Microsoft
Digital Literacy (ver. 4)
Instructor's
Manual

Contents

About This Instructor's Manual

Welcome to the Microsoft® Digital Literacy Instructor's Manual. As an instructor, you play an important role in customizing the curriculum to meet local requirements and effectively help your students develop the skills they need to use computer technology at work and at home. Both first-time and experienced instructors will find valuable information and materials for planning, customizing, and conducting classes in the following pages.

This Instructor's manual is for users of the Windows 8 operating system utilizing the Microsoft Digital Literacy Program (version 4). In the world of computers and technology, things change very quickly and it is important to instruct students on the most current technologies and computer advances. The good news is, as operating systems become more intuitive, understanding digital technology becomes easier. This Instructor's Manual has been updated and expanded to offer teachers material on the latest devices, hardware and software. Of note are updated lessons on Windows 8 (8.1), Microsoft Office 2013 and the new role of smart devices, such as cell phones and tablets, in today's digital technology landscape.

How To Use This Manual

New instructors should read completely through each chapter, making full use of the planning and teaching materials as they are presented. Experienced instructors should focus their attention on Chapters One and Five. They explain how the Digital Literacy curriculum is organized, its objectives, and how to effectively meet the needs of your students. If you have teaching and course design experience, you may only need to skim the material on how to prepare for, and instruct classes.

- **Chapter 1** provides an overview of the Digital Literacy curriculum: its design, goals, benefits, and the Certification Test. It also explains how to adapt the program to match computer availability, Internet access, and information about using the e-learning software.

- **Chapter 2** guides you through preparing a syllabus that ensures that the curriculum objectives are covered in the allotted time. The Digital Literacy curriculum can be adapted to fit different styles of programs from short seminars to full-length semester programs.

- **Chapter 3** presents effective teaching techniques that you can use in class to enhance students' abilities to learn, and to create a comfortable and effective classroom environment.

- **Chapter 4** focuses on developing effective lesson plans, and customizing individual classes to meet your students' needs.

- **Chapter 5** presents a series of scenarios demonstrating how to use the tools and techniques in the preceding chapters, combined with the activities and exercises contained in Appendix B to work with your students and lead classes.

- **Appendix A** provides blank forms for developing your own syllabus and lesson plans, along with sample versions.

- **Appendix B** contains a variety of supplemental exercises and activities you can use in conjunction with the e-learning courses. You may also adapt the activities to best suit the needs of a particular locale.

- **Appendix C** contains a glossary of terms from the Digital Literacy e-learning courses.

- **Appendix D** provides the answers to the Self-Test questions used in the e-learning courses.

- **Appendix E** is a Resource Guide listing useful Web sites for more information about topics in the Microsoft Digital Literacy curriculum and instructional methods.

- **Appendix F** contains the system requirements and installation procedures for setting up the curriculum in a classroom or lab.

Chapter 1: The Microsoft Digital Literacy Curriculum and the Role of the Instructor

Digital technology, from e-mail and the Internet to cell phones, ATMs, and MP3 players, is a constant part of daily life. Employers increasingly expect people entering the workforce to have basic computer and software skills. Individuals lacking such skills, and a way to obtain them, are at an increasing disadvantage in both the local and global economy.

The free courses and assessments in the Microsoft Digital Literacy curriculum provide the opportunity to learn those skills, and to obtain a certificate recognizing the accomplishment. The only prerequisite for taking the program is the ability to read a newspaper.

It is possible to complete the curriculum without an instructor by using the online courses available on the Microsoft Web site. Although the online curriculum reaches a lot of people, it limits the program in two ways. First, it is difficult for someone with little or no computer experience to use a computer to complete an online course without, at least, a minimal amount of assistance. Second, there is no way to offer custom instruction adapted to local conditions to meet the specific needs of students in a particular area.

Both of these limitations are removed with one important addition—you, the instructor. Instructors must possess the same basic reading ability, and be willing to dedicate their time and efforts to help others learn. Before teaching your first class, you should be familiar with the course materials, the e-learning software, and the information and resources provided in this manual.

As an instructor, you will play a key role in helping students meet their computer learning goals and lead more fulfilling lives. Teaching the courses in a classroom setting grants access to computers and the courseware. Your presence as a tutor and facilitator ensures the students' success. Over one million people have taken the Digital Literacy curriculum. It is currently available in English, Thai, Latin

American Spanish, Portuguese (Brazil), Danish, Polish, French, German, Hungarian, Italian, and Japanese, with additional language versions are currently under development. By reading this manual you are taking a step to be part of a global community of Digital Literacy instructors making a difference in people's lives.

Editor's Notes and Tips:
Throughout this manual, you will see sidebars that will offer tips and notes to integrate the some of the unique elements of Microsoft Digital Literacy ver. 4. These sidebars will also introduce some of the new tools in version 4 as well bridge the gap between this and older versions of the manual.

The Digital Literacy Curriculum

The Digital Literacy curriculum includes the e-learning courses and the assessments. The courses include demonstrations, animations, simulations, hands-on labs, and games into a rich learning environment that allows the learner to thoroughly explore each topic.

The Courses

The curriculum is divided into five courses, and each of the five courses is divided into lessons. Each lesson has its own set of topics that serve as the foundation for your classes, to which you may add custom content to help your students master the material and the goals of the sponsor. The following briefly describe the courses.

Computer Basics

This course is the starting point of the curriculum. It presents the key skills that must be mastered before the learner attempts the other courses. The content introduces students to the fundamentals of computing, explains the components of a computer, explores operating system basics, and demonstrates how to use a mouse and a keyboard. Completing the Computer Basics course, or already having a similar level of skill, is a prerequisite for taking the other courses in the curriculum. The other courses may be presented in any order, after the students complete the Computer Basics course.

After completing the Computer Basics course, successful students are able to describe the importance of computers in today's world; identify the main parts of a computer; describe basic computer performance factors; and define the operating systems, networks, and the uses for typical programs at work and at home.

The Internet and World Wide Web

This course shows students how to connect to the Internet; browse Web sites; use search engines; exchange e-mail and instant messages with others; explore the features of online communities; and it explains how Web authoring software is used to create and publish Web pages.

Productivity Programs

This course explores the most common productivity software applications used in business, in education, and at home. Students are taught to select the right software for a project, and how to perform basic tasks by using word processing, spreadsheets, presentation software, and database software.

Computer Security and Privacy

This course introduces key concepts in computer security and in the ethical use of the technology. It explains the risks and threats to computer security and privacy, and outlines the steps every user should know to prevent information theft.

Digital Lifestyles

This course introduces the students to new digital technologies, including digital audio, digital video, and digital photography. It explores how these and other computing technologies are creating new career opportunities and shaping the world in which we live.

Self-Tests, Assessments, Study Guides, and the Certification Test

All learning programs need some form of evaluation to track how well students have mastered the concepts and skills. Students and instructors need feedback to assess how well the learner is progressing, and what lessons need to be reviewed and reinforced.

The same evaluations can be used before students attempt computer study, to see if they already know the material. If a student takes any test or evaluation, and obtains a passing score, they have completed the requirements for that portion of the curriculum. The Digital Literacy curriculum provides three distinct levels of evaluation. The following paragraphs describe their scope and purpose.

Self-Tests

Every lesson includes a computer-based Self-Test that a student may take at any time. It presents a variety of questions or games limited to the objectives and skills presented in the topics for that lesson.

Assessments

There are two types of assessments, Hosted assessments (available only online at the Microsoft Digital Literacy Web page) and instructor-designed quizzes.

Hosted Assessments

There is one hosted assessment for each course. Students take a hosted assessment online at the Microsoft Web site. Each assessment contains 30 multiple choice questions and should take approximately 30–40 minutes to complete. Students can take assessments at any time. After the student has finished an assessment, they receive a. personalized Learning Plan that outlines the topics from that course that they might want to study further.

Instructor-Designed Quizzes

You can create your own quizzes, by using all of the assessment questions, (which are available in a Microsoft Office Word file and includes the correct answers) and adding your own questions. You can use these questions to review lessons and to help students feel more confident about their knowledge and test-taking abilities.

Certificate Test

This is the final evaluation for the Digital Literacy curriculum and covers key points from all five Digital Literacy courses. Students may take the 30 question Certificate Test at any time online at Microsoft.com, and it should take approximately 30–40 minutes to complete. After a student finishes the Certificate Test, he or she receives a personalized Learning Plan that outlines the topics from all five course that they might want to study further. Students who receive a passing score can print a personalized Digital Literacy certificate.

The Classroom Setting

Editor's Sidebar:

Version 4 of the Digital Literacy curriculum features new animations and games to help immerse and interest your students. Of note are a core group of reoccurring animated characters that help guide the lessons through discover and demonstration (just like your students) of the core concepts being taught. These characters can also stimulate discussion in the classroom as students use them to convey understanding or ask questions about their actions in the lessons. Look to sidebars for more information on these core characters and how you can use them in your classroom.

The Digital Literacy curriculum can be used on a single computer or installed in a classroom or lab. The curriculum is optimally designed for a setting with one computer for each student, each computer equipped with high-speed Internet access. There are several access possibilities, each of which will require a different approach.

Broadband

A broadband connection is a fast connection to the Internet by using a cable modem, a corporate network, or a DSL service. With reliable high-speed access for all computers, students can use the e-learning content available at the Microsoft Web site.

Dial-up or modem (56K or faster)

If a high-speed Internet connection is not available, you can use a modem (called a dial-up connection) to download the e-learning courses to the computers in the class or the lab. A modem connects a telephone to a computer, and dials a phone number to link the computer to the Internet. Because, the e-learning courses will operate too slowly over a dial-up connection, students will view the courses locally. Students will still need to connect to the Internet to take the hosted assessments and the Certificate Test.

No Internet connection

If you don't have an Internet connection in the classroom, but can access the Internet from someplace else, you can also download each course as a Word document. These files can be printed for reading the learning materials in locations without access to the Internet or computers.

When each student has a computer, the typical time to complete the just e-learning content of a course should be between two and three hours. Keep in mind that this is not the amount of classroom time that you should allocate for a course, though. In the classroom, you will include discussions and other activities to enhance the student experience. When you do not have enough computers for all of the students at once, then the lessons will take longer for the entire class to complete. Possible approaches to deal with situation include setting up separate lab sessions for each group, having students share the computers, or arranging other activities for those students when they are not working on a computer.

