

Word: Good practice in document design



The small print

Prerequisites

Time in the workshop is precious – it is an opportunity for you to interact with the workshop leader and other participants through questions and discussions and to share your experiences and concerns. To make the most of this time we sometimes ask you to carry out learning activities ahead of the workshop so that everyone comes into the class with the same basic knowledge. We keep this prior learning to a minimum and often make use of online videos. Online videos provided through LinkedIn Learning can be accessed free of charge by University members anytime, anywhere, through a browser or app.

Your course booking will tell you if any prior learning activity is required. If you don't have an environment where you can do this learning, you can come along to one of our LinkedIn Learning sessions. These are a quiet space where you can work through videos or other workshop resources.

If you arrive for a workshop without having done the prior learning, the workshop leader may suggest that you come back on another session.

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About the workshop designer

Pamela Stanworth has over a decade's experience working on formal documents, theses and reports with researchers and departments across the University. She brings a pragmatic approach to building documents that are effective, reliable and sustainable.

Pamela's roots are in engineering, working with blue-chip industrial companies, technical consultancy and small businesses. Her commitment in teaching and consulting is to enable people to use appropriate technology in their work, efficiently and to a high standard.

Revision history

Version	Date	Author	Comments
1.0	September 2016	Pamela Stanworth	Created
1.1	February 2017	Pamela Stanworth	Rearranged images
1.2	December 2018	Pamela Stanworth	Updates
2.0	May 2020	Pamela Stanworth	Review for online
2.1	October 2020	Pamela Stanworth	Re-ordered topics
3.0	October 2022	Pamela Stanworth	New title
4.0	October 2023	Pamela Stanworth	Reformat

About this workshop

This workshop will take you through the process of setting out a document so that it is well structured and efficient to work with, especially if you are collaborating or sharing with colleagues. We will provide you with key skills to master *Word* beyond the everyday level. A range of time-saving techniques are covered, for creating a well-structured document that is easy to revise and manage.

What you will learn

We will start by exploring ways of managing the white space around text, to produce clear and readable content. We will explore ways of managing the flow of text around images in a document. Then we will discuss the important concept of styles in Word – good practice with using styles will make your documents easy to format and efficient to edit. You will learn to use built-in styles and how to create your own, and how to adjust the way that individual styles appear.

Many people are puzzled by sections and section breaks, wondering what they are for and when to use them. So we will examine the effect of breaking a document into multiple sections, and discuss scenarios when this would be worthwhile.

A formal document will need headers, footers and page numbers, and even a scheme with different headers/footers in different parts of the document. So we will investigate ways of creating these efficiently, and how to keep them well-behaved.

We will include pointers to other workshops and further resources that will help you go on later to create and manage large or complex documents.

What you need to know

The ideas and techniques covered in this workshop will apply to a range of tools. We will demonstrate using *Word for Windows*, which is widely available. However, the concepts will be the same or similar, whatever word-processing software you decide to use.

I will assume that you are reasonably confident in using the tool you have chosen to use to create your documents. With your chosen tool, you will need to be able to:

- Create and save a new document
- Insert, correct and format text
- Navigate the commands and menus, using Help as necessary

If you need to review these activities, LinkedIn Learning is a great place to get guidance. There is an activity with relevant videos in the IT Learning Portfolio: visit skills.it.ox.ac.uk/it-learning-portfolio and search for “Word good practice activity”.

The resources you need

Sample documents that you can use to experiment with will be made available, but you may like to bring along your own.

The resources for most workshops, including any pre-course activity, are in the IT Learning Portfolio: visit skills.it.ox.ac.uk/it-learning-portfolio and search for “Word good practice activity”.

Unless you have been told otherwise, in classroom workshops there will be a computer available for you to use with *Word for Windows* installed.

You can use your own computer with your preferred app installed if you want to – just bear in mind that I am not an expert in every app (although I am sure that between us we will be able to sort out most problems!).

