

**Solution Manual for Illustrated Microsoft Office 365 and Office 2016
Fundamentals 1st Edition Hunt and Clemens 1305878949
9781305878945**

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Solution Manual

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MODULE 1: Getting Started with Windows 10

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Module 1: Getting Started with Windows 10

Concepts Review

Screen Labeling	Matching Items	Multiple Choice
1 Recycle Bin	9 c	16 d
2 Start button	10 e	17 c
3 Taskbar buttons	11 d	18 a
4 Microsoft Edge button	12 a	19 d
5 Taskbar	13 b	20 b
6 Notification area	14 g	21 b
7 Desktop	15 f	22 c
8 Windows app tiles		

Skills Review

Step 1c – When student enter their password, make sure they enter it using the correct upper- and lowercase letters.

Step 2a – The screen in this lesson assumes that student desktops are empty except for the Recycle Bin, but they may well have other items on their desktops.


Step 2b – If student machines are set to autohide the taskbar, have students point to the bottom of the screen to ensure that the Start button and the taskbar appear.

Step 3a – Make sure that new users understand the difference between pointing and clicking. Also, ensure that students notice that the shape of the mouse pointer determines the next action they can take. They should always notice the pointer shape before they click or double-click an object. For example, the select pointer, shown in Lesson 3, step 1, tells them they can select the object the pointer is over.

Step 3b – ScreenTips only appear if they point to a taskbar icon and wait a moment, before clicking. Also, taskbars on student screens may have other icons than the default icons shown in the figures if a previous user has customized the taskbar contents.

Step 3c – If students are having trouble double-clicking or double-tapping, ensure that 1) they are double-clicking or double-tapping in quick succession, and 2) that they do not move the pointer (if they are using a pointing device) between the first and second click.

Step 4a – The Maps app may ask students for their location; they can supply the information or not.

Step 4b – Remind students that they can always click the menu expand icon  (you might add that some writers call this the “hamburger icon”!) to see the names of each of the icons shown.

Step 5a – Remind students that open apps that are minimized have a contrasting line under them in the taskbar. The color of this line is an off-white, but it can change depending on the Windows theme in effect, so this text uses the term “contrasting.”

Step 5b – The lower part of the Weather app contains a wealth of information. Also, remind students that the Weather app scroll bar only appears if they move the pointer over the app window.

Step 5e -- Students should understand the difference between minimizing a window to the taskbar, and restoring a window down to a non-maximized size.

Step 6 -- Managing open windows is a critical skill so students don't “lose” items on the desktop. Clicking the Task View button on the taskbar, new in Windows 10 and shown in Step 6 of the Manage Multiple Windows lesson, is an excellent way to do this; it shows all open windows. The keyboard shortcut for Task View is [WinKey]+Tab – press and hold the [WinKey] and while it is held down, press [Tab]. This method is an improvement over the old [Alt][Tab] method because Task view remains on the screen even if you remove your hands from the keyboard. As you may remember with the older [Alt][Tab] method, a small window that opens in the middle of the screen shows icons representing all open windows, but releasing the keys returns you to your document.

Resizing windows is also an important skill in managing multiple windows on the desktop. The shape of the pointer arrow, such as the diagonal double-pointed resize pointer shown in step 5 and the vertical and horizontal resize pointers shown in the text after, tell them that they can begin dragging to resize a window.

Step 6g and h: Remind students that the Snap Assist feature can snap two windows to the left and right sides of the screen (if they drag to the left or right screen borders), or to the four quadrants of the screen (if they drag to the screen corners). Dragging to the four corners is a new feature in Windows 10.

Step 7 -- Student drawings may differ from the one shown in Figure 1-25, and this is fine, as long as they gain experience using the drawing tools. Emphasize that the first click the tool they need, select a color, and then draw on the canvas. Students close the drawing without saving because file saving is not covered until Module 2.

Note also that students' screen size and resolution will determine the appearance of buttons on the Paint Ribbon. At lower resolutions, more buttons may be reduced in size so they do not show text. They may also appear on menus instead of directly on the Ribbon.

Step 8 – Windows Help and Support might have changed since this text was published, so encourage students to be flexible and determine the appropriate links to click. Help has more choices than in previous versions of Windows – they can now choose the Getting Started app, which contains both textual help and videos, or Cortana, which takes them to web sources.

Step 9 – Adjust the shutdown procedure so that it is appropriate for your lab.

Independent Challenges

Because students will solve the independent challenges in different ways, stress there is not just one correct solution. The following are examples of possible solutions for the Independent Challenges in Module 1 of this book.

