2016

Centre for Educational
Technology and Media
(CETMe)

INSERTING OUSL TEMPLATES

User guide for using the OUSL templates

Contents

Using the OUSL Templates in Microsoft office package 2007 (also compatible with 2010)

Introduction

The OUSL has recommended a set of guidelines to present the textual material and developed two templates to maintain the standards of the course materials across faculties (refer the House Style Unit II). These templates are:

- **course template** which is designed to help with the presentation of preliminary pages such as cover page, title page, course team page, acknowledgement page and the introduction to the course page/pages
- **unit template** is designed to help with the presentation of the content of each unit including the introduction to the unit and to the related study sessions.

All you have to do is select the appropriate style from the "styles pop-up window" from the relevant template to determine how the related text will be presented. As most of the OUSL study material is presented on A4 paper, the styles have been developed for the A4 paper size.

1.1 Course template

Step 1 - Select the relevant course template ("Course template – Edu/Eng.Tech/Health/HSS/NSc/Inter.dot"). Extension "dot" is for templates and you can see a yellow band on top of the document to indicate that the document is a template.
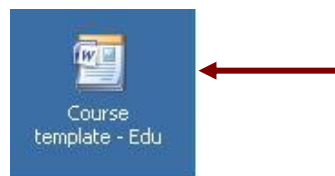
**Step 2** – Double click to open the template.
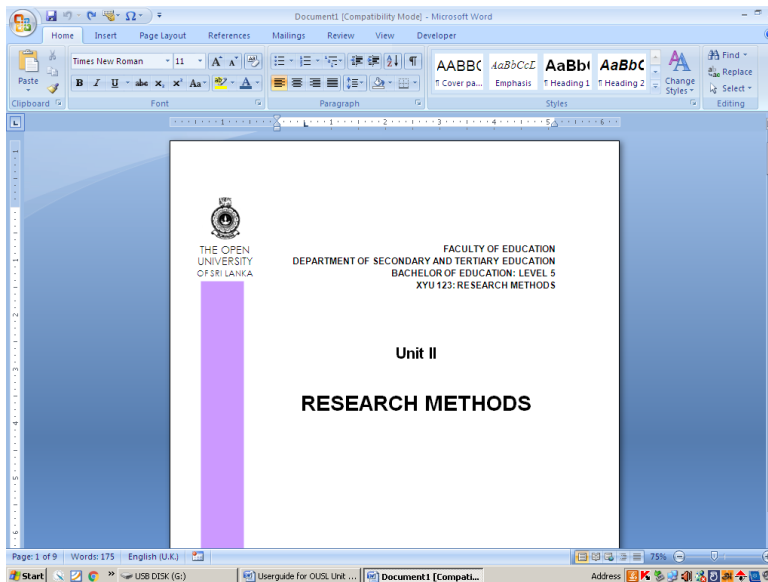
Step 3 - Type the relevant details of your faculty, department and course in the appropriate places without modifying the fonts and sizes of all the pages.

You can have your own design for the cover page, however, you have to insert the colour band of your faculty for easy dentification. If it is an interfaculty programme, insert the relevant colour bands on the cover page.
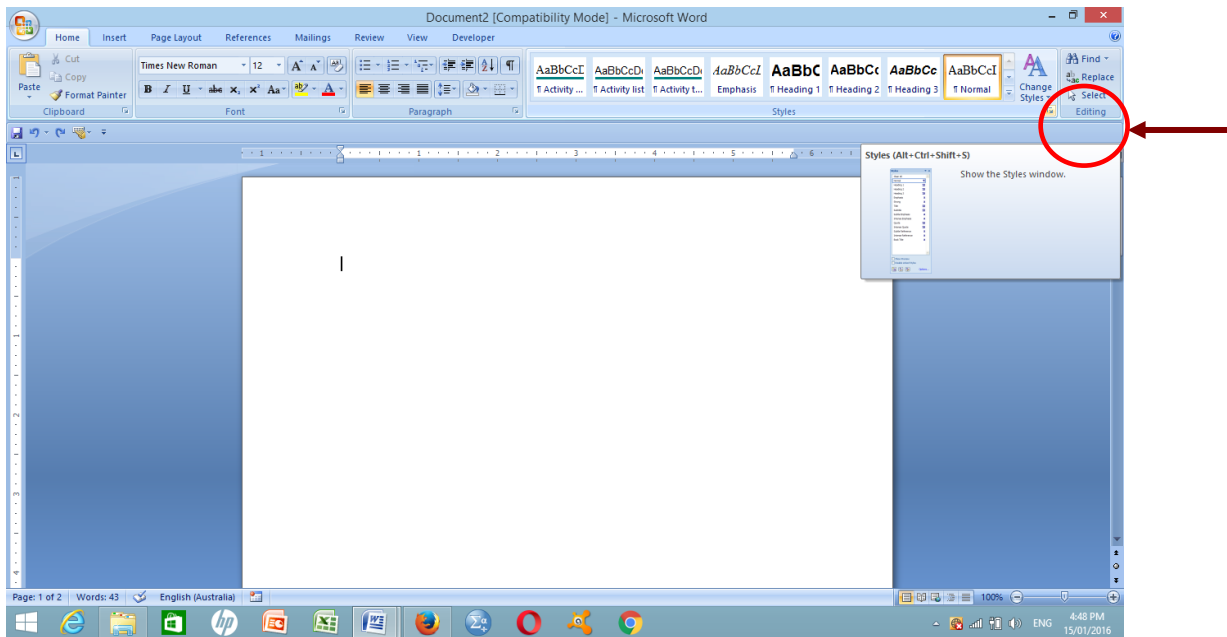
All the page numbering in preliminary pages are in roman letters.