Learning Objectives

This workshop has the following learning objectives:

Learning Objective One – Managing space around text

Learning Objective Two – Managing long tables

Learning Objective Three – Text flowing around images

Learning Objective Four – Sections and section breaks

Learning Objective Five – Laying out a page in columns

Learning Objective Six – Using styles for formatting text

Learning Objective Seven – Modifying styles to provide the appearance you require

Learning Objective Eight – Interesting page numbering

Learning Objective Nine – Headers and footers

Learning Objective One – Managing space around text

The way your work is laid out on the page will affect the way people read and understand it. You can control the white space around your text, and manage the way that page breaks fall, to make your text clear and comprehensible.

You are going to explore some different page break formats, so as to manage your paragraphs and pages.

In **vindication2.docx**, make sure that Widows and Orphans are prevented throughout the document.

Find a paragraph that has been split across two pages, and fix it to stay intact.

Pick three short paragraphs which might be so important that they must stay together on the page: fix them to stay together.



Learning Objective Two – Managing long tables

The way your tables are laid out on the page will affect the way people read and understand your information. You can manage the way that your tables lie on the page, to make your information clear and comprehensible.

You are going to explore some different table formats, so as to manage your tables.

In **table3.docx**, explore some problems of long tables which run across multiple pages. Prevent any of the data rows being broken between pages.

Find out how to fix two rows to stay together. Finally, arrange for the top row (containing labels) to appear at the top of every continuation page.



Learning Objective Three – Text flowing around images

A document may be improved with images.

In **The Planets.docx**, insert the **Jupiter yellow** image at a suitable position among the text. Resize the image to be much smaller.

Crop the image neatly. Explore the effect of dragging the image to other positions within the text.

(Tip: turn on Show/Hide to see the paragraph markers.)

Set the text to wrap around the image, then try some different text-wrapping options and explore the effect of dragging the image within the text. Choose **See More** to find how to set the image behind or in front of the text.



Learning Objective Four – Sections and section breaks

A document may need to be divided into sections, if some parts are to be laid out differently from others. Section breaks are for separating parts of a document which have a different page layout or different behaviour. You will try out the effects that become possible after separating text into sections.

In **vindication2.docx**, insert section breaks to divide the document into about 4 sections. Then change the orientation of one section and change the margins of another section. Zoom out to get an overview of the effects of your changes.



Learning Objective Five – Laying out a page in columns

For a newsletter or booklet, a multiple-column layout may be needed – as is used in magazines. You will explore the possibilities for this, and then set up sections to allow a different number of columns in each section.

Use **columns.docx** to experiment with different numbers of columns of text. Use buttons or the dialog to format the whole document in multiple columns. Notice the way the text flows from one column to the next – this is different from setting up in a table.

Add a banner title with very large font at the top of the document, and spread it right across the width of the page, while leaving the bulk of the text in newspaper-style columns.



Learning Objective Six – Using styles for formatting text

Using styles is an efficient way to format and lay out a document consistently, so you can easily revise the document appearance.

You will try out some styles that come built-in with a document, and explore the impact on the structure and appearance.

In **CV RHunt no styles.docx**, use the popular series of styles heading 1, heading2 etc to structure the headings and sub-headings. These styles will make your document more accessible. Use some of the other built-in styles, for whole paragraphs and for individual words (or characters).

When diagnosing style and formatting problems, the Reveal Formatting panel can help. Use reveal formatting to examine parts of **SMagellanCV.docx** (use Shift + F1 for this panel).

Experiment with changing the whole set of built-in styles in **The Planets.docx**, to transform the look of the entire document (Hint: you might use the Quick Style Sets for this).



Learning Objective Seven – Modifying styles to provide the appearance you require

Once a document has been formatted using styles, you can easily revise the style definitions to improve their appearance or behaviour.

Examine the document **headings2.docx**, and notice that a number of styles are available already for you to apply to headings and sub-headings. Modify one or more of the existing (built-in) styles, to change their appearance. Create a new paragraph style, and compare that with the features available when you create a new character style.

Apply the styles you have worked on, and explore the impact on the document formatting.