Independent Challenge 1

Filename: None

Students are asked to consult Windows 10 Help on the new features of Windows 10 and hand write (or use WordPad to write) a memo to Emerson at Chicago Instruments. Students will find a variety of Web results for this information. They can also open the Getting Started app from the Start menu and select the What's New link. Note that online Help topics can change over time.

Student memos should include the following:

- New Start menu
- Cortana digital assistant
- Improved, more accessible Windows Store
- Microsoft Edge web browser, which replaces Internet Explorer; it features the ability to make Web notes (page annotations with an electronic pen and highlighter, as well as a note tool and the ability to copy portions of a page), Reading view (which shows web pages without ads) and a Reading list, where they click a star icon ☆ to save an article for later reference. Cortana is built into the browser, so search results will contain information customized to your particular search.
- Improved Snap assist, which now allows snapping to screen corners
- Task view and multiple virtual desktops

Note to Instructors: Make sure students understand the difference between touch **screens** and touch **pads**. The sidebar on page Windows 2 shows touch screens. Touch pads refer to the touch-sensitive pads on many laptops, which also have left and right buttons, like a mouse. Table A-1 on page Windows 7 includes a column of touch pad actions.


Independent Challenge 2

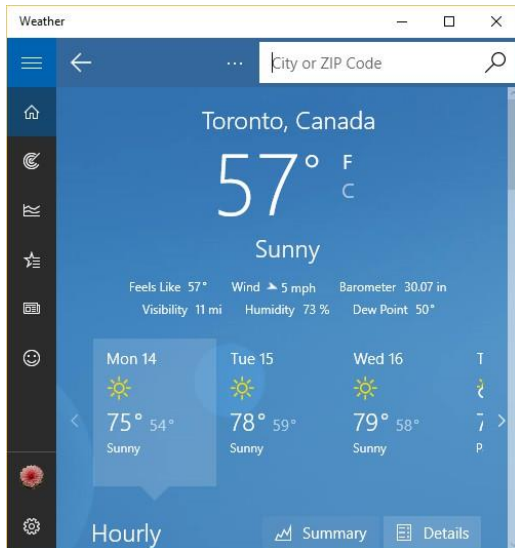
Filename: None

This Independent Challenge is intended to give students practice with pointing, clicking, and pressing keys using the Calculator accessory. They are asked to use the Converter to convert centimeters to inches. They create a memo about how to convert metric measurements to inches and feet.

Independent Challenge 3

Filename: None

The Independent Challenge has student open the Weather app to determine temperatures in Toronto, Ontario, Canada and in a location of their choice. Note that they can click the Search icon  to enter the name of another city.



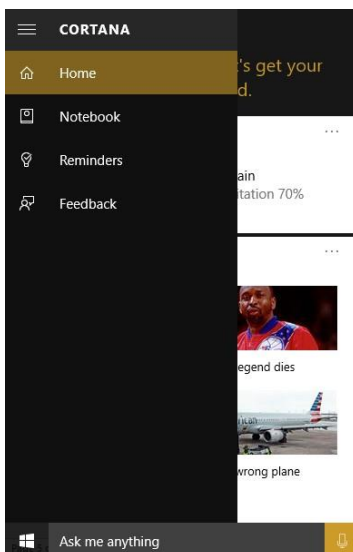
They are then asked to write Erica, of Erica’s Pet Shipping, a memo outlining how they can use the weather app to keep pets safe during shipping. Student answers will vary, but should mention how to enter locations so that they can always know the temperature of destination cities where they ship pets, and avoid shipping when temperatures are too high or too low for the pets’ health.

You may want to have students explore other free apps that can help enhance their productivity. Have them click the Windows Store app in the taskbar.

Independent Challenge 4: Explore

Filename: None

In this Independent Challenge, students explore Cortana, the new personal digital assistant in Windows 10. If they don’t see the microphone icon in their Search text box on the taskbar, they will need to set up Cortana by answering some preliminary questions and verifying their Microsoft user account.)



Once Cortana is set up, the text in the taskbar reads “Ask me anything” instead of “Search the Web and Windows.” After they click the microphone icon, the pulsating circle indicates that Cortana is “listening.” If no voice command is received, Cortana displays information tailored to the user and the time of the day.

Students explore the icons that appear down the left side of the Cortana window.

In Step c, students use the Reminders button to set a reminder for one or two minutes from “now.” After the reminder appears, they click Complete.

In Step d, they enter a reminder using speaking instead of typing.

Visual Workshop

Students are asked to make their screens resemble Figure 1-27, which shows the Weather window restored on the left side of the screen, and the Notepad windows filling the right side of the screen. Note that the Recycle Bin is in the lower left corner of the screen, so they will have to drag it to that location. The taskbar is also showing, so if the taskbar on their machine is set to autohide, they will need to point to the bottom of the screen to make it appear.