1.2 Unit template

**Step 1** - Double click on the "Unit template.dot".

2
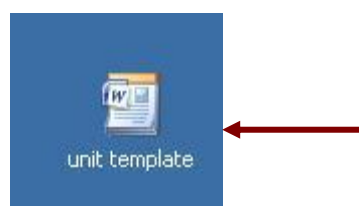
Step 2 - You will see a blank word document. Click on the "**Arrow icon**" just below the **"Change Styles"** on **"Styles"** menu bar on your right side to see all the styles.


Step 3 – Select appropriate styles depending whether it is a "Unit" style or a "Session" style from the styles column (eg. Unit title or a Session title).

Step 4 – If you have **already typed a document**, copy the entire document into the template document and **highlight the entire contents** and click the "**Clear All"** style on the styles column to clear all the formatting characters of the document.
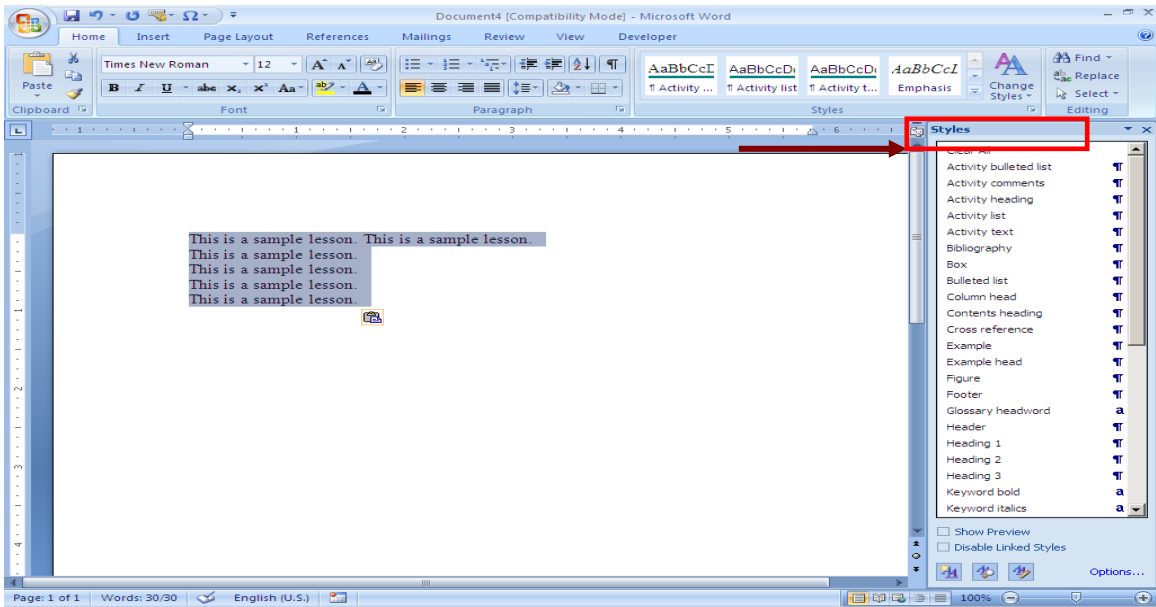
Step 5 – Then select the paragraph that you want to change by **highlighting** it and then **click the appropriate style** from the styles column to embed the style.
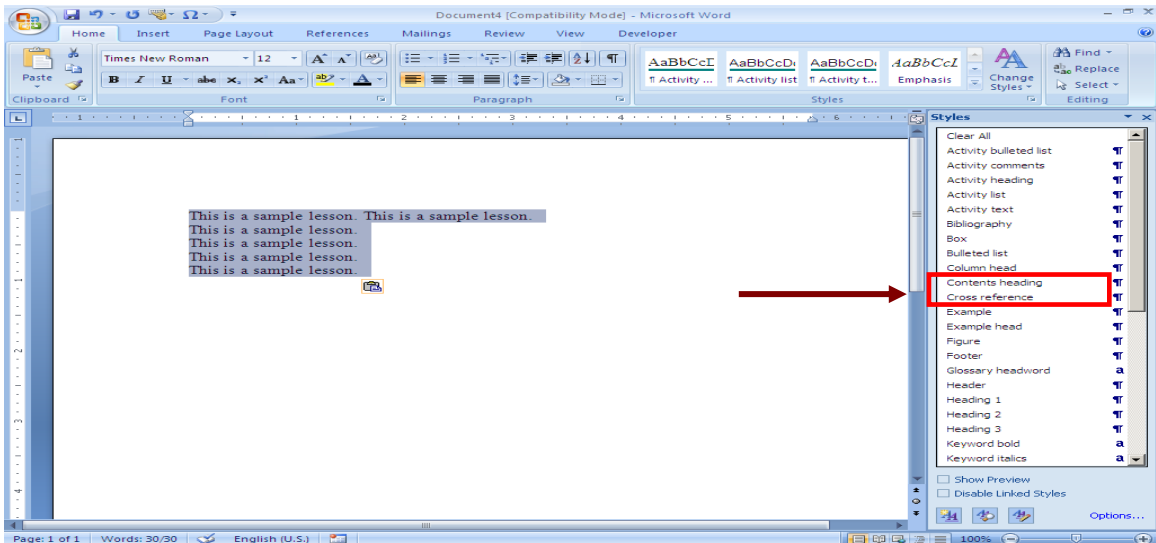
Step 6 - If it is a **new document** you can directly select the correct style
from the style column and type the contents (refer the House Style
Unit II).
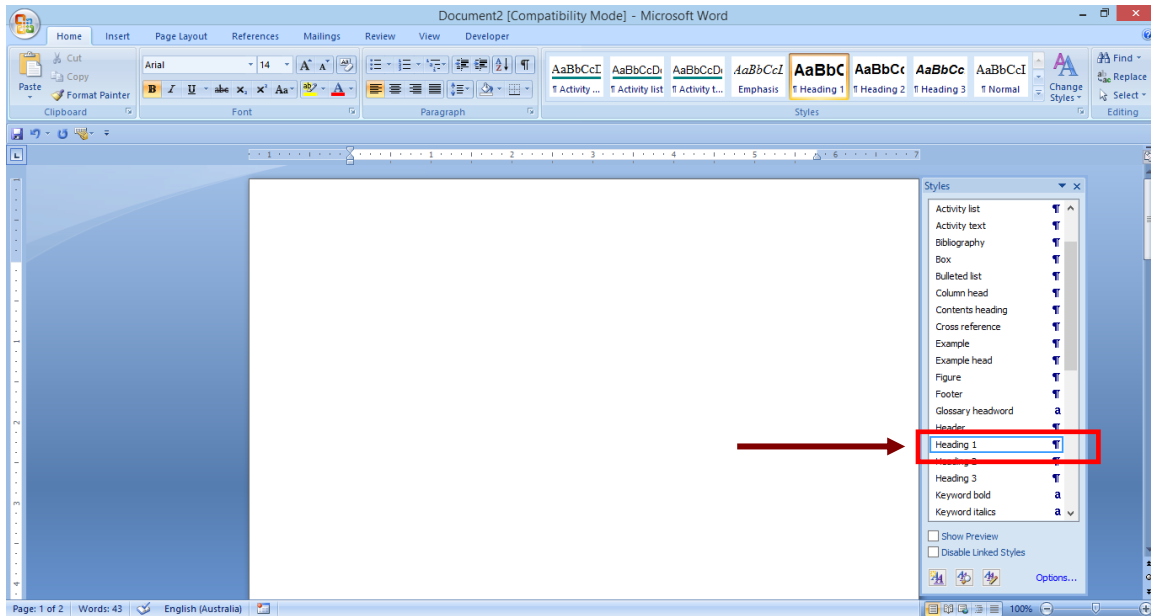
**Step 7 – Inserting icons to the activity**