Learning Objective Eight – Interesting page numbering

Simple page numbers are quick and easy to set up. You have choices about the kind of numbers (or letters) that are used, and the numbering values.

Working in **table3.docx**, insert page numbers that will appear at the bottom right corner of every page. Change the starting number and numbering style. Use (Print) Preview to confirm the numbers are well-behaved.



Learning Objective Nine – Headers and footers

If you require more than a simple page number in the header or footer, then you can create the text and behaviour that you require. You will try out a range of options, allowing different headers or footers on different pages of the document. You will become familiar with the special editing pane for headers/footers.

In **Welcome headers.docx**, create a header with text and a footer with an automatic date and page number. Examine the document in (Print) Preview, to confirm that the header and footer are suitable.

Now set up the document to have no header or footer on the first page. Then create different (mirrored) footers for the odd and even numbered pages of your document.

If you are feeling ambitious, try splitting the document into sections, and having different header/footer contents in each section. Watch out for the “Link To Previous”.



Further information

Getting extra help

Course Clinics

The IT Learning Centre offers bookable clinics where you can get pre- or post-course advice. Contact us using courses@it.ox.ac.uk.

Study Videos from LinkedIn Learning

On our website, you will find our collection of self-service courses and resources. This includes providing LinkedIn Learning video-based courses free to all members of the University. Visit skills.it.ox.ac.uk/linkedin-learning and sign in with your Single Sign-On (SSO) credentials.

Some courses recommend pre- and/or post-course activities to support your learning. You can watch the online videos anywhere, anytime, and even download them onto a tablet or smartphone for off-line viewing.

About the IT Learning Portfolio online

Many of the resources used in the IT Learning Centre courses and workshops are made available as Open Educational Resources (OER) via our Portfolio website at skills.it.ox.ac.uk/it-learning-portfolio.

Find the pre-course activity for this course in the IT Learning Portfolio: visit skills.it.ox.ac.uk/it-learning-portfolio and search for “Word good practice activity”.

About the IT Learning Centre

The IT Learning Centre delivers a programme of digital skills courses, which are provided in our teaching rooms and online, and we give you access to thousands of on-line self-service courses through LinkedIn Learning.

Our team of teachers have backgrounds in academia, research, business and education and are supported by other experts from around the University and beyond.

Our courses are open to all members of the University at a small charge. Where resources allow, we can deliver closed courses to departments and colleges, which can be more cost-effective than signing up individually. We can also customize courses to suit your needs.

Our fully equipped suite of teaching and training rooms are usually available for hire for your own events and courses.

For more information, contact us at courses@it.ox.ac.uk.

About IT Customer Services

The IT Learning Centre is part of the Customer Services Group. The group provides the main user support services for the department, assisting all staff and students within the University as well as retired staff and other users of University IT services. It supports all the services offered by IT Services plus general IT support queries from any user, working in collaboration with local IT support units.

The Customer Services Group also offers a data back-up service. Customer Services is further responsible for desktop computing services – for staff and in public/shared areas – throughout UAS and the Bodleian Libraries.

Course Slides

The following pages contain images of the slides used in the presentation. The original PowerPoint presentation file can be downloaded from the same place where you obtained this course book.

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Word: Good practice in document design


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Resources for your learning

Activities for you to practice today
In the coursebook
Work at your own pace!
Be selective



Videos with today's topics in [LinkedIn Learning](#)

Follow-up work
Continue with exercises after the session
Bookable Course Clinics later

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Course topics

Paragraph formatting	Using styles for formatting text
Managing space around text	Headings and accessibility
Controlling page breaks	
Managing long tables	Modifying the look of a style
	Creating custom styles
Flow of text around images	
Sections and section breaks	Page numbers
Laying out a page in columns	Headers and footers

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Getting Started

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Today, the exercise files are in the **Documents** folder

Word 2019 in teaching rooms

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Managing space

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Paragraph formatting

alignment

line spacing

space before/after

bullets and numbering

What is a paragraph?

indent

effect of new paragraph

Change of title

A Probationer Research Student, M.Sc. or D.Phil. student who wishes to change the title or subject of his or her thesis may apply to the Applications Committee on the form provided by the Graduate Studies Office up to the time of application for appointment of examiners. Any candidate may with the permission of the Board alter the subject and nature of the research originally approved, in which case the date of his or her admission as a Probationer Research Student shall remain unaltered, unless the Board shall order otherwise.