This chapter does not go into the technical requirements for setting up the computer environment, or preparing the computers to use the e-learning course. This information is available in Appendix F.

The Instructor's Role

Now that you know more about the Digital Literacy curriculum, the courses, and the basic requirements, it is time to focus on your role as an instructor. Although the Digital Literacy curriculum can be completed through online self-study, instructors offer an extra dimension of guidance and support that improves the ability of students to succeed and take full advantage of what they have learned. This section provides the information you need to effectively customize the curriculum to local conditions and effectively lead classes.

Basic Requirements

You do not need to be a computer expert to teach the Digital Literacy curriculum. The fundamental requirements for success with your students are reading ability, basic computer skills, and a willingness to help them learn.

Of course, the more you develop your knowledge of the curriculum and instructional skills, the more the students will benefit. Start with the Digital Literacy curriculum itself. You should familiarize yourself with the computer-based lessons and topics covered in the curriculum. The best way to prepare is by using the courses on your own.

Take your time to become familiar with navigating through the courses. The Navigation Overview topic included in the Course Overview provides a good starting point. View the content in each topic and take the assessments. Even if you know all the material, intentionally miss some questions to see how the self-tests and assessments operate.

The familiarity that you gain by practicing with the e-learning courses, becoming familiar with course content and the assessments will bolster your confidence when helping students. It will also make it much easier to develop your syllabus and lesson plans.

Editor's Sidebar:

The cast of characters that help demonstrate each lesson are also made of a diverse group of people of different backgrounds and computer knowledge. They are often used as typical examples of people learning about digital literacy that your students can relate to. They can also be referenced by teachers during discussion with students to stimulate question and answer sessions.

Knowing Your Students

Although you will usually not know your students before the first class session, it is easy to predict from the study of the types of people likely to enroll. For the Digital Literacy curriculum, your students will be those who lack basic computer skills and seek to improve on basic abilities.

Think for a moment how broad a category of people that encompasses. Most of your students will be adult learners. While some classes, such as those at a seniors' center or a job training program center, may consist of a group of similar students, most will not. Expect diversity—in age, ability, education, life experiences, and cultural background.

It may seem that such a diverse group of students will be difficult to please, but all of these people are coming to class for one reason: to learn more about using digital technology. Consider this narrower range of likely entry skills and learning objectives your students will bring to the classroom.

When instructing, there are two useful ways to categorize your students when considering how to help them learn, no matter what general differences there may be in the group. One way is by using criteria such as their ages, social factors, and cultural backgrounds. Another way is to categorize based on what they hope to achieve through taking the class.

Effective instructors use both types of information to interest and motivate the class, and to make the material relevant to the students' lifestyles and their reasons for learning more about digital technology. Typically, your students' reasons for taking the class will fall into one of several categories. For example:

- Students who have never used a computer and want to learn basic computer skills. These students may seek this knowledge to get a better job, or for personal reasons. This type of students will benefit from taking the entire curriculum.

- Students with some level of basic computing skills who want to enhance their knowledge and obtain a certificate to validate the achievement. This type of students may be able to skip certain courses, or even immediately take and pass the Certificate Test.

- Students with good basic computing skills who want to gain more ability in a specific area. For example, some students may want to learn how to use the Internet for communication or

research. You can help these students study one or more specific topics, and suggest methods of going beyond the curriculum, based on their long-term objectives.

- Students who want to take the course out of general interest. Here, the task of the instructor is to engage their interests, and help them explore the areas they find more rewarding.

- The organization that is sponsoring Microsoft Digital Literacy in your area may be reaching out to help a specific group of potential students. For example, a senior citizen center may offer a program focused on skills of interest to that particular group. An employment center might target their class at young mothers entering the workforce for the first time. This situation allows you and the sponsor to focus on the areas that best meet the needs of the group, and prepare a matching syllabus.

Keep in mind that regardless of the personal objectives for enrolling, all your students are there to learn. Each one is interested in successfully completing the curriculum. You can keep them engaged in learning by using comments and activities in class that relate to their lives and aspirations.

The Instructor as Manager: Customizing Your Classes

One of the primary advantages of an instructor-led program over self-study is that you can customize the classes to match local needs and classroom conditions as they arise. The Digital Literacy curriculum is designed to be flexible.

You have already seen how it can be taught in virtually any setting from a fully-equipped computer lab in a school to a living room with a few interested friends and a laptop. It is just as flexible in the way that you can focus on certain content or adapt it to different time constraints.

Some students might find a topic more interesting than others in the class will. The group as a whole may find certain topics more challenging than expected and require additional instruction to master the objective. You are the person who can ensure that both types of students reach their full potential by customizing their experience. The students who want more information, or more of a challenge, can be given supplemental exercises while the rest of the class is working on the course. You can help those having difficulty in understanding the subject with a combination of encouragement, tutoring, and suggesting the appropriate tasks to practice.

The basic time required to cover the entire curriculum, using just the computer-based e-learning content is between 10–15 hours. The program can be conveniently offered in a two-day seminar format.

The same weekend format could be used to offer specific courses. For example, jobs may be available for those with basic word processing skills. You might combine the Computer Basics and Productivity Programs courses to prepare students for a Word 2013 course.

When you have more time to cover the courses, you can enhance the learning experience by adding additional exercises and activities. Some locations offer classes that meet several times a week for two or three months. The hosting organization will probably set the meeting times for classes, based on the available facilities. You will need to plan a schedule that allows for covering the required content in the allotted time. The next chapter explains how to design a schedule that matches the available time to the curriculum.

Chapter 2: Creating and Using a Syllabus

As an instructor, creating a syllabus is one of your most important tasks when preparing to lead a Digital Literacy curriculum. A syllabus is a primary instructor aid. It is a week by week itinerary of the program—semester, quarter, or seminar that outlines what will be covered in your program, and a schedule of classes. It is like your road map for the curriculum. The instructor uses the syllabus as the framework for working through the objectives in the allotted time, and as a starting point to plan the exact activities for each class.

Creating a Syllabus

An effective syllabus adapts the Digital Literacy curriculum to the students' needs and available resources—such as, amount of time, computer availability, and Internet access. Consider these factors when deciding on what to include and how to organize the schedule. You can find out about the available resources by visiting the class location. However, you might have to wait until the first class to find out more details about the students' skills and knowledge, and their expectations from the program.

Factors to Consider When Creating a Syllabus

Before beginning to draft your syllabus, consider the factors in the following list, and gather the required information:

- The length of the course, the number of classes in a week, and the length of the classes. You will need this information to know how much time is available to present the material. The three options available are:

  o The typical **quarter** is 8-10 weeks long, and usually has three classes every week, giving a total of between 24 to 30 hours. A quarter length program allows a reasonable amount of time

to cover all five courses in the Digital Literacy curriculum, and for students to complete all five assessments and the Digital Literacy Certificate Test during class.

- o The typical **semester** is 14-16 weeks long, 42-48 hours (3 classes every week). A Semester program gives approximately twice the amount of time as a Quarter schedule for the five courses, leaving considerable time for more practice, going into greater depth, and specializing parts of the course for your particular students (for example, extra emphasis on Word Processing and Presentation Programs for students seeking to work in business and office occupations).

- o The **seminar** is more variable, typically one or two days long with around 6-10 hours. The Seminar is the most challenging syllabus to design, due to time constraints; 6-10 hours is a limited amount of time to cover the material and take the Certificate Test. On the other hand, limited time-span is well suited to tightly focus on the required content.

- The expected student population. Are the students who have enrolled for the program similar or different in age and background?

- Students' levels of education and language competence.

- Students' initial familiarity with computers.

- The primary goals of the students attending this program—workplace, academic advancement, professional, specific job/industry, or personal enrichment.

- Availability of computers. How many computers are available? Are there specific times when the computer classroom or computer labs will be available? Does each classroom have computers? Are the computers on a network? Do you have the password to the network and computers or does someone else have to log on for each class session?

- Availability of Internet connection. Is there an Internet connection available in the classroom? Do all student computers have Internet access, or only the Instructor? Is the Internet connection Dial-up or Broadband? Is the Internet connectivity reliable?

- Class facilities. Is there a computer lab? Is it a standard classroom? Is it a commercial office?

- Seating arrangements. How many desks and chairs are available?

- Available teaching aids, such as whiteboard, projector, and copy machine.

- Your teaching and computer experience, and knowledge of the curriculum.

- Staff other than the instructor.

- Support in and from the local community. For example, do local organizations offer to promote the class and refer possible students? Does the local business or educational community offer use of classrooms, computers, copiers, etc.

- Is any special emphasis required or suggested by the sponsoring organization?

- Supplementary materials/classroom supplies.

- Who you should notify in case the classroom or equipment needs repair or technical support.

Remember that preparing a syllabus is not just filling in the blanks on a form. It is a planning process. Not all of the information gathered will be included in the syllabus, but they are factors that will help decide on the schedule and the manner of instruction.

The Digital Literacy courses are typically taught in the order as shown on the Web site. To adjust for local conditions you may find it preferable, or even necessary, to change the sequence of the five courses. For example, computers may not be set up when classes start. There may be power outage problems. Perhaps your Internet service provider is late in setting up your broadband connection, or the service is not reliable. Perhaps you have a large class, and not enough computers in the lab for everyone to use, or you need to share the facility with another class and must miss a class and try to double-up to get on track.

Instructor and Student Versions

You should consider preparing two similar but slightly different versions of the syllabus. One is for you to use as a reference, and the other is designed as a handout for the students. The differences are primarily in the information contained at the beginning and end of the syllabus. The list of classes, learning objectives, and major activities will be the same in both versions.

The instructor's version can include reminders such as the technical support contact or building custodian information. It may also include contacts in the community or sponsoring organization. It might have a list of local professionals who would answer questions or even talk to the class.

The students' version of the syllabus often includes information about how to contact the instructor, and policy reminders such as not allowing food or drink in the computer lab, parking regulations, and so forth.

