a part of the **Office** suite, a **mobile app** and a **web app**. You will learn how to **share notebooks** with others who in turn can view or even edit the notebook. You use **version control** to make sure that others cannot remove key information from a shared notebook.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- explore the web app;
- explore the *Windows 10* desktop app;
- work with *OneNote* on a Mac computer;
- share a notebook that allows editing;
- work with version control;
- work with the trash can;
- secure sections.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- learn about the features and benefits of digital ink;
- how to draw with a digital pen or mouse;
- how to change the color and thickness of the ink;
- how to make selections;
- how to erase (wiping);
- how to insert shapes;
- how to convert handwriting into editable typed text;
- how to search through text, images and handwriting.

B Instruction 1. Present the subject matter.

Pages 133-156.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **Meeting Report** on page 157. They may use *Appendix How Do I Do That Again?* at the end of the book.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information and Tips on pages 159-160.

Sixth Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

In this lesson you will learn how to **export** or **print** a page, section or complete notebook. You will also learn how to **send pages by email**. In addition, you will **translate text**, **look up the meaning of difficult words** and **search for synonyms**.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- export;
- print;
- send pages by email;
- translate text;
- look up the meaning of difficult words;
- search for synonyms.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- explore the web app;
- explore the *Windows 10* desktop app;
- work with *OneNote* on a Mac computer;
- share a notebook that allows editing;
- work with version control;
- work with the trash can;
- secure sections.

B Instruction 1. Present the subject matter.

Pages 161-170.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **Procedures** on page 171. They may use *Appendix How Do I Do That Again?* at the end of the book.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information on page 172.

Seventh Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

There are many interesting **extensions** for *OneNote*. Extensions, also known as **plug-ins** or **add-ins**, give additional functionality to *OneNote*.

This lesson discusses some of the interesting features of the **OneTastic** plug-in. It not only lets you crop photos, you can also use it to create, run and download macros. By using macros you can automate certain processes in your notebooks.

We also discuss the **Office Lens** app. This app can be installed on your smartphone or tablet. It can be used to scan documents and it will automatically straighten them. They can then be imported into *OneNote*.

The **Gem** plug-in is a sort of toolkit that gives lots of extra features to *OneNote*. *Gem* offers at least five additional tabs. You can try a thirty day free trial, after that it is a paid service.

OneNote Publisher for WordPress lets you quickly import *OneNote* pages into a *WordPress* website. And thanks to the **Sway Add-In for OneNote**, you can quickly convert a *OneNote* page into a Sway presentation. Sway is a free service that lets you create and share online presentations. **Email to OneNote** lets you quickly add the content from an email to a *OneNote* notebook.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- digitize documents with *Office Lens*;
- download and use extra options with *OneTastic*;
- add extra options with the *Gem* plug-in;
- add extra options with the *OneNote Publisher for WordPress* plug-in;
- convert a page to Sway with the *Sway Add-in for OneNote*;
- add pages to *OneNote* by email.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- export;
- print;
- send pages by email;
- translate text;
- look up the meaning of difficult words;
- search for synonyms.

B Instruction 1. Present the subject matter.

Pages 173-194.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **Digitizing a Document** on page 195. They may use *Appendix How Do I Do That Again?* at the end of the book.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information and Tips on pages 196-198.

Eighth Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

OneNote is often used in **education**. **Teachers** use it for **various tasks**, such as creating digital handbooks, for tests and study related tasks, as a replacement for the whiteboard, as an aid for a dyslectic student, for group collaboration and much more.

This lesson will address a number of **interesting applications**. Even if you are not a teacher, this will hopefully inspire you.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- use *OneNote* as replacement for the whiteboard;
- use *OneNote* as a tool for students to reflect, participate and collaborate;
- use *OneNote* as a tool for processing information;
- use *OneNote* as a presentation tool;
- use *Classroom notebook* for evaluation and giving feedback on tests;
- install and use the *Learning tools* plug-in application;
- combine *Learning tools* and *Office Lens*;
- convert paper documents to digital text, which can then be read aloud;
- make use of the benefits of a digital course.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- digitize documents with *Office Lens*;
- download and use extra options with *OneTastic*;
- add extra options with the *Gem* plug-in;
- add extra options with the *OneNote Publisher for WordPress* plug-in;
- convert a page to *Sway* with the *Sway Add-in for OneNote*;
- add pages to *OneNote* by email.

B Instruction 1. Present the subject matter.

Pages 199-225.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Extra material Background information on page 226.

6. Other Course Material

Each Visual Steps book is also optimized for classroom use.

If you would like to be informed about the Visual Steps books, please sign up for the Visual Steps newsletter. Our newsletter will inform you about forthcoming books, additional chapter supplements, tips and tricks, special offers and more. Your details will not be used for any purpose other than to send you our newsletter and each newsletter contains a one-click link, allowing you to unsubscribe at any time.

Teachers' manuals will also become available for these books. For more information, please visit **www.visualsteps.com/instructor**