1. Type the relevant text along with the next paragraph using
   the **"Normal"** style.
2. Highlight the relevant paragraph and apply the appropriate style
   from the styles column and embed the style (Eg. **Activity
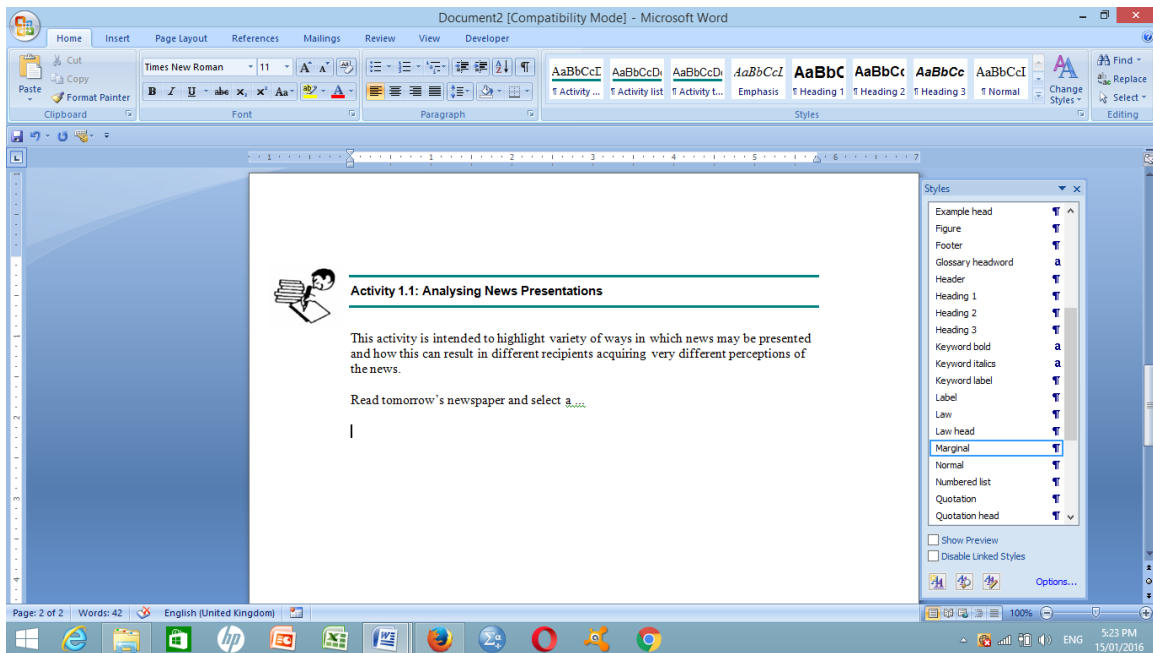   heading**).
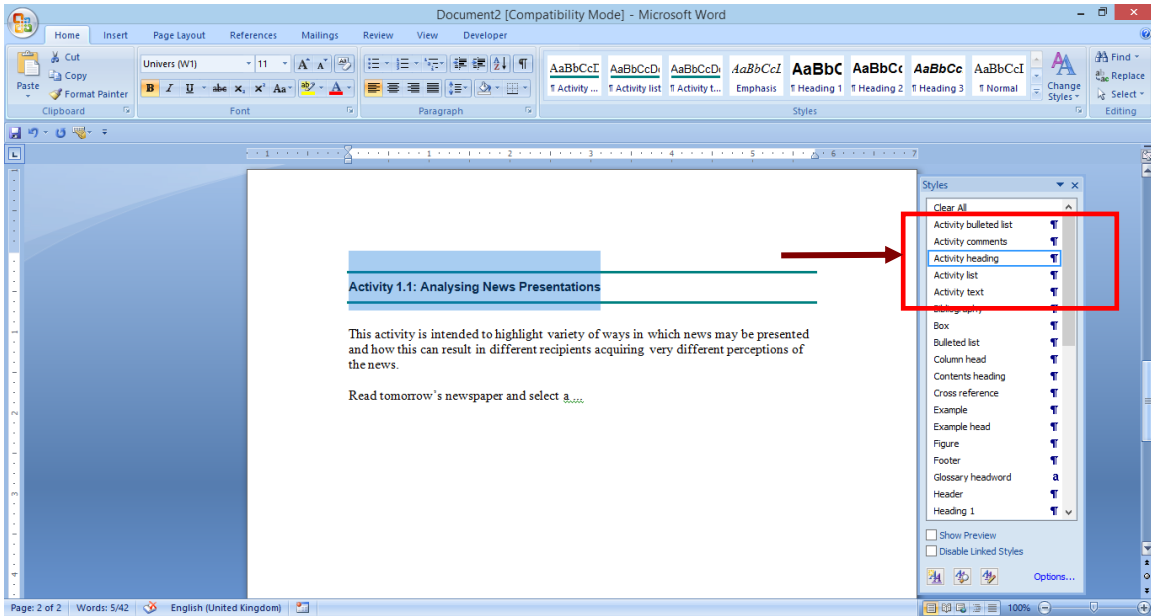
3. Click the **Auto text** icon on the menu bar (left hand side of the menu) and select the appropriate icon (Activity icon).