Editor's Sidebar: Using the icon characters
The cast of characters in the Microsoft Digital Literacy (ver. 4) course are meant to represent a wide spectrum of students and professionals. They are meant to connect with students by allowing them the freedom to learn through the characters mistakes and, sometimes, misadventures. They give students, who may otherwise be shy about asking questions, an outlet from which to stage their questions without feeling embarrassed by their own confusion. For example, instead telling an instructor they don't understand a lesson, they could present their questions from the perspective of a character. Often, students will find the characters express confusion at the same places of complexity as students will. This allows students to understand a lesson is difficult and that they are not the only ones that think so. If used properly, these characters will become trusted guides through the lessons that offer perspectives students will share and understand.

The Parts of a Syllabus

A Digital Literacy syllabus is divided into three sections:

- Basic Information: This section contains basic information such as class location, instructor details, scheduled class times, and the overall goals of the program.

- Schedule and Objectives: This section contains information about the objectives that will be covered in each class and major activities, such as an assessment or the Certificate Test that will be covered in that class.

- Remarks and Resources: This section contains any other useful information, such as the attendance policy and code of conduct.

Adding Details to the Basic Information Section

The Basic Information section is not difficult to complete, but you should give some thought as to how much information to include. The document should contain all the details the student will need to find the classroom and any secondary locations (such as a computer lab if one is used), as well as when the classes are scheduled (the starting and ending times).

You may choose to limit or refine other items; for example, your contact information. Decide how you want students to contact you, and during what hours. You might feel comfortable providing you home telephone number, but limit the hours during which the calls will be accepted. Alternatively, it may be more effective, and less demanding of your personal time, to list times before or after classes when you will be in the classroom or available in the office or student area. Letting students know when they can meet informally with you before or after class fosters interaction and shows that you are interested in their development and success. The actual details are options that only you can decide.

You should add the following information in this section:

- **Curriculum:** The name of the curriculum. For example, Digital Literacy Curriculum.

- **Curriculum Type:** The type of program and the start and end dates of the program. For example, Quarter: Sep 1, 2014 to Nov 7, 2014.

- **Days and Timings:** The days and the times when the classes will be held. For example, Monday, Wednesday, and Friday 10 A.M. to 11 A.M.

- **Location:** Location where the classes will be held. For example, Training Room, Maple University, Brooksville, Florida.

- **Instructor Details:** Your name, e-mail address, and contact number. Information about when and where the students can contact you before or after the classes.

- **Curriculum Description:** Explain the basic Digital Literacy courses and how you have enhanced the courses for the audience. Provide an overview of the subject matter and explain the importance of the curriculum. This section should explain the goal of the curriculum.

- **Prerequisites:** Define the prerequisite knowledge or requirements for enrolling in this curriculum.

- **Curriculum Objectives:** List the objectives that you plan to cover in the curriculum.

- **Instructional Methods:** List the types of instruction, activities, and exercises that you will use to meet the course goals and objectives.

Creating the Detailed Class Schedule

The Schedule and Objectives section contains the schedule of classes in chronological order, aligned with the objectives and key events (including assessments, review, and the final Certificate Test) that will be managed during that curriculum. The syllabus does not need to include the details of every activity, because those may change based on the learning pace of the students during the curriculum. The tool that you will use to define each class is the lesson plan, which is covered in Chapter 4.

The categories for the Schedule and Objectives section of the syllabus are: Course Title, Week Number, Lesson Number and Title, and Objective Number and Title. The following is an example of the Schedule and Objective section for three classes in a week.

Course 1: Computer Basics Course Topics

Week One

Class One	Introduction to Curriculum/Instructor
	Meeting Place/Times/Contact Info/Equipment
	Icebreaking—Students/Syllabus Distribution
	Lesson 1: Introduction to Computers
	Objectives:
	1.1. Describe the importance of computers in today's world. 1.2. Identify the main parts of a computer. 1.3. Identify the steps for starting a computer. 1.4. Identify the different groups of keys on a keyboard. 1.5. Perform different tasks by using a mouse.
Class Two	Lesson 2: Common Computer Terminology
	Objectives:
	2.1. Identify the primary hardware components of a computer. 2.2. Define what an operating system is and its role. 2.3. Define the term program. 2.4. Explain what is meant by data. 2.5. Define the term network and identify the benefits of networking. 2.6. Define the term Internet.
Class Three	Lesson 3: Computer Performance and Features
	Objectives:
	3.1. Identify and compare the features of different types of computers. 3.2. Explain the role of memory. 3.3. Explain the basics of computer performance and how it relates to productivity. 3.4. Describe the different types of productivity programs and their uses. 3.5. Describe the different types of communications programs and their uses. 3.6. Describe the uses of educational and entertainment programs.

Appendix A provides sample syllabi for quarter, semester, and seminar programs. You can use a sample syllabus that best suits your requirements and modify it, if required. You can also create your own syllabus.

Allocating Class Time and Scheduling the Objectives

You should adjust the Schedule and Objectives section of the syllabus to fix the number of available class hours into the number of classes. Then assign the learning objectives to classes in the order they will be covered.

In the previous example, the curriculum is a quarter length program with 30 class hours, lasting ten weeks; three hours per week. (There may be adjustments if classes do not meet due to various reasons, such as holidays). That works out to three one-hour classes per week. It could also be set to two classes a week lasting 90 minutes each.

Use the same method—divide the number of hours by the available number of weeks. Then, calculate how much time will be allocated for each class based on the number of classes.

Add the appropriate number of rows to your syllabus for the number of classes in the plan. Adjust for any holidays or other times during which classes will not be held. If there are any computer labs or special meetings, add spaces in the schedule for them as well. Then, place the dates. Do not specify the times for regular meetings, because that information is already added in the Basic Information section. Include any times that vary from the regular schedule.

Adding Objectives and Events

The next step is matching the learning objectives and major events to the schedule.

In the example mentioned earlier, there are has 30 classes in the quarter (10 weeks multiplied by 3 classes per week), and there are five Digital Literacy courses. This works out to six classes for each per Course (30/5 =6).

Allocating equal time to each part of the curriculum, each of the five Digital Literacy courses gets two weeks. So every two weeks you can plan to begin a new course. If this is the first time you are teaching the course, and you do not have any idea of the how long the students are likely to need to master one course compared to another, allowing equal time is a reasonable starting point. You can expect, though, that the courses that include objectives about using software will take longer than the other courses because you might supplement them with computer-based activities for additional practice.

However, you may already know that, for the students in your area, one topic or objective can be covered in less time and that another may require more time. If that is your experience, adjust the amount of time that you allocate in the syllabus for the appropriate objectives.

Placing the five courses in the numerical order is good idea, but it is acceptable to change the sequence. The Computer Basics course should remain as the first one presented; the other courses build on this course.

Ensure that you allocate extra time for the first class. Getting the students seated, performing the introductions, explaining the course and how to use the e-learning course reduces the effective teaching time. The last class is usually reserved for a review session and the Certificate Test.

Adding the Courses, Lessons, and Objectives

You can assign objectives under each lesson in the Digital Literacy courses, based on your requirements. For example, you may only have Internet access for part of the schedule; therefore, it makes sense to handle the objectives for which you will require an Internet connection in the appropriate time slot. If a guest speaker is available on a specified date, that block of time should be noted as reserved.

The precise details of a lesson, and how to teach a specific class, are contained in a lesson plan. You will learn how to build lesson plans in Chapter Four. Lesson plans are crafted as the program progresses. Therefore, a lesson plan allows the flexibility to adapt to the pace of your students, add extra activities to enhance the program, and make adjustments for unforeseen circumstances.

Special Considerations for Seminars

The computerized topics and assessments in the Digital Literacy curriculum are designed to take between 10 and 15 hours for the average student to complete. An 8-10-hour seminar is a limited amount of time to completely cover the material, even before allowing for time lost to classroom management or providing time for taking the Certificate Test. If you are adding additional content (exercise, group activities, reviews, etc., you will have to consider how best to use the allotted time to help the students benefit from the material and prepare for the test.

Possible options for a seminar include:

- Moving quickly over the Digital Literacy courses with a goal of basic familiarity, and helping students decide what they might want to learn on their own—or in another version of a course.

- Selecting an appropriate number of courses and focusing on that content.

- Focusing on one or more course objectives and using only those parts of the e-learning courses and assessments that apply.

- It may also be possible to offer the curriculum in a series of seminars. This approach allows covering the material, and the Test, with a more flexible schedule adapted to learners who work or who cannot commit to a long program of weekly classes. For example, two weekends could be used to cover the curriculum to almost the same depth as in a quarter.

Remember that the Digital Literacy curriculum is designed to be adapted to your situation and needs, and those of your students. Their success is the real focus of the program. Plan the schedule accordingly.

Completing the Remarks and Resources Section

The **Remarks and Resources** section contains any policy notes, directions to resources and their locations, and other such information. The information in this section can include:

- Holidays or other schedule changes.

- Materials will be provided for the classes.

- Locations and times that computer labs and libraries are open.

- Any particularly helpful books, articles, or Web sites to be used in connection with the course.

- Any material besides the Digital Literacy courses available or required.

- Location of a printed copy of the Digital Literacy courses (useful for study when no computer is available).

- Names and contact information for resource people, such as volunteer teacher aides, librarians, civic leaders, and technical staff.

- Policies on matters such as attendance, making up missed work, and early testing.

This is not a rigid list, and will vary between the student and instructor versions.

Using, Modifying, and Updating the Syllabus As You Teach

The syllabus prepared for use on the first day of class is a live document and the details are subject to change. As soon as you start to teach, you may have to alter the syllabus to fit something in or remove something, or reduce the time allotted to a part of a lesson to make room for an exercise or activity.

You must inform the students about the changes made to the syllabus so that they can make corrections to their copy of the schedule.

Make it a habit to consult the syllabus after every class, not only to remind yourself of what to prepare for next, but to check your actual progress against the timetable built into the syllabus. This process helps identify when students start to lag behind and the corresponding changes that you need to make.

You might find it useful to keep your adjusted syllabus and refer to it when you are preparing to teach the curriculum the next time. Based on your experience in the classroom, you might decide to make some of the some of the changes a part of the syllabus for the future sessions.

Regular review shows where your class needs more time for an objective than the time allotted in the syllabus, and you can decide how to compensate by adjusting the syllabus. Small, subtle adjustments can make a huge difference in how smoothly a class operates in your students' (and your) comfort level.