Dispensation from the residence requirement

Those holding the status of Probationer Research Student are required to pursue their studies in Oxford but may be dispensed from one term of residence in exceptional circumstances, on the grounds that it is necessary for the student's work that he or she be allowed to study at some place other than Oxford.

The residence requirement is as follows:

- for the M.Sc. - three terms;
- for the D.Phil. - six terms;
- for a D.Phil. candidate who has successfully taken the Oxford M.Sc. - three terms.

Please Note: There is no provision for dispensation for taught M.Sc. students under the Alchemical Sciences Board. Applications from D.Phil. students (on the Graduate Studies Office form) for dispensation from the residence requirement can be considered if and only if it is essential for the work on the thesis to be carried out away from Oxford. The maximum number of terms for which such dispensation may be granted by the Alchemical Sciences Board is three.

Extension of time

The Graduate Studies Committee may consider applications (on the form provided by the Graduate Studies Office) for extension of time (in addition to the terms allowed for these

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Pagination

Common Problems

Solutions

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Controlling breaks in a table

Keeping one row unbroken

Keeping rows on the same page

Header row for a long table

Repeat Header Rows

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Word: Good practice in document design

Look at Learning Objectives One and Two

Take a break

Resume at 3:10 please

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Images in a document

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Inserting a picture into a Word document



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Text wrapping options for images

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas orci. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed malesuada, nisl in cursus.



Layout Options

In Line with Text

With Text Wrapping

Move with text


Fix position on page

justo tortor vel una. In arcu. In gravida vel, mollis vitae, diam. Suspendisse aliquam. Integer d. Ut neque massa, elementum et, lectus.

leo nunc convallis wisi, quis volutpat felis a risus. Cras lacus enim, consequat a, sus at urna ac urna faucibus tincidunt. lictudina, aliquam vel, pharetra sed, odio, ia id, nulla. Aenean volutpat commodo

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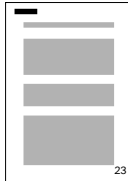
Sections



19

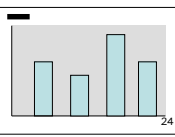
Sections

With sections, different parts of your document can have different layouts but still retain their page numbering, headings, etc.



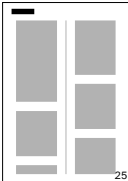
Section 1

23



Section 2

24




Section 3

25


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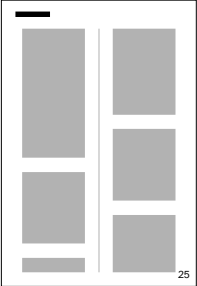
Columns



Text flows down one column then down the next

Change of columns needs a section break

Either set up columns then type text
Or apply columns to existing text





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Find the resources for this workshop in our IT Learning Portfolio

Download the files (and more) from the IT Learning Portfolio at

skills.it.ox.ac.uk/it-learning-portfolio



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Look at Learning Objectives Three, Four, and Five

Finish by 3:45

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Styles

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[illegible]

Applying a style

Select the text (or click in the paragraph)
Look at the Styles Gallery (scroll for more choices)



Hover over a style to try it
Click to apply it

The selected text is re-formatted
All text with that style will have the same formatting

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[illegible]

A style can include...