If the Auto text icon is not visible on the menu bar, then please refer the section 1.3).
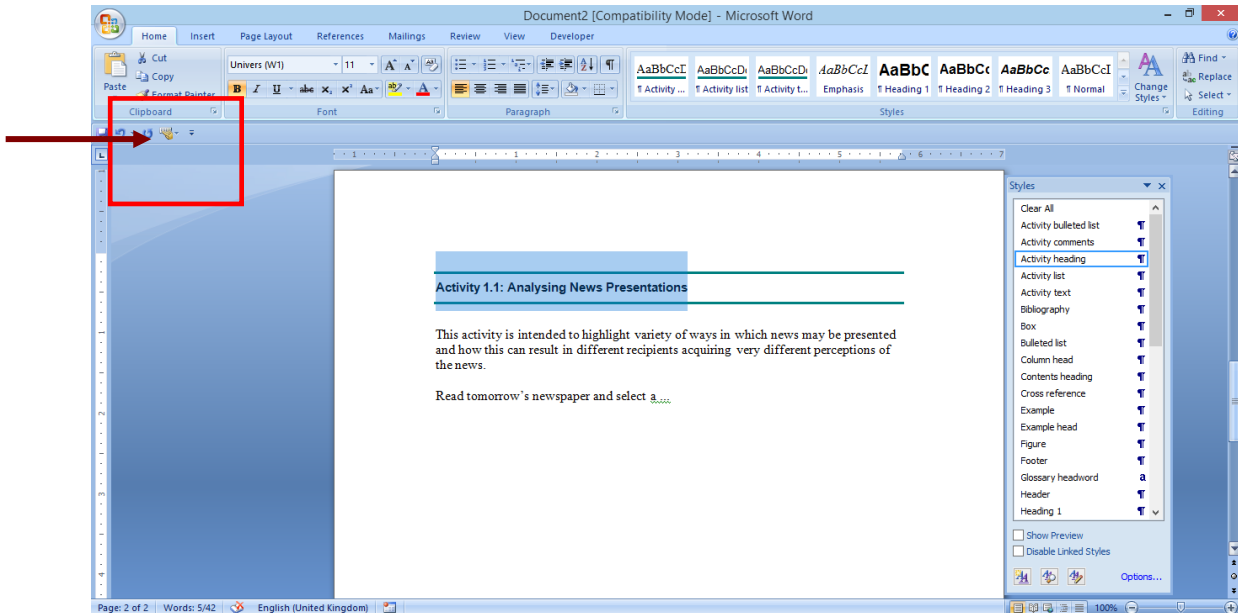
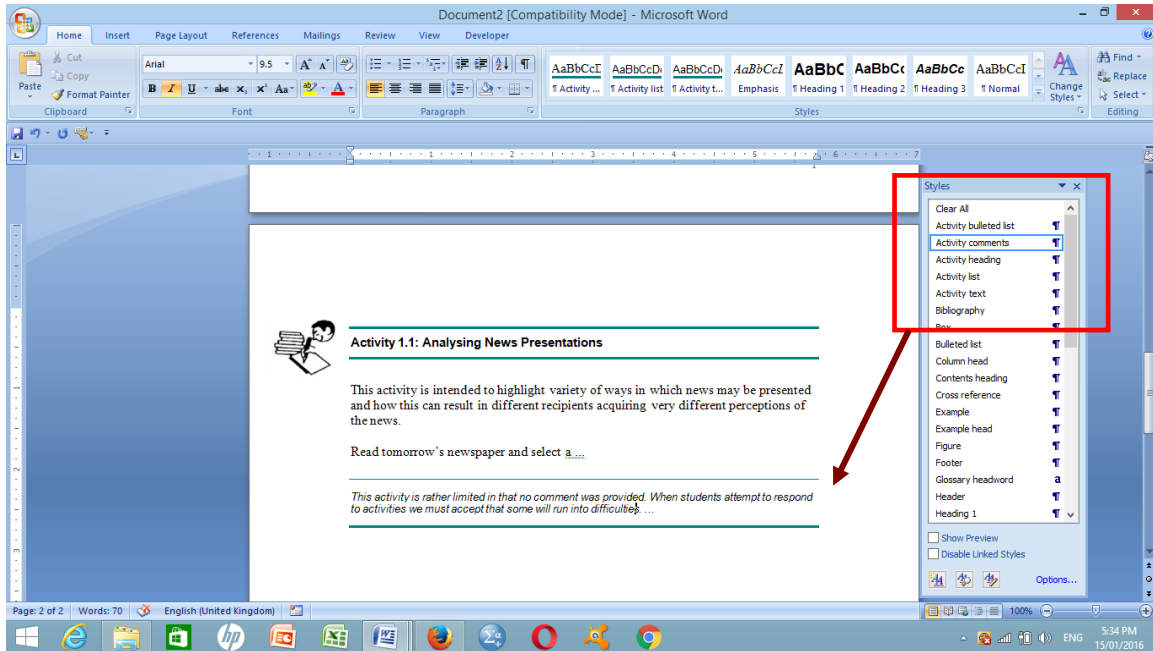4. Select the relevant icon in the Auto text.
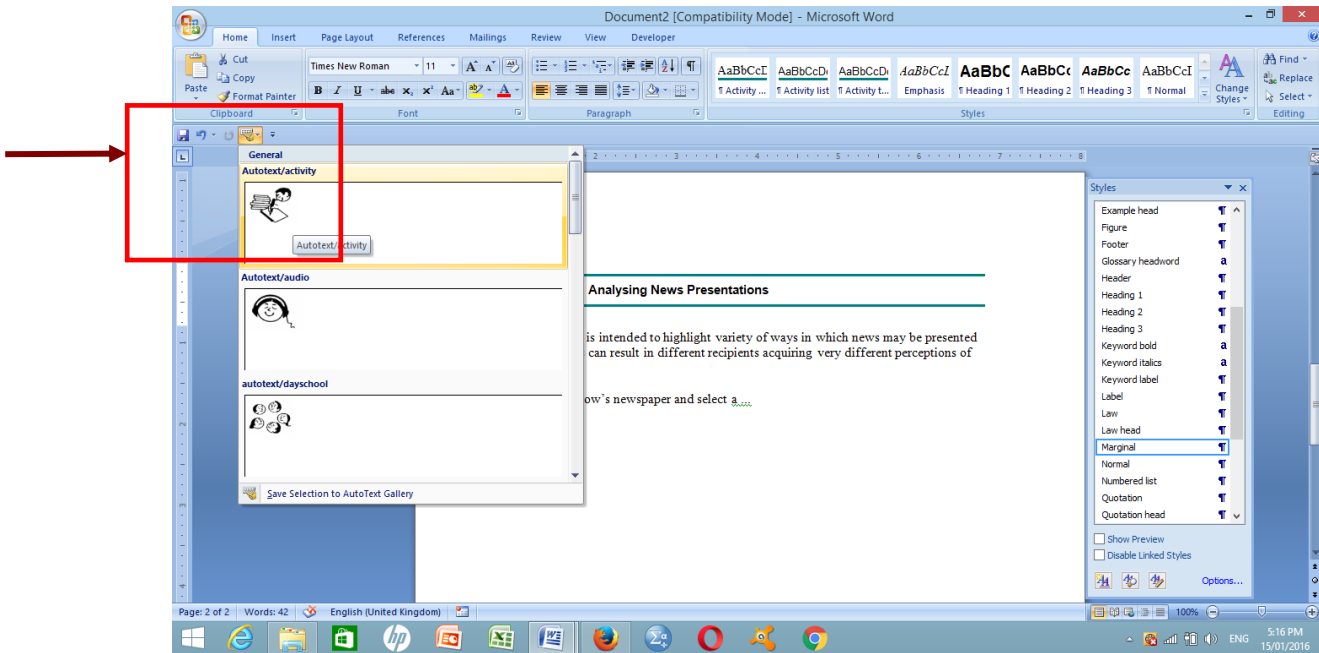
5. Then, selected icon will automatically place within the "**Marginal**" style frame (outside document frame).