Chapter 3: Effective Teaching Methods

Good teaching methods are the keys to successful learning. As the instructor, you are in control of the classroom. You set the instructional pace of the lessons, while managing the classroom dynamics and guiding the students through their studies. This chapter shows how to incorporate simple, yet proven, teaching methods that will help you to plan lessons and conduct classes in a way that is beneficial and pleasant for you and your students.

Preparing to Teach

You do not need to have prior teaching experience or be an advanced computer user to teach the Digital Literacy curriculum. You will be more comfortable (and effective) when conducting classes if you are familiar with the Digital Literacy course content and can demonstrate skills as they are covered in each lesson.

Therefore, first, you should become familiar with the e-learning course content for each topic before presenting it to your students. If the information is new to you, your learning experience will be valuable in preparing classes. Also take the time to become familiar with the terms defined in the Glossary, because students will probably be asking you what the words mean during class.

If you have already acquired the knowledge and mastered the skills needed to pass the Certificate Test, you should have no problem discussing a lesson objective and helping students when they have a question about a concept or difficulty in performing a task.

Creating a Comfortable Learning Environment

Classrooms are a formal learning environment, but it needs to be informal enough so that students feel comfortable in seeking assistance and to allow friendly (yet appropriative) interaction between students. How you accomplish this depends on local traditions, your background, and the cultural backgrounds of your students. The following list offers some general guidelines to set the right environment in the class:

- Smile when appropriate, and do not remain behind a computer or a podium. Stand in a location where you are clearly visible to every student in the class, and move around the room during practice sessions.

- Use real-life examples when you teach concepts, and whenever possible, relate them to your students' interests and hobbies. This makes it easier to get them actively involved in activities and discussions.

- Be sure to avoid favoritism and encourage all of your students to ask questions and offer opinions. When students know that their opinions are valued, they will be more engaged in the learning process.

- Avoid criticism during class. If you need to speak with a student regarding his or her disruptive behavior or learning problems, schedule a meeting before or after class.

- Use simple questions to evaluate how well students understand the material during class. This will keep your students alert, and give you valuable feedback on their progress.

- Positive reinforcement supports learning and knowledge retention. When students have problems learning a skill, provide assistance and offer encouragement.

- Provide constructive feedback by directing them to the correct answers.

Allocating Computer Resources

You may be fortunate to have enough computers to allow each student full-time access. If not, adjust your teaching strategy. One possibility is to split the class in two groups, and have groups take turns using computers. When one group is using the computers, you can engage the other group in a discussion or classroom activity that does not require a computer. Another approach is to divide the students into small groups so each group can take turns using the computers, while the others can help, watch, or take part in a learning activity that does not require a computer.

Editor's Sidebar: A note on names
The "icon" characters have all been given simple, generic names. Teachers are encouraged to rename these characters when doing so will give their students a closer cultural identity with them. Their purpose is to connect with students during the learning process and teachers should in all cases make changes to their names or backgrounds if they feel it helps in this regard.

Class Scheduling

Ensure that all details about classes and additional computer access, if any, are prominently indicated in your syllabus. Make sure your students are aware of class schedules, and remind them with a gentle "See you here again at …" type of reminder. Also include a suggestion that they take advantage of any additional computer access that is available and any special arrangements they need to make to use the computer lab.

Attendance Policy

All members of the class are part of the learning environment, and you should clearly state the attendance requirements. Let the students know what steps they should take if they miss a class to make up the work for that period.

Teaching Pace and Managing Breaks

Regardless of whether you schedule regular formal breaks, you always need to be aware of your students' attention spans and general comfort. It is a good idea to bring a change in classroom activities at least every 45 minutes. Most adults will only effectively focus on one activity for about that length of time. After that point, the ability to learn diminishes.

The Digital Literacy course materials make it possible to let students review topics and work at their own pace. During practice periods, consider letting students take breaks when they are ready.

Teaching the Content

Your students come to class with varying levels of knowledge, experience, and learning abilities. Consider the following tips for working with your students.

- If most of the students in your class have no computer experience, teach the scheduled topics and then ask questions to test their understanding and review the material as appropriate.

- If a good percentage of your students have some computer experience, suggest that they try taking the assessments and focus their efforts on the topics listed in their customized learning plan.

- If your class contains a mix of students with no computer experience and others with basic knowledge, consider asking the more advanced students to help the others.

- In groups with different age groups, consider blending the population, rather than letting them group themselves by age. This tends to keep all members of the class more actively involved.

- At the end of each class, encourage students to ask questions about the material and review the areas that need more attention. If they do not ask you questions, ask some of them. This will provide the same feedback and encourage the students' thinking.

- In semester and quarter programs, consider making hand-outs from the print version and ask the students to read them at home. When assigning self-study or homework, ensure that you select easy topics so that students understand what they read and can easily relate to the concept. The print version contains pictures and illustrations to help clarify learning points, and acts as a learning aid during activities.

- Use a voice level that all of the students can hear, but not one that is too loud. Vary your volume when you want to emphasize, maintain, or retain the attention of the students.

- Ensure that you include pauses to provide the students time to think about the content and ask questions.

Understanding Teaching Methods

Different types of students learn differently. To select the teaching methods that best suit your students, you first need to understand the learning styles and the various teaching methods suited to these styles.

How People Learn

There are three main learning styles: visual, auditory, and kinesthetic. Visual learners learn best by seeing something being done and by reading instructions. Auditory learners prefer to hear instructions. Kinesthetic learners learn by physically doing a task. Students can learn by hearing a lecture, seeing a task performed, or trying to do it themselves. Your task as an instructor is to effectively teach everyone regardless of his or her learning style. The term that means incorporating learning methods into your teaching style is called instructional strategies.

Basic Instructional Strategies

You must present information in a way that is effective for all three styles of learning. Write down important instructions on a board or flip chart, point to them in a book, or present them in a slide. The Digital Literacy courses integrate all three styles in each lesson, and so should you. For example, combine verbal instructions with a demonstration, and then direct the students to perform an activity and take notes. Undoubtedly, you may prefer one learning style to another, but to effectively reach the entire class, you need to incorporate teaching methods suitable for all three learning styles. Each lesson should have components that require reading, listening, and performing hands-on activities.

Matching Teaching Styles to the Student

You want students to be engaged in learning and mastering the assigned tasks. No instructor always accomplishes this goal with every student, but there are ways to improve your teaching effectiveness. Begin by observing their behavior and asking them to identify their goals for the class. You need to address those goals. As the class progresses, take note of the students who are moving along the intended learning path and speed for the class and the students who may need additional instruction.

Be aware of your students' learning needs, and be flexible with your teaching methods. Closely observe your students, and be sensitive to what they are doing. During practice sessions,, you should be moving around the classroom, observing each student as he or she accomplishes the assigned tasks. Make a note of the students who seem to lead or lag in mastering the material. When a learner seems to be far ahead of most of the other students, suggest additional exercises to enhance their abilities or that they move on to the next portion of the curriculum. Students who need more help may require more practice time on the computer, and personal attention.

Adjusting Methods to Group Dynamics

You also need to observe the behavior of the students as a group. Are they arriving for class prepared and with questions that indicate interest in the course? Are they drifting in and just doing the minimum tasks assigned? Your primary objectives are to keep their interest level and desire to learn the topics high.

During the class, observe your students to determine when to change activities. Do your students seem to be bored or tired or distracted? If so, it may be time for a fresh activity, or maybe they just need a short break before continuing the current activity.

Are they able to respond more to certain types of instruction than other types? Observe and adjust your teaching methods accordingly. Is there some factor in the learning environment that needs change? Perhaps the room temperature or lighting is uncomfortable. In rare cases, an individual student may have a behavior problem. You may not be able to always provide an ideal solution, but just letting students know you are working on fixing problems can improve morale.

Conducting Effective Group Activities

You will be spending some of your time leading group discussions and activities with the class as a whole—and some time working with small groups. There are opportunities to refine instruction in each setting. Discussions, large and small, offer students the ability to share questions and explore a topic

in ways that self-study and activities do not provide. When working with the entire class, you have a larger pool of participants, and do not have to divide your attention between several groups. This setting allows for broader coverage of a topic and the ability to address issues that apply to all the students.

Small groups are suitable for working on specific issues that do not apply to the entire group. You can divide the groups to allow students with similar skill levels to work together on activities. This approach is also good way to arrange the participants so that shy students are placed in a team that gives them more chance to take an active role.

Large Group Discussions

A large group discussion is different from a lecture, where the communication is one-way—from teacher to students. In this type of discussion, you need to control the group, but you must also guide or facilitate the discussion and encourage participation from many students. Part of encouraging participation is to make students comfortable with you and the class, so that they are willing to speak out in front of others. Another challenge is to keep the smartest or most verbal students from taking over group discussions, while still keeping them interested and involved. You can achieve this by recognizing speakers (calling on each by name), and by indicating that you want to hear from those students who have not yet contributed to the discussion.

Large group discussions are a way of quickly moving through class material, but may limit comments and questions from some of the students due to the time factor involved. Large group discussions may also favor the more verbal students. For these reasons, if you have the time, you should include opportunities for small group discussions as well.

Small Group Discussions

For small group discussions, assign students to small groups and allow them to interact with one another within that small group. This gives every student an opportunity to speak and to listen to the other group members. Usually, a group member is appointed as the representative for the group, and he or she then reports the substance of the group's discussion to the entire class.

After the small group discussion, summarize the points discussed by all the groups and provide some time for questions and comments from the students.

Some Tips

When conducting discussion sessions:

- Ensure that the students understand that the discussions are open-ended and clearly understand the topic and objectives of the session.

- Start the discussion with a question. If none of the students initiate the discussions, ask a student to answer one question, and then ask the class to build upon the answer that the student gives.

- Ensure that discussions do not stray away from the topic. If the discussion is proceeding along a different line other than that of the topic, interrupt and ask questions to help the students get back to the topic. If you find that the students are discussing something off topic for that discussion activity, but is related to the content and is important to them, consider noting that for a future discussion. If the students know that they will get an opportunity to continue that discussion later, they might be more willing to continue the current discussion.

- Do not abruptly end any discussion. Instead, ask questions that will lead to a logical end of the discussion. You will need to monitor the time, and be sure to give the participants time to conclude the conversation and prepare for the summaries.

