PC Passport

INTERNET — Advanced
Instructor's Guide (Macintosh)

Welcome

Welcome to the Advanced Internet course. The Student Workbook for this course is designed to teach the topics required for the assessment of this Unit. The companion Exercise Booklet contains practical exercises that will reinforce the topics taught in the Workbook as well as Summary Tasks for each Learning Outcome. It is expected that the tutor leading the learner will supplement these materials with some practical assignments that are appropriate to their group.

This Instructor's Guide explains the layout and use of these manuals and gives the answers to the questions and tasks included in the Exercise Booklet.

As the Tutor you may wish to set up the following prior to the course:

♦ E-mail accounts for students to use.

♦ Internet access to allow students to join newsgroups.

♦ Access to Video conferencing (if available) or desktop video cameras to simulate exercise.

♦ Access to chat rooms (if this is problematic, it can be ignored).

Contents

Using the Student Workbook

The Workbook has been organised into the three Learning Outcomes for this Unit. Each of these 'sections' contains the topics to be covered along with references to the practical exercises that the learner should complete at specific points. At the end of the 'section' there is a reference to that Learning Outcome's *Summary Tasks*, which usually take the form of small projects, to help the learner consolidate what they've learned.

The references to the Exercise Booklet look like this:

Exercise 1.1

Now do Exercise 1.1 in the Exercise Booklet.

Summary Tasks

Now do the Learning Outcome 1 Summary Tasks in the Exercise Booklet.

Using the Exercise Booklet

The Exercise Booklet contains the practical sessions that the learners should undertake to consolidate their learning. Throughout each of the Learning Outcomes there are a number of exercises that will cover the topics most recently taught, and at the end of each Learning Outcome there is a Summary Tasks section. Here is a sample Summary Task from this Unit:

Task 2

Describe here the steps you would take to view the BBC main website and then save this page in the **Internet — Advanced** folder on your hard drive or network drive.

Important Instructor Notes

Since Learning Outcome 3 includes the use of internet e-mail, chat rooms and newsgroups, it's important that the instructor reinforces the guidelines for safe use of the internet in a manner that is appropriate for their student group. A sample group of sites where you can find out about safety online is included in this Instructor's Guide and a visit to the 'Guidelines' web page supplied by one provider is included in one of the built-in exercises in the Student Workbook.

Personal Information Considerations

Due to the real need for safety on the internet, it is recommended that each instructor creates a set of accounts for e-mail, chat and newsgroups that can be used by all students to complete the practical aspects of the course, although each provider's Terms and Conditions of use must be adhered to. Using standard accounts in this way will prevent learners having to supply their own personal information.

If accounts are created for the students, see the section of this Instructor's Guide entitled **Setting Up E-mail Messages** for details of messages that should be sent to these accounts in preparation for practical exercises in that part of the course.

Chat Rooms and Newsgroups

Although the practical activities within the Student Workbook advise learners to visit chat rooms and newsgroups that relate to their interests, it's important that their use of these facilities, especially in the case of younger and inexperienced users, is supervised to ensure that the rooms and groups they visit are safe and decent. An instructor may prefer to recommend rooms and groups based on their knowledge of the service that's being used.

Creating a Newsgroup

The instructor may also want to consider creating a newsgroup specifically for the course participants. The members of this group can be controlled by making it a moderated group where the instructor authorises the membership. Yahoo! is an example of a provider that allows this. The process is straightforward and the provider displays instructions at each stage in the process.

Additional Information

Setting up E-mail Messages

If the instructor is going to provide e-mail accounts for use by the learning group, or if they know the e-mail addresses that the students will use, the following e-mails should be sent for use during Learning Outcome 3, however they are not necessary, only suggested.

Subject	Quarterly meeting
Message	Please note that this meeting has been re-scheduled for next Monday at 11am. Regards, Admin Team

Subject	Monthly Sales Sheet
Message	Hi, Could you let me have a copy of last month's Monthly Sales Sheet as soon as possible please? Thanks, John

Safety Online

Although most concern for safety online is directed at children's use of the internet, there are guidelines that adults should also follow. Most sites that offer chat and newsgroup facilities have a well-publicised safety feature, and there are sites dedicated to this topic. Some examples of these sites are listed below, however this is not an exhaustive list and there may be a specific site that you are recommended to use.

www.fkbko.co.uk
'For kids by kids online' is a site that provides information about the use of the web, e-mail, chat rooms and mobile phones, and incorporates safe use guidelines.

www.thinkuknow.co.uk
This is a UK government site that provides documents to guide parents in keeping their children safe online.

www.safekids.com
This site has links to pages explaining what the risks are and what can be done to avoid them.

www.getnetwise.org
The Getnetwise site has links to pages relating to kids' safety online as well as resources for protecting against unwanted e-mail, viruses and loss of personal information.