6. Next, select the type of style for the content in the activity (activity text, activity numbered list or activity bulleted list) from the styles column.

7. Then click "**Activity comments**" from the styles column for the feedback.

Step 8 - Inserting other icons

Select the relevant Activity icon from the Auto text from the menu bar and click the icon (refer the House Style for details).

Content	Activity Icon	Style
Learning Outcome		Autotext/outcomes
Activity		Autotext/activity
Video material		Autotext/video
Audio material		Autotext/audio
Online material		Autotext/online
Reading		Autotext/reading
Thinking		Autotext/thinking
Lab		Autotext/lab
Field Trip		Autotext/field
Day schools		Autotext/dayschool

1.3 Incorporating Auto text ( ) to your document

Step 1 - Click the **Microsoft Office Button** , and then click **Word Options** (No. 2).
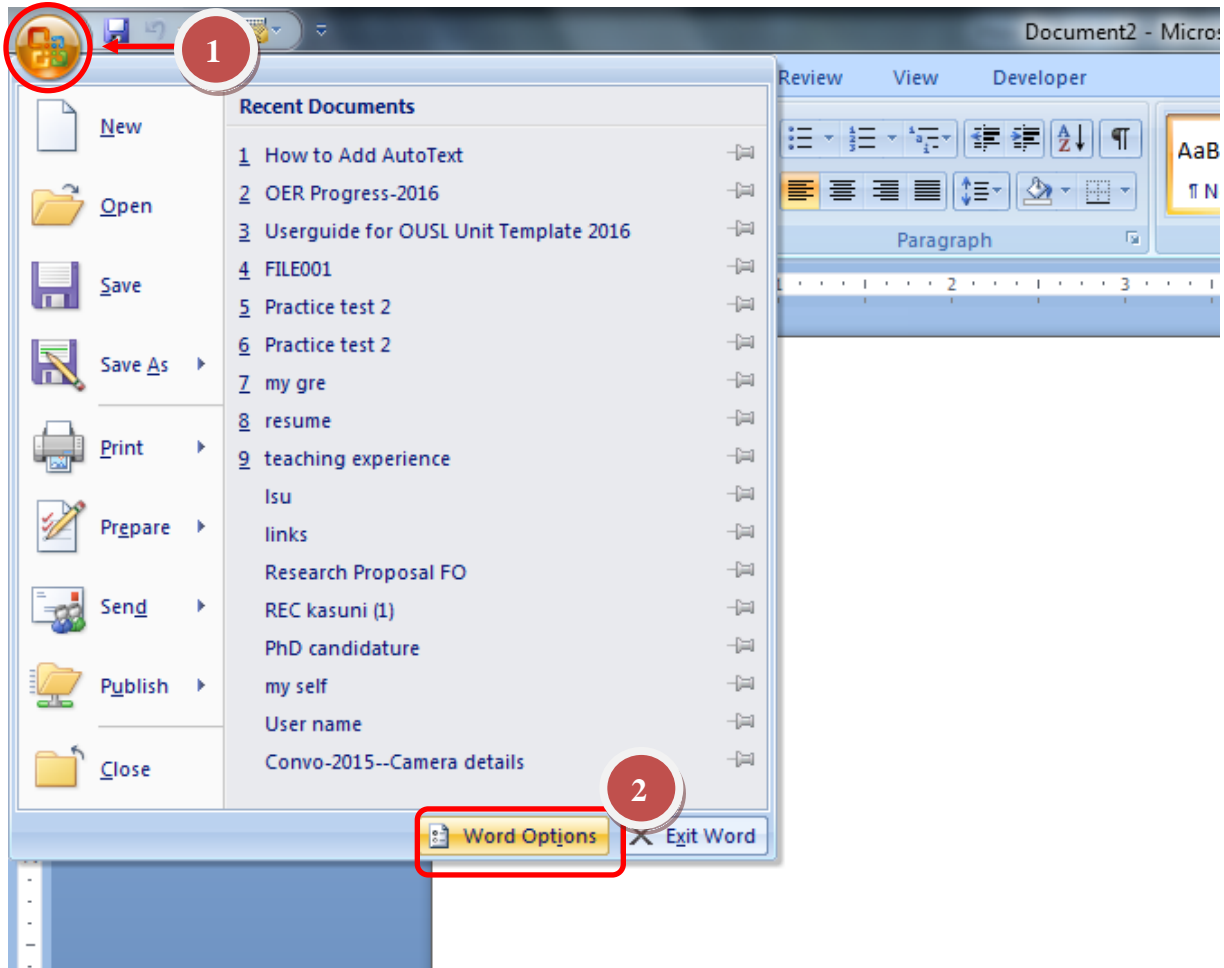
Step 2 - Click **Customize** (No. 3). In the list under **Choose commands from**, click **All Commands** (No. 4).