- If certain students are shy, encourage them into the discussion by asking them questions and get them involved in the discussion. At all times, remember not to criticize the students.

- If the discussions are stretching to more than the time allotted for the discussion, and they are reducing the time that you have put aside for teaching the content, provide a print version of some topics and ask the students to read the topics at home.

Handling Questions and Concerns

Even the most expert instructors find that their students can raise questions and concerns that you may not be able to answer. Experienced teachers will tell you that it is always better to admit that you do not know or do not remember something than to bluff the students with some kind of incorrect or unintelligible response.

The best approach is to admit when you give an incomplete response and tell the student that you will obtain more information for them. Students respect that you will make the effort. If they think an instructor is not telling the truth, they lose confidence in the value of the class.

Consider involving the student (or even the whole class) in finding the answer. You might lead them in an impromptu fact-finding session on the Internet. Have each student suggest a search term and see what produces the best results. This encourages and helps them learn how to find answers on their own.

Students do not necessarily constrain themselves to asking about class-related topics. It is a good practice to limit questions only to those concerning the learning materials and the host institution. Avoid, and do not answer or encourage, questions about your personal life, politics, religion, and other off-topic matters.

Summary

The role of instructor carries rewards in the personal satisfaction as you watch students succeed both in the classroom and in their lives with what they have learned in the lessons. Teaching is a skill that can be studied, and the material in this manual offers a solid foundation for leading the Digital Literacy curriculum. It is also an art that is developed with experience and learning from your students. The challenges and questions they offer will help you enhance your ability to help their successors.

Chapter 4: Practical Lesson Planning

New instructors quickly learn that, although the course materials for a curriculum stay the same, each class period and each student is unique. It is impossible to know how quickly students will master objectives, or which teaching methods will work best with a group, until you start teaching. Your success (and your students') depends on how well you tailor the activities of each class to meet the needs of your students and to adjust the pace of instruction.

The content in the Digital Literacy courses is divided into lessons consisting of related topics. But that is different from how lesson is used in the term lesson plan. A lesson plan is the agenda for each class session. Lesson plans help you organize and present the important components of a specific class. Lesson plans help you incorporate alternative ways to present material to meet the learning needs of different students, and keep the class on schedule.

Designing Your Lesson Plan

Start your lesson planning by noting any review or administrative tasks that must be handled before working on new material with your students. Next, determine your primary teaching objective. (This is usually drawn from the lesson objectives of the Digital Literacy courses.) What do you need to explain or demonstrate to your students to help them master the required skills? Make a list of the points you want to cover in the class, and list the primary activities that you want the students to perform.

Then, consider adding secondary activities that will aid the students. These can include both activities for those students who might need additional help to master the objective, and students who master the core material more quickly than others. This ensures that all your students are actively engaged in learning during the entire class.

Appendix B offers a variety of activities that can be incorporated directly, or modified to suit your needs. For example, the exercise titled "Exploring the User Interface of a Productivity Program" can be used to expand the students' knowledge of the various components of a user interface, as well as to improve their understanding of the uses of productivity programs.

Make a list of any short tests or quizzes that might aid your students as a quick review during the class. Use these short tests or quizzes to evaluate whether students are meeting the class objectives. Create these short tests before the class, make a copy for each student, and have them ready as handouts for the students. For variety and to support other learning styles, you might consider occasionally giving some quizzes by reading the questions to the class and having them write the answers. For extra practice, or if resources are in short supply, you can read the questions and have the students type the answers on the computer in Word, or send them to you e-mail.

After you create lesson plans for each class, these lesson plans will be your guides for conducting the classes. After learning more about the individual goals, learning styles and speeds, and abilities of the students in your class, you can adapt lesson plans to meet any special needs.

Components of a Lesson Plan

Some instructors develop very detailed lesson plans, others make do with a basic outline. The following list will serve as a good starting point for things to include in your plans as you develop a personal style:

- **Today's Topic:** Introduce the topic of learning for the class.

- **Opening Remarks**: Greet students at the beginning of each class, to make them feel welcomed. Resolve any old business from previous classes, including queries raised by students. Make whatever announcements you need to make.

- **Connection to previous and future classes:** Indicate to students how this class connects with the last and the next classes, thereby, providing a sense of continuity.

- **Optional activities:** Plan tasks that students will perform before all the students are present and the class "officially" begins. This should be something fun that encourages students to arrive early for the next classes.

- **Practice Sessions:** Plan activities in which the students get to work individually on the computer. Here, each student can learn at his or her own pace. The e-learning courses include content that favors each learning style.

- **Challenge:** Plan activities that provide students with the ability to develop a new skill or understanding by the end of the class.

- **Critical thinking skills**: Plan activities that give students opportunities to analyze and reflect on what they have learned when considering a problem. The activities in which the students need to expand their critical thinking skills will help them continue working successfully with computers after the completion of the curriculum.

- **Collaborative activities:** Although a group activity does not need to be included in every class, planning activities in which the students work together to achieve an objective help enhance learning. Many students learn more through working in groups; teaching, and learning from one another.

- **Informal evaluation:** Evaluate the students' progress at the end of the class. Consider how well the group has mastered skills, gained understanding of key concepts, and note any areas that need a review or expanded attention. This evaluation will help you revise your lesson plan, if needed, to adapt to the needs of your students.

Many instructors teaching many types of courses have found that this is a workable formula for designing a successful class.

Creating Your Lesson Plan

Using the template provided in Appendix A will make sure you do not leave anything out of your lesson plan. It is divided into three sections. The first includes the items for you, the instructor: Title of the Lesson, Time Required, Required Materials, and Objectives. The tasks in the second section—Introduction, the Lesson, Independent Practice, and the Summary—are performed with the students during your class. The final part contains two items, Evaluation and Analysis, and these are to be done after the class has ended.

Title of the Lesson

Consider taking the lesson title directly from your syllabus. If you plan to use more than one class to handle an objective, indicate that this is "Part One of Two," or choose another title that describes that the lesson will be in parts. If you are conducting a seminar, there may be more than one lesson from the Digital Literacy courses that you want to include in the plan.

Time Required

Be sure to allocate time for introducing the activities to the class, and for handling questions and reminders at the close of the class. Then, make your best estimate as to how long it will take the students to do the indicated activities, but be aware that it may take more or less time to accomplish the learning objective. As you teach more classes, you will be able to better estimate the time that the students will require to move through the material.

Be ready to move ahead, or conduct a review if the topic is completed before the estimated time. If a majority of your learners have difficulty with the lesson, be ready with a secondary activity or exercise on the current objective, as required.

Required materials

Indicate any materials you need to bring to class, any items the students will bring, and any necessary materials already available in the classroom.

Objectives

List your instructional objectives. These may include behavior objectives (what the student is expected to be able to do), and knowledge objectives (what students are expected to know) upon completion of the lesson.

Introductory Remarks

Be sure to allocate time to cover any old business, make necessary announcements, and answer questions before starting the main part of the lesson. For example, you may want to clarify a point from the last class, or remind students about parking regulations.

Then, highlight the objectives for the day's class. Your goal here is to inform students about what they will learn in the class, and inspire them to succeed.

The Lesson (Instructional Component)

This is the place to briefly list the learning content and your method(s) of instruction for the class. For example, you might start with a group activity, and then allocate time for the students to work on specific skills on the computers. If there is more than one activity, note the estimated time for each activity. Without an estimate, it is easy to let the class spend too much time on one activity, leaving little time for the rest of the lesson.

Independent Study

Students benefit from some time for personal study during class. You might use one of the exercises provided in Appendix B, or assign time to work through the Digital Literacy courses. This independent study time gives the students a chance to focus on the skills that they need to practice.

This is a good time to observe how well the students perform the tasks and which skills the students choose to study. Offer individual support as required. Make a mental note of how well the students are progressing on the topic, and use your observations in planning the next lesson.

Closing the Session

When closing the class, be sure to encourage your students to ask questions about anything they do not yet understand. Remind them of upcoming class activities, any required outside study, and any specific items they should bring to the next class.

Evaluation and Analysis

After your students leave, take few minutes to consider how successfully they mastered the day's learning objectives. Are there items that need review or reinforcement? Was there enough time to handle all the activities? Do you need to change the pace of instruction? Should more (or less) time be allocated to a topic? You may want to make notes to revise the time allocated for this portion of the curriculum for the next time that you teach it.

Creating a Sample Lesson Plan for the First Class

The easiest way to become familiar with lesson planning is to plan a lesson. As you work through this portion of the chapter, you will design a lesson plan for the first class in a quarter program. Use the template provided in Appendix A. If you already know the allotted time, you can actually design a working plan for your first session.

Begin by adding the title of the lesson from the syllabus to the template. For example, **Lesson Title: Introduction to Computers**

Listing the Objectives

Next, list the items that you plan to cover during the class. This list should contain both the educational objectives, and any administrative tasks that need to be managed (such as forms that students must complete). List the items as an agenda. That makes it easier to see the flow of the class and visualize how much time to allocate for each item.

The educational objectives can be taken directly from the Digital Literacy curriculum. List the set of objectives to be mastered, and set aside enough time for the portion of the class that is not dedicated to actually working on the learning objectives. For example, allocate time for announcements, filling out registration forms, and breaks. Keep in mind that one lesson from a Digital Literacy course will not always fit into one class.

The following list summarizes the objectives for this sample ninety-minute first class, broken down in sections in the order in which they will occur during the session.

Administrative Objectives

- Welcoming remarks.

- Complete introductions: instructor and students.

- Distribute syllabus and explain how the class will proceed, including the meeting dates and how to contact the instructor.

- Identify those students with some pre-existing knowledge of the material and related skills. Take the appropriate assessments to measure if they can test out of one or more courses.

Digital Literacy Learning Objectives

Course One, Lessons 1 and 2

Lesson 1: Introduction to Computers

Objectives

1.1. Describe the importance of computers in today's world.

1.2. Identify the main parts of a computer.

1.3. Identify the steps for starting a computer.

1.4. Identify the different groups of keys on a keyboard.

1.5. Perform different tasks by using a mouse.

Lesson 2: Common Computer Terminology

Objectives

2.1. Identify the primary hardware components of a computer.

2.2. Define what an operating system is, and its role.

Add the objectives to your copy of the lesson plan. Notice that this lesson plans includes more objectives than the one listed in the sample quarter syllabus. It is a good practice to prepare to teach slightly more of the curriculum than you think the students can cover. This ensures that you are prepared if the class works through the material faster than anticipated. If they stay on the original schedule, your extra planning can be carried over to the following class.