Answers to Written Exercises

Learning Outcome 1

Exercise 1.1

Question 1

32 - 1GB (May be larger as storage capacities increase).

Question 2

1.4 - 9.4GB.

Question 3

Graphical User Interface.

Question 4

The software came with the computer and is not for sale.

Question 5

♦ Refresh eye muscles by looking at distant objects as well as those close up.
♦ Don't sit with your head leaning forward — keep your chin tucked in.
♦ Ensure that your back is supported in an upright position in the chair and that your body is facing forwards, not twisted sideways.
♦ Get up and walk around at least once an hour.

Exercise 1.2

Question 1

| Web Browser |
| Forms AutoFill |
| Receiving Files |
| Network |
| E-mail |

Question 2

♦ All.

Exercise 1.3

Question 1

♦ Peer-to-Peer.

♦ Client Server.

Question 2

LAN	Local Area Network
MAN	Metropolitan Area Network
WAN	Wide Area Network

Question 3

Unshielded Twisted Pair (UTP).

Question 4

♦ com   ♦ mil

♦ edu   ♦ net

♦ gov   ♦ org

♦ int

Question 5

It starts with HTTPS.

Question 6

Contains information about you and you preferences.

Exercise 1.4a

Question 1

a) An Internet Service Provider account; a communication link (modem, cable modem, ISDN line, ADSL), and a connection device (computer, mobile phone).

b) Internet Service Provider.

c) Provides access to the internet.

d) 56 kbps.

e) kilobits per second — data transfer rates.

Question 2

♦ The initial cost of the modem
♦ The cost of the ISP account
♦ Call charges.

Question 3

The web is a series of web pages and is part of the internet. The internet is made up of the web along with e-mail, chat, newsgroups and file transfer.

Question 4

The web, e-mail, chat, newsgroups and file transfer.

Question 5

Immediate. When using chat, the message you enter appears immediately on the screens of the other users involved in the chat session.

Question 6

Chat

Exercise 1.4b

Question 2

Students should find:

♦ **http://www.winzip.com**

Question 3

Students should find many references and go to this one:

♦ **http://www.allume.com/mac/index.html**

Learning Outcome 1 — Summary Tasks

None of the Summary Tasks in this section require answers.

Learning Outcome 2

Exercise 2.1

Question 1

Hyper Text Transfer Protocol.

Question 2

Hyper Text Markup Language.

Question 3
♦ By providing shortcuts to areas of the web page, or links to other websites.
♦ Often coloured and underlined in Blue.

Question 4

To revisit web pages you have already visited.

Question 5

To bookmark pages of interest you might want to visit again.

Exercise 2.2

Question 1

♦ Yahoo! (www.yahoo.com)	♦ Lycos (www.lycos.co.uk)
♦ Yahoo Kids (www.yahooligans.com)	♦ Internet Sleuth (www.isleuth.com)
♦ Google (www.google.co.uk)	♦ Ask Jeeves (www.ask.co.uk)
♦ Altavista (www.altavista.com)	♦ Ask Jeeves Kids (www.ajkids.com)
♦ Excite (www.excite.com)	♦ Infoseek (www.infoseek.go.com)

Question 2
♦ + plus sign
♦ - hyphen sign
♦ "" quotation marks

Question 3
♦ "Justin Timberlake" AND "The Darkness"
♦ "St Andrews" +golf
♦ "chart music" -Britney
Note: There are several the student might pick.

Learning Outcome 2 — Summary Tasks

None of the Summary Tasks in this section require answers.

Learning Outcome 3

Exercise 3.1

Question 1
- ♦ Personal e-mail account via an ISP.
- ♦ Work e-mail account.
- ♦ Internet e-mail account.

Question 2
Password.

Question 3
Yes.

Question 4
Yes.

Question 5
- ♦ Attachments.
- ♦ Have a good virus checker which checks your attachments before you open them.

Exercise 3.3

Question 1
Unsolicited Bulk E-mail.

Question 2
Unsolicited Commercial E-mail.

Question 3
Two parts — Header and Message Body.

Question 4
Tells you the technical information about the sender etc.

Learning Outcome 3 — Summary Tasks

None of the Summary Tasks in this section require answers.