Scroll down the list of commands and select **AutoText** (No. 5). Click **AutoText**, and then click **Add** (No. 6) and then **OK** (No. 7).
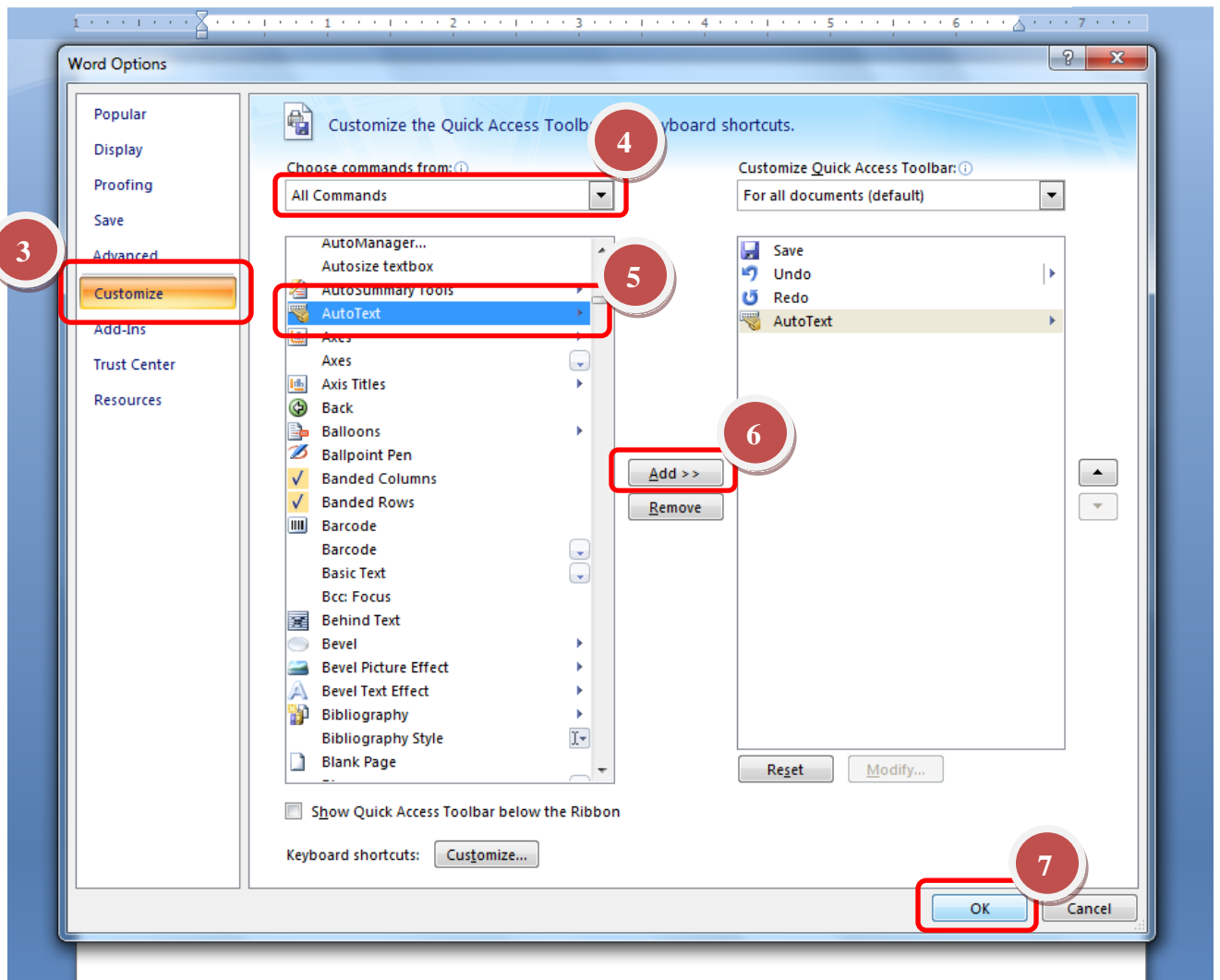
The **AutoText** button now appears in the Quick Access Toolbar below) the ribbon (Figure A or above the ribbon (Figure B).

Figure A – Auto text icon (below)

Figure B – Auto text icon (top)

Step 3 – Select the appropriate icon (Auto text image) from the gallery of AutoText entries.
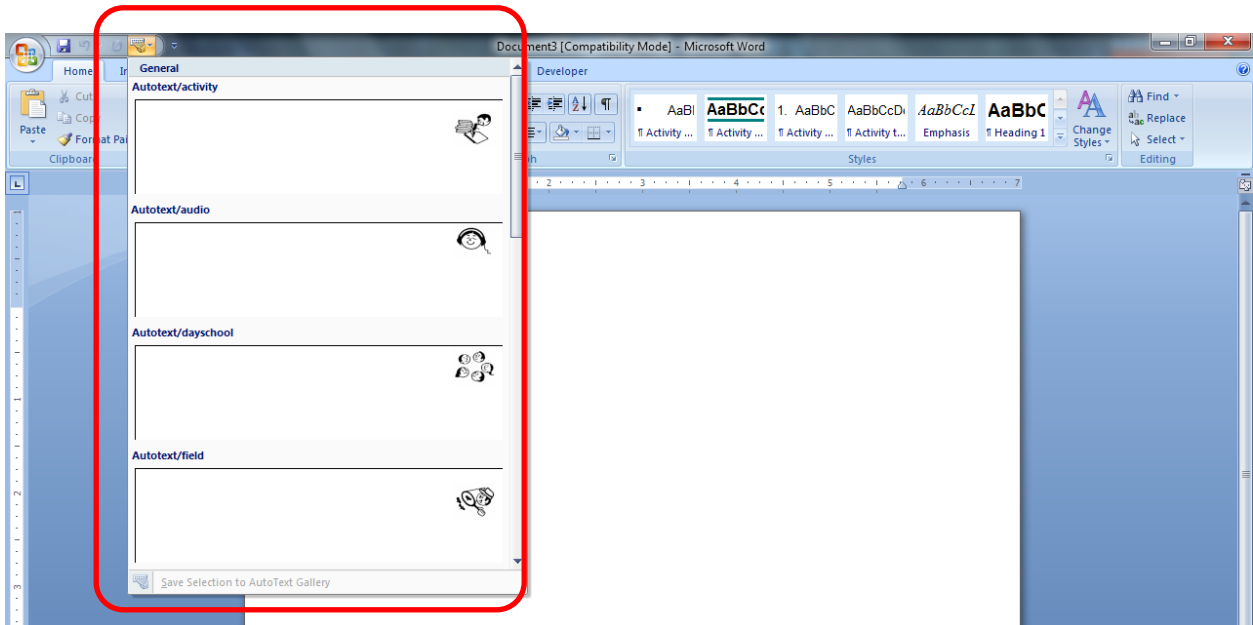
1.4 Sample lesson

Please refer the "sample lesson" to know the exact style to be placed in the document,