As the series of classes proceed, you will need to adjust the pace to cover all the planned material in the curriculum.

Selecting the Instructional Methods and Estimating Time for the Activities

Now that you have determined the objectives, it is time to list the activities you will use to teach them to your students. The core content will come directly from the Digital Literacy e-learning courses for the curriculum. You can add activities and exercises from Appendix B, or design your own. Consider what you want to accomplish to meet your students' needs and enrich their experience.

If you have more students than computers, the students will have to take turns or work in pairs. Include some activities that the students will perform while waiting for their turn, if required. It is a good idea to also prepare material that students who learn faster, or need additional review, can use as required. This helps ensure that all learners are actively involved during class.

Examine the objectives and consider the various means that you can use to achieve them. From the list of exercises and activities provided in Appendix B, identify the ones that are suitable for the lesson. You can also offer additional content by using locally available resources including guest speakers and training aids. In this example, there is a collection of sample computer components available, including an expansion card, a hard drive, a motherboard, and a modem. A desktop computer has been opened to show the same components. List the appropriate activities in the lesson plan template.

Activities

Lesson 1: Introduction to Computers

      1.1. Describe the importance of computers in today's world.

          Lecture and discussion

      1.2. Identify the main parts of a computer

          Pass around and identify computer components.

          Demonstration using the open desktop computer.

      1.3. Identify the steps for starting a computer.

Demonstration and discussion

1.4. Identify the different groups of keys on a keyboard.

Demonstration and e-learning content.

1.5. Perform different tasks by using a mouse.

E-learning animation and simulation.

Lesson 2: Common Computer Terminology

2.1. Identify the primary hardware components of a computer.

E-learning animation and illustrations.

Pass around sample components for students to examine.

2.2. Define what an operating system is and its role.

E-learning module and lecture.

Independent practice

- Allow the students to work independently with the e-learning materials for the lesson objectives.
- Monitor the students as they work independently and provide assistance as required.

Wrap-Up or Summary

- Summarize the material covered.
- Allow students to ask questions about the lesson.
- Tell students to stop working and shut down their computers. Because this is the first class, guide them through the local procedure.

Now, estimate the amount of time each event in the agenda will take to complete and add it to the template. Remember to allocate time to close the class and ensure that all the computers have been properly shut down. For this example, we will use a 90-minute class period.

Time required

Administrative: 15 minutes

Instruction: Lesson 1 - 25 minutes

Lesson 2 - 15 minutes

Independent Study: 30 minutes

Closing Activity: 5 minutes

Estimating how long an activity will take comes with experience. New instructors and those not familiar with the Digital Literacy curriculum, or the e-learning courses, should practice with the content for the planned objectives. Work through the material, and practice any lectures and demonstrations. Then anticipate questions and formulate answers. This practice makes it easier to allocate time, and to ensure that the required resources are identified. Your confidence in leading the class will improve dramatically for a small investment of time.

Identifying Resources

Now, list the resources needed for the class in the lesson plan. You must arrange to have these resources before the class, or adjust the plan as required. If there are handouts—such as the syllabus and registration forms—that you need to distribute to the students, ensure that you have enough copies.

If the class includes a special event, such as a guest speaker, have an alternate activity planned in case there is a problem and the event has to be rescheduled or canceled.

Seasoned instructors always have a contingency plan to involve their students. Power outages, network problems, and other random occurrences can disrupt the ability to use prepared material or the e-learning courses. It is easy to have a review of current topics or a short discussion ready, in case a problem arises.

Required materials

- Student Computers
- Active broadband Internet access
- E-learning software installed and operational
- Student handouts including syllabus
- Printed copy of the Digital Learning curriculum for Lesson 1
- White board and markers
- Sample computer components, and open desktop computer
- Class roster
- Registration forms for late arrivals

Final Points to Consider

Your plan is almost complete. You have mapped out the entire lesson and have practiced conducting the class. You have ensured that the required materials are ready to meet your objectives. There is one more aspect to include: the ability to maximize your learning from the class. List a set of questions that you can use after the class to gauge your success, and to measure how you can improve your course.

The following items detail the points to examine and gain insight into your students' progress, to adjust the pace for the next class, and to measure the effectiveness of the instruction.

Evaluation

- Did all students finish the planned material?
- Did they successfully identify the:
- Computer components?
- Startup steps?
- Keyboard groups?
- Did they learn to use the mouse?

Analysis

- What went well?
- What needs improving?
- How did students respond to the lesson?
- Make appropriate notes.
- Do you need to revise the syllabus?

Continuity

- How did this class work as an introduction to Digital Literacy?

- How did it introduce lesson two, Common Computer Terminology?
- Will you need to alter your introduction for the next class to make adjustments for what happened during this class?

As you gain more experience, the amount of time it takes to draft a lesson plan will shorten dramatically. The lessons you learn by properly planning and evaluating your classes will make gaining that experience easy.

Chapter 5: Scenarios

The Digital Literacy curriculum may be the first technology class your students have ever taken. This may also be your first time in the role of an instructor. The following scenarios—drawn from experience—explain how to employ the tools and techniques presented in this manual when working with your students. These scenarios will help you create a comfortable classroom environment, manage students, accommodate different learning paces among students, and keep them interested and involved in the learning process.

Scenario One: Conducting the First Class

This scenario opens a few minutes before the beginning of the first class. Students arrive, and are curious about the instructor, what will be expected of them, and wondering if the courses are worth the time and effort. They are quietly talking among themselves. The instructor is curious about the students: their ability to learn, their expectations, and their personal motivations for enrolling.

Introductions and First Impressions

Instructors understand that an effective first class plays a major role in the quality of the entire learning experience. They arrive early, and are prepared to answer questions before the class begins. They also want to be sure that the classroom is open, at a comfortable temperature, and that the computers and other resources are ready for use.

Students who are concerned about their ability to succeed often are waiting to talk with the instructor. The instructor reassures them that the Digital Literacy curriculum is designed for learners like them. The instructor also explains that the material is not highly technical, and that there is no pressure to pass assessments or the Certificate Test on the first attempt.

The class begins with the instructor writing his or her name and the words "Digital Literacy curriculum" on the whiteboard. The instructor then turns toward the students and introduces himself or herself, welcomes them to the class, and passes out copies of the syllabus and other handouts.

During this process, the instructor observes the class and makes mental notes about the students and their behavior. The first impressions may not be totally accurate, but are valuable in assessing the students in the class. These impressions should be tested by actual interaction with the students as the program proceeds.

Students who sit near the front often are the ones who are the most likely to ask questions. Some sit in the front because they are confident learners and are very interested the material. Others may be individuals who are concerned about their abilities as students, and they wish to be near the instructor.

Students who sit in the back may be shy, and not prone to talking or participating in discussions. Others may have only a marginal interest in learning the materials. Some may not be sure whether they actually want to take the class, and are there to make a final decision.

Next, the instructor asks the students to introduce themselves and provide some basic information. For example, the instructor asks the students to state their names and the reasons for which they have enrolled in the program. Once again, the instructor makes mental (and possibly written) notes during the process.

It is a mark of interest and respect to learn students' names and use them when asking students to do things in class. The instructor is interested in why the students are taking the program, so that the class activities and answers to questions are tailored to the students' learning objectives and daily lives.

Discussing the Syllabus and Class Policies

As you learned in Chapter 2, the syllabus is a very important document. It is a teaching aid in its own right. The instructor asks the students to follow along as he or she discusses the major points, and explains the class schedule and attendance policies. The objectives for the class are described in practical terms, and related to the benefits of developing the skills. The students are told what is required of them to obtain the Digital Literacy Certificate.

At this point, the instructor asks if any of the students have questions. During the question and answer session, the instructor is once again observing the students and learning from them. Observation and listening are critical skills to develop as an instructor.

If several students ask questions about things an instructor thought had already been adequately presented, it indicates that more work must be done on that topic. It might be that the lesson was not thorough enough, or that the students find the material more difficult than was expected.

Good instructors also observe and make notes about the students who master information and skills quickly, and the students who have difficulty in understanding the subject. They notice who asks questions, and who sits back and waits for somebody else to take the initiative.

The instructor answers the questions, and tells the students that everyone should always feel free to ask questions. This message is worthy of regular verbal reinforcement. Some students are embarrassed to admit that they do not know what is being covered in the class. If one student is asking a question, it is almost certain that several other students will benefit from the answer.

The Importance of Breaks

This first class lasts an hour and a half, and 30 minutes of the time has been used at this point. The instructor is aware that breaks are an important part of the learning process. If the session goes on for too long, the ability to retain information is reduced. Students also need to use the restroom and obtain beverages at reasonable intervals.

Breaks serve two other important purposes. Many students are shy to ask questions during the session, or may have a question that they would rather not ask in front of others. Breaks give such

students a chance to approach the instructor for individual guidance. Breaks also give the instructor a chance to approach a student without taking away time from the lesson.

During individual e-learning classes, it is easy to let students take short breaks on their own. When the students are working in a group setting, you must pace the session, and be sure to grant a break before the students become tired.

After the break, the students enjoy their first session with the e-learning program—the topic of the second scenario.

Scenario Two: Directing an E-Learning Session

The Digital Literacy courses are designed to have both presentation of information and hands-on activities to build skills. Instructor-led programs should have a similar variety, and use the Digital Literacy curriculum e-learning courses as the primary content. With that in mind, the instructor makes learning about how to use the e-learning courses the focus to master as the first objective after the break.

Effective instructors ensure that their students understand exactly what the current learning objective is, and what they are expected to do to master it. Right now, the instructor is actually combining two objectives. The first objective is administrative— the students must learn how to turn on their computer and start the e-learning course to be able to use it. This objective coincides with the learning objectives in the Computer Basics course.

The students are reminded that food and drink are not allowed in rooms with computers, and then the instructor assigns the students to their computers. One of the handouts to students at the beginning of class includes the steps required to start a computer and to run the e-learning course. The instructor asks the students to place that handout next to the keyboard.