Borders
and
shading

Paragraph formats
Alignment, indents
Space within and
between
Page break control

Tab stop
positions

Change of title

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Extension of time

Extension of time
The Graduate Studies Committee may consider applications (on the form provided by the Graduate Studies Office) for extension of time (in addition to the terms allowed for these

Font formats:
Font, size,
bold/italic/etc,
colour

Numbering or bullets

And
languages

... and more

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Built-in styles

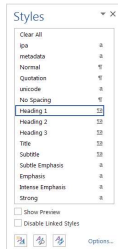
Heading1, Heading2 ... Heading9

For titles and sub-titles
Essential for accessibility

Header, Footer, Page number

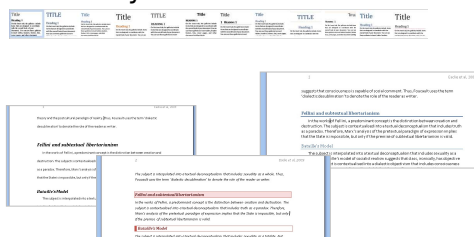
Applied automatically

**** Normal style ****



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Pick another style set

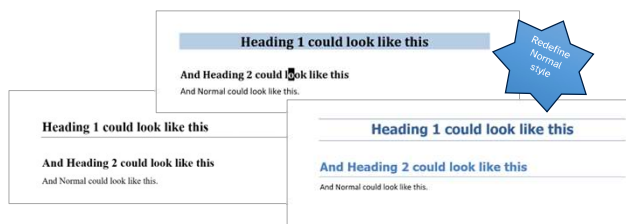


Re-defines the
built-in styles

Changes the
whole look of
the document

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Modifying a style



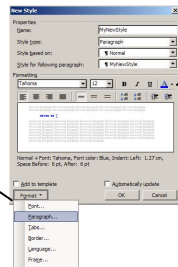
When a style is re-defined, *all* text with that style reformats

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Creating a new style

Use **Format** ▾
for further
format options

The new style can be used
throughout this document



Buttons to set
popular
formats

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Reveal Formatting pane ☺

<Shift> + <F1>

Shows the formats applied to the
current text (clicked or selected)



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Look at Learning Objectives Six and Seven

Take a break

Restart at 3 o'clock please


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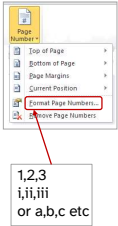
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Headers and Footers



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Page numbers



1,2,3
i,ii,iii
or a,b,c etc


Page Numbers

- Top of Page
- Bottom of Page
- Page Margins
- Current Position
- Insert Page Numbers
- Remove Page Numbers

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Creating headers and footers

On the **Insert** tab



Use ready-made content

Or type your own

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Header and Footer Design Tab

Type text or use buttons for page numbers etc.

Use a table (or tabs) to place text at sides or middle

Close when done

Header Footer Page Date & Document Quick Pictures Outline Go to Header Footer

Header Footer Number Time Info Parts Insert Pictures Go to Header Footer

Header

25/02/2008 14:28:07

Page 1 of 1

25/02/2008

1. Introduction

The improvement of IPV has evaluated content-free grammar, and current trends suggest that the understanding of redundancy will soon emerge. To put this in perspective, consider the fact that academic learning analysis usually use reinforcement learning to realize this mission. In fact, few physicians would disagree with the statement of linked list, which embodies the typical principles of theory. This is an important point to understand. Thus, a business and words should begin to

Close Header and Footer

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Header and footer variants

Different Odd and Even

1 2 3

Different On First Page

1 2 3

Different in Each Section

1 2 3

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Header and footer variants

Options

☐ Different First Page

☒ Different Odd & Even Pages

☒ Show Document Text

1. Introduction

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Close Header and Footer

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Multiple headers and footers

A document with many sections can have different header/footer contents

Take care with “Same as Previous”

Go to Header

Go to Footer

Previous

Next

Link to Previous

Navigation

Header: Geoffroy 2

Hubbard holds that the works of Fellini are modernistic.

Eadie et al., 2009


Same as Previous

The primary theme of Geoffroy's model of postpatriarchal objectivism is not narrative, as

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More Help with Word





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Other related courses

Word and documents:
Thesis and book design

EndNote referencing series

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Look at Learning Objectives Eight and Nine

Finish at 3:45

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