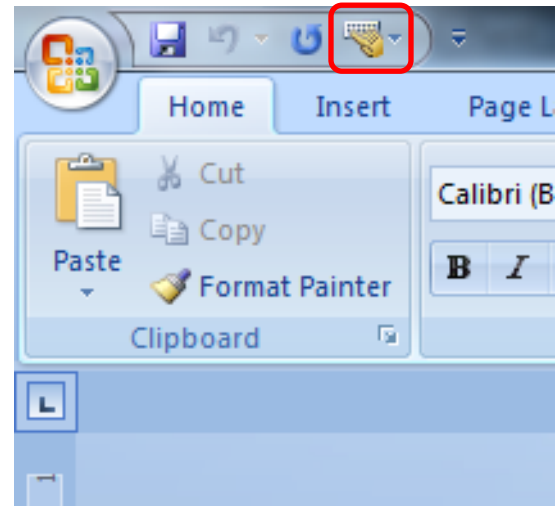| Contents	Template style
Type Unit number here **Type Unit title here**	**Unit number** **Unit title**
Type Session number here **Type Session title here**	**Session number** **Session title** **Content head**
Type the Contents here with the page numbers Introduction, p1 1.1 Title, p 1.2 Title, p 1.3 Summary, p Learning Outcomes, p	**Session toc**
Type the title "Introduction" here (without numbering) The introduction to the study of genetics was initiated by Gregor Mendel (1822-84) (Fig.2.1). His experiments on breeding garden peas (Pisum sativum) ………….	**Heading 1** **Normal**

Contents	Template style
1.1 Type the Title here (with numbering)	**Heading 1**
Mendel himself was unaware of the presence of chromosomes and genes. At that time, growing ornamental plants had become popular as a hobby ……	**Normal**
Mendel was curious about the following aspects.	**Bulleted list**
• How are hybrid characters formed? •	
The pea plant has certain advantages for genetic experimentation.	**Normal**
1. It is a sexually reproducing plant. Transmission .... 2. cross fertilization) (Fig.2.2)	**Numbered list**
	Figure
Type the Figure Number and Label here *(First figure in Session 1 – Figure 1.1: Anatomy of the garden pea plant (Pisum sativum) flower)*	**Label**
	Normal
Through many generations of natural self-fertilization, garden peas have developed into pure lines. That is…………….	
	Example head
Type the title of the Example here:	**Example**
For the character height, there were two strains of the pea plant......	

Contents	Template style
Type the Activity Number here **(eg. First Activity in Session 1 - Activity 1.1)**	**Activity heading** **Icon from the Autotext**
Type the Activity (Description/question/statement here (eg. The haemolymph of the silk worm is either yellow in colour or colourless. The body of the mature........)	**Activity text**
Select the numbered or bulleted list from the style column. (eg. 1. How many pairs of genes are involved? 2. What are the dominant traits?	**Activity numbered list/** **Activity bulleted list**
If providing comments, type the Activity comments here *(Genotypes of the parents, and the dominant/ recessive nature of the traits are not included ....* *Therefore, if the given data represent a dihybrid F_2 progeny the expected number in the four phenotypic classes would be …*	**Activity comments**
In February and March of 1865, Mendel delivered two lectures to the natural History Society of Brünn…………………:	**Normal**
F_1 hybrids:	**Quotation head**
Those characters, which are transmitted entire, or almost unchanged in the hybridization, and therefore in themselves constitute the characters of the hybrid, are termed the dominant and those, which become latent in the process, recessive.	**Quotation**
"Versuche über Planzen Hybriden" which means Experiments in Plant Hybridisation	**Quotation source**
You would have noted in dihybrid crosses involving two gene pairs that the calculation of gametes and genotypic and …………..	**Normal**

Contents	Template style

Contents — **Template style**

Type the Label here (First table in session 1 - Table 1.1 -Rules useful in working genetics problems)

Label

Column head

Number of heterozygous gene pairs	Number of types of gametes formed	Number of genotypes produced	Number of phenotypes produced
N	2n	3n	2n
1	21=2	31=3	21=2
2	22=4	32=9	22=2
3	23=4	33=27	23=8

Table left

Table 1.2 : A pattern for phenotypic groups of F_2 generation in a dihybrid cross.

Label

Column head

	DW	Dw	dW
DW	⊕	⊕	⊕
Dw	⊕	Δ	⊕
dW	⊕	⊕	∅
dw	⊕	Δ	∅

Table centre

Table 1.3: Results obtained from crosses between plants of these two strains are given below

Label

Column head

Parents	Progeny	
	Hairy	Non- hairy
(1) Hairy x Non - hairy	55	61
(3) Non-hairy x Non-hairy	00	44
(4) Hairy x Non-hairy	59	00
(5) Hairy x Hairy	122	41

Table left/right

From the data on monohybrid crosses Mendel was able to recognise a pattern in inheritance………………………………..

Normal

Contents	Template style
Type the Law here (**Law of segregation:**) *Traits are determined by units or factors. In individuals these factors occur in pairs. These paired factors segregate during the formation of gametes (germ cells), so that only one member of a pair is transmitted through any one gamete.* Gametes therefore carry a single factor only. Union of two gametes (male and female) produces the zygote………….	**Law head** **Law** **Normal**
Type the Summary here (without numbering) - Introduction to the study of genetics was initiated by Gregor Mendel. - Based on his studies with garden pea (*Pisum sativum*) Mendel put forward two hypotheses.............	**Heading 1** **Bulleted list**
Type the Learning Outcomes here and attach the Icon for the learning outcomes Now you will be able to: - Explain what is meant by Mendelian Genetics and "Law of segregation" and "Law of independent assortment". **Type the title "Review Questions" here** (**Review questions**) <hr> 1. Mendel crossed tall pea plants with dwarf ones. The F1 plants were all tall. When the F1 plants .... 2. Mendel self-fertilized dihybrid plants (RrYy) with round and yellow seeds and got a 9:3:3:1 ratio in the F2 generation.................... 3. …..	**Heading 1** **Normal** **Activity heading** **Activity text/Activity list/ Activity bulleted list**

References

The OUSL House Style Unit II (2012). The Open University of Sri Lanka.