The Importance of Demonstration and Practice

The instructor demonstrates the steps outlined in the handout and encourages the students to take notes if they want. As the computer goes through the Power On Self Test (POST), the instructor explains what the computer is doing. The same information is provided in the handout. The students now start their computers and the instructor moves around the room and observes their work.

During this time, the instructor notices how well the two students, who indicated during the break that they were familiar working with computers, handled this task. Both started their computers without referring to the handout. The instructor helps students having difficulty, and ensures that all the computers are running the e-learning course, and instructs them to put on the earphones, view the introduction demo, and then begin working on the first topic.

Demonstrations show the student how to do a task. When they can immediately perform the same task, the practice improves their ability to retain the information, and understanding is enhanced. Taking notes and asking questions reinforce the learning process and clarify understanding of the presented material. In addition, the instructor also gets an opportunity to observe how well the students benefited from the material. Some students may need additional review.

Managing the E-Learning Course Session

Assisting your students while they are working with the e-learning course is a major part of your role as a Digital Literacy curriculum instructor. At the beginning of each class, the instructor ensures that the student knows exactly what the objective is, and what they are to do. In the beginning, the students will all be working on the same material.

As the program progresses, students will be learning at different speeds. That will result in students working on different topics during lab sessions. You should constantly monitor students during lab sessions, noting what they are working on and how well they are progressing.

Offer assistance when you see a student who is having difficulty. In some cases, it will be easy to see exactly what the difficulty is, and you can offer a correction. In some cases, it is obvious that the student needs more practice or additional information. As you get to know individual students and their learning habits, use that knowledge to present additional instruction on a topic.

Some students learn more quickly than others do; they may already know some of the material. The instructor is aware of this and has planned additional exercises to challenge them. If they express a desire to do so, the instructor may let those students move ahead to the next topic. In some cases, the instructor might ask them to help another student who has not yet mastered a skill.

In this first session, our instructor notices that all the students are progressing at a reasonable rate. The instructor takes this opportunity to suggest to the two students who had prior computer experience that they should try taking the lesson assessment. When they both pass, the instructor recommends that one of the two students start on the next lesson. The instructor shows the second student how to access the Internet and the World Wide Web course and take the assessments for each lesson.

Now, the instructor turns his or her attention to the other students and helps those with questions. One student is having problems using the mouse, so the instructor demonstrates the proper technique. The instructor also makes a note to check on how well that student retains the skill during the next lab session.

Just before the end of the class, the instructor quickly reviews the material and asks if there are any questions. The instructor asks several of his or her own questions to see how well the students gained the expected knowledge. The students are then shown how to shut down their computers and end the session.

After the class, the instructor ensures that all the equipment and computers are in proper condition, and answers a question from a student. As the final task, the instructor makes notes on how well the class as a whole progressed and on the specific plans for students moving significantly faster or slower than the others in the class.

Scenario Three: Managing Group Sessions and Activities

Experienced instructors understand that, wisely used, their students are one of their most valuable teaching resources. As you have already seen, students provide valuable feedback with their questions, and by the pace at which they learn a specific objective. Group activities allow students to take an active role in class and contribute to their fellow students' learning experiences. This kind of interaction occurs naturally during question and answer sessions. It can be enhanced and directed through group activities.

Group activities must be just as carefully planned as any other directed learning activity. It is important to have clear objectives for any discussions, and to include mechanisms to ensure that all the students take an active role in the activity. Many students are used to a passive role in class, and must be encouraged to participate. The instructor must make participation comfortable for all students, and ensure that they will not be ridiculed for a response.

Designing Activities

This scenario is based on an activity designed for Objective 3.4 in the Computer Basics Course, located in Appendix B, and titled "Performing Tasks by using Productivity Programs." The sample has an activity where the group matches a job task to the type of productivity program best suited to perform it. The instructor has modified the activity to better fit the objectives of these students.

The members of this class all work in small businesses, a fact the instructor learned during the introductions at the start of the program. The instructor has replaced the list of tasks with another set, common to the tasks that the students regularly perform at work.

Managing Group Sessions

The instructor begins the activity by dividing the students into teams of four, and tells them to sit with their teammates. The instructor then hands one student from each team a card with a list of two or three of the tasks from the activity sheet. The student with the card is to act as the group leader.

The instructor then directs the groups that they are to consider what kind of productivity programs would be best suited to the tasks on the card. They should also discuss the most effective way that computers can help them perform their jobs, and the productivity programs that would be most useful. The instructor prepares them for their own team discussions by describing a task not on the team lists, and asks for suggestions on what type of program would be most suitable.

The instructor gives them fifteen minutes for their discussions. At the end of that period, the leader will summarize the group's conversation and explain it to the entire class.

Notice that the instructor gave clear instructions that precisely defined what the students were to do both individually and as a group. A reasonable amount of time to perform the activity was set, and the teams were given a precise objective and a task that can be accomplished in the allocated amount of time.

As the actual exercise begins, the instructor moves from team to team, and listens to the discussions. If one student in a team seems to be controlling the entire discussion, the instructor encourages opinions from other students in the group; it might be a simple suggestion to help guide the conversation, one that takes care not to stifle the students' ideas or interactions.

During the final minutes of the activity period, the instructor prompts the students to summarize their discussions and choose the findings that are most important to present to the rest of the group.

Properly Closing the Group Activity

When the discussion period is over the students are asked to return to their normal seating positions. Each leader is given a turn at presenting their group's summary. The instructor then follows the summaries with a brief assessment of the results, and then opens the discussion to the entire group. The goal is to involve everyone in the discussion, and get them to think a little further about the topic.

Finally, the instructor brings the whole discussion back to the original objective, and fits the activity into the current course and the Digital Literacy curriculum as a whole. In doing so, the focus remains on making the material meaningful to the students' own experiences and objectives for taking the class. Then, the session is closed, followed by a short break.

Learning from the Students and the Activity

After the class is over, the instructor reflects on how the teams performed, and what the activity revealed about the students and the way they operate in groups. Looking at what actions might be taken to make the more reserved class members take a more active role in discussions, the instructor considers who might be a wise choice for leading teams and group discussions in the future.

The instructor also examines what changes might be made to make the classroom environment more comfortable for group activities. This might include rearranging seating, allowing students to use portions of the whiteboard during the discussions, and designing the way the teams are organized, to improve cooperation and interaction.

Finally, the instructor notes how well the students met the objective, and considers how to prepare the next lesson plan. It may be that the group needs to review parts of the material before proceeding. If the students are all progressing well, it may be possible to add additional content to the next class.

Scenario Four: Presenting Reviews and Administering Tests

Assessments and tests are teaching tools. They help you evaluate how well a student has mastered the required information and skills. The results are used to determine what skill or knowledge the student has mastered. Within the Digital Literacy curriculum, self-tests measure skills at the lesson level. Assessments cover the objectives of an entire course, and the Certificate Test covers the entire curriculum.

Students use any form of examinations (assessments, quizzes the instructor designs, and the Certificate Test) to see what they have learned, and to define the areas that need more study and practice. This scenario shows how you, as an instructor, can use these tools, combined with reviews and study guides, to help students master the material and get the full benefit from the curriculum. This scenario takes place at end of the term. Several students have already passed the Certificate Test. A few students of the class are still working to master topics with which they had difficulty. The majority of students are ready to take the Certificate Test.

Creating and Conducting an Effective Review

The design of the Digital Literacy curriculum makes it easy to track topics that need more attention, both during a class and in formal reviews. Each time a student takes a hosted assessment, it generates a learning plan. Learning plans do not show which specific questions are missed; they report the topics that require more practice.

The instructor has created a Microsoft Office Excel® 2013 spreadsheet, with the course objectives listed in the left column (an easy task with cut and paste). The instructor keeps a running tally of the objectives that are most commonly missed by the students during the assessments. During the series of classes, the results help the instructor focus his or her supplementary teaching activities on areas that need the most attention. The objectives that remain a problem become the primary focus of the final review.

Although students may take the Certificate Test on their own after the classes have ended, they will feel more successful if they pass the test when it is given in the class. In the syllabus, the instructor has included a formal review as the last class. The entire focus of the final class is devoted toward administering the Certificate Test.

Skill Reviews and Custom Assessments

Students will score highest on tests when they know the material and are comfortable taking the test. By using the study guides to focus on this practical review, the instructor is able to concentrate the students' efforts on the skills that still need practice.

The instructor uses two instructional methods to prepare the students for the Certificate Test. The session can be divided into hands-on practice with the skills, followed by a custom quiz with questions that focus specifically on the weak areas. As an instructor, you have access to sample questions drawn from the assessments, and the correct answers. The instructor uses these questions to create his or her quiz.

Hands-on Skills Practice

The first portion of the review class is dedicated to actual skills practice. During this portion of the class, the students use the computers and the e-learning courses. The instructor has prepared a list of skills that need more practice, and the specific topics and activities that relate to them.

The students are given copies of the list, and they work through the exercises. As students perform the activities, the instructor moves around offering assistance and observing how well the students perform. As the instructor notices several students still having problems with one skill, the instructor takes time to review key points on the topic.

Practice Test and Individual Review

The instructor's lesson plan allowed sessions for hands-on review for most of the class. The students' progress well through the activities, so the instructor decides to give the practice quiz a bit sooner. This will allow time for specific review of the questions that students have more difficulty answering. After a short break, the instructor hands out the questions and has the students begin the test.

As students mark their answers, the instructor moves about the classroom, prepared to clarify any questions about any of the test items. After the students have finished, the instructor reads the correct answers to the group in the order in which they appeared on the test. The students are told to note any questions they missed. The instructor also tells them the objectives and topics that they should review for each question.

The rest of the class is devoted to individual study. The students return to their individual learning plans and work on the topics they need to review. At the end of the review period, the students are prompted to ask any questions they have about the material covered, or about the Certificate Test to be taken during the next class. The instructor then congratulates the students for their diligent work, and the skills that they have learned, and then dismisses them.

A Final Note

Being an instructor is a process more than an occupation. The scenarios just presented have a common theme. The instructor learns how to teach from the students, just as much as the students gain knowledge and skills from their time with the instructor. No two learners, or classes, will be the same. Each will present new chances to improve the way the material is presented, and to improve your ability as an instructor to meet the needs of the class.

Appendix A: Templates and Samples

Syllabus Template

Curriculum		Curriculum Type	
Days and Timings		Location	
Instructor Details	Name: E-mail address: Contact number: Contact hours: Contact location:		

Curriculum Description

Curriculum Objectives

Prerequisites

Instructional Methods

Class Schedule and Objectives

Course #: The course name

Week One

Class One	
Class Two	
Class Three	

Week Two

Class One	
Class Two	

Class Three	

Course Resources and Materials

Important Contacts

Remarks

Sample Semester Syllabus – Instructor Version

Curriculum	Digital Literacy	**Curriculum Type**	Quarter: Sep 1, 2014 to Nov 7, 2014
Days and Timings	Monday, Wednesday, and Friday 10 A.M. to 11 A.M.	**Location**	Training Room, Maple University, Brooksville, Florida
Instructor Details	Name: John Smith E-mail address: john@lucernepublishing.com Contact number: (352) 555-0100 Contact hours: 3 P.M. to 5 PM., Monday through Friday Contact location: Faculty Room, Maple University, Brooksville, Florida		

Curriculum Description

In this curriculum, the students will be introduced to computers and the Internet, some productivity programs available, and some devices associated with digital audio, video, and photography. This curriculum also explains some of the common threats to your computer and how to safeguard your computer from these threats. The students will also be introduced to different career opportunities available for them in this world of digital technology.

Curriculum Objectives

After completing this curriculum, the students will be able to:

- Perform basic computer operations.

- Describe basic Internet and World Wide Web terminologies, browse information, and perform transactions over the Internet.

- Perform basic tasks in productivity programs, such as word processors, spreadsheets, presentation programs, and databases.

- Identify the primary risks to computers and the steps to minimize these risks.

- Explain the role of digital technology in everyday life and the basic concepts of digital audio, video, and photography.

Prerequisites

To attend a semester course, the students should be able to read and write. Students who can perform basic computer operations can skip the "Perform basic computer operations" objective.

Instructional Methods

You can use a combination of instructional strategies to deliver this course. This combination would depend on factors such as the type of content and the skill level of the students. Some instructional strategies include:

- Lecture

- Demonstration

- Practice

- Case studies

- Problem solving

- Debates

- Discussion

- Simulations

- Learning Groups

- Role playing

- Experiments and observations

- Computer assisted instruction

- Homework

In this curriculum, the students will learn to use computers effectively. They will accomplish this through a combination of self-paced learning and classroom activities that add to the concepts taught in the e-learning courses. The eLearning content will be used for lecture and demonstration. You can use a projector to display the eLearning course or provide you the Print version of the eLearning course. You can also give homework assignments and self-paced reading materials.

For hands-on learning, the class will have a Microsoft Windows 8 based computer lab.

Note: Depending on the number of students you might need to arrange for sharing the machines.

Class Schedule and Objectives
Course 1: Computer Basics

Week One

Class One	Introduction to Curriculum/Instructor
	Meeting Place/Times/Contact Info/Equipment
	Icebreaking—Students/Syllabus Distribution
	Lesson 1: Introduction to Computers
	Objectives:
	1.1. Describe the importance of computers in today's world. 1.2. Identify the main parts of a computer. 1.3. Identify the steps for starting a computer.
Class Two	Lesson 1: Introduction to Computers
	Objectives:
	1.4. Identify the different groups of keys on a keyboard. 1.5. Perform different tasks by using a mouse.
	Lesson 2: Common Computer Terminology
	Objectives:
	2.1. Identify the primary hardware components of a computer. 2.2. Define what an operating system is and its role.
Class Three	Lesson 2: Common Computer Terminology (Continued)
	Objectives:
	2.3. Define the term program. 2.4. Explain what is meant by data. 2.5. Define the term network and identify the benefits of networking. 2.6. Define the term Internet.

Week Two

Class One	Lesson 3: Computer Performance and Features
	Objectives:
	3.1. Identify and compare the features of different types of computers. 3.2. Explain the role of memory. 3.3. Explain the basics of computer performance and how it relates to productivity.
Class Two	Lesson 3: Computer Performance and Features (Continued)
	Objectives:
	3.4. Describe the different types of productivity programs and their uses. 3.5. Describe the different types of communications programs and their uses. 3.6. Describe the uses of educational and entertainment programs.
Class Three	Lesson 4: Computer Operating Systems
	Objectives:
	4.1. Explain the common functions of an operating system. 4.2. Identify the different components of the Windows 8 interface. 4.3. Work with the Windows 8 interface within programs.

Week Three

Class One	Lesson 4: Computer Operating Systems (Continued)
	Objectives:
	4.4. Manage files and folders in Microsoft Windows Explorer. 4.5. Perform basic file operations
Class Two	Lesson 5: Career Opportunities
	Objectives:
	5.1. Describe how computers have become a central part of everyday life. 5.2. Identify different career opportunities available for a person who is computer-literate.
Class Three	Computer Basics: Assessment
	Objectives:
	Class takes the Course Assessment
	Explain Results and how to use individual Study Guides
	Review Common Problems and Solutions

Course 2: The Internet and World Wide Web

Week Four

Class One	Lesson 1: The Internet
	Objectives:
	1.1. Define what the Internet is and elaborate on its uses. 1.2. Identify the different components required for an Internet connection.
Class Two	Lesson 1: The Internet (Continued)
	Objectives:
	1.3. Identify the features of different types of Internet connections.

	1.4. Explain the meaning of the term bandwidth in relation to the different types of Internet connections.
Class Three	Lesson 2: The World Wide Web
	Objectives:
	2.1. Define the World Wide Web and elaborate on its uses. 2.2. Explain how Web addresses work. 2.3. Explain how to use a browser to navigate the Web.

Week Five

Class One	Lesson 2: The World Wide Web (Continued)
	Objectives:
	2.4. Describe how to evaluate the content of a Web site.
Class Two	Lesson 2: The World Wide Web (Continued)
	Objectives:
	2.5. Explain the meaning of E-Commerce. 2.6. Define Web browser plug-ins and their uses.
Class Three	Lesson 3: Communicating on the Internet
	Objectives:
	Explain how e-mail Works.
	Write and send e-mail Messages.
	Manage e-mail Messages.

Week Six

Class One	Lesson 3: Communicating on the Internet (Continued)
	Objectives:
	3.1. Explain how e-mail works. 3.2. Write and send e-mail messages. 3.3. Manage e-mail messages
Class Two	Lesson 3: Communicating on the Internet (Continued)
	Objectives:
	3.4. Identify the features of online communities. 3.5. Explain how instant messaging works. 3.6. Explain how Web authoring software is used to create and publish Web pages.
Class Three	Internet and World Wide Web: Assessment
	Objectives:
	Class takes the Course Assessment
	Explain Results and how to use individual Study Guides
	Review Common Problems and Solutions

Course 3: Productivity Programs

Week Seven

Class One	Lesson 1: Common Features and Commands
	Objectives:
	1.1. Identify the main components of the user interface. 1.2. Identify the purpose of the commands on the menu bar. 1.3. Work with the buttons on the toolbar. 1.4. Work with the pointer in a program.
Class Two	Lesson 1: Common Features and Commands
	Objectives:
	1.5. Work with text and characters in a program. 1.6. Explain the use of primary keyboard shortcuts and key combinations.
	Lesson 2: Word Processing
	Objectives:
	2.1. Perform basic tasks by using a word processor.
	2.2. Edit and format text.
Class Three	Lesson 2: Word Processing (Continued)
	Objectives:
	2.3. Work with tables and pictures.
	2.4. Work with language tools.
	2.5 Identify the various benefits of using Desktop Publishing (DTP).

Week Eight

Class One	Lesson 3: Spreadsheets
	Objectives:
	3.1. Identify the different components of a spreadsheet. 3.2. Enter data into a spreadsheet. 3.3. Perform basic mathematical operations in a spreadsheet.
Class Two	Lesson 3: Spreadsheets (Continued)
	Objectives:
	3.4. Insert charts into a spreadsheet. 3.5. Explain the purpose of options available for printing a spreadsheet.
	Lesson 4: Presentation Programs
	Objectives:
	4.1. Identify the basic functionalities offered by presentation programs. 4.2. Create a new presentation.
Class Three	Lesson 4: Presentation Programs (Continued)
	Objectives:
	4.3. Add graphics and multimedia to a presentation. 4.4. Identify the options available to print presentations in different formats.
	Lesson 5: Databases
	Objectives:

	5.1. Explain basic database concepts.

Week Nine

Class One	Lesson 5: Databases (Continued)
	Objectives:
	5.2. Create a database. 5.3. Work with records in a database.
Class Two	Lesson 5: Databases (Continued)
	Objectives:
	5.4. Explain what database queries are and how they work. 5.5 Explain what reports are and their uses.
Class Three	Productivity Programs: Assessment
	Objectives:
	Class takes the Course Assessment
	Explain Results and individual Study Guides
	Review Common Problems and Solutions

Course 4: Computer Security and Privacy

Week Ten

Class One	Lesson 1: Overview of Computer Security and Privacy
	Objectives:
	1.1. Explain what the terms security and privacy mean as they apply to computing. 1.2. Identify various threats in the world of computers and explain their corresponding solutions.
Class Two	Lesson 2: Protecting Your Computer and Your Data
	Objectives:
	2.1. Identify various methods of protecting the operating system, software, and data on your computer. 2.2. Identify various ways of securing online and network transactions.
Class Three	Lesson 2: Protecting Your Computer and Your Data (Continued)
	Objectives:
	2.3. Identify common measures for securing e-mail and instant messaging transactions.
	Lesson 3: Protecting Yourself and Your Family from Security Threats
	Objectives:
	3.1. Identify common measures used to protect privacy.

Week Eleven

Class One	Lesson 3: Protecting Yourself and Your Family from Security Threats (Continued)
	Objectives:

	3.2. Describe how online predators work. 3.3. Identify the guidelines to protect children from online predators.
Class Two	Lesson 4: Keeping Your Computer Secure and Updated Objectives: 4.1. Explain the purpose of different security settings on your computer.
Class Three	Lesson 4: Keeping Your Computer Secure and Updated (Continued) Objectives: 4.2. Identify the options available for keeping your computer up to date.

Week Twelve

Class One	Lesson 5: Computer Ethics Objectives: 5.1. Explain what the term intellectual property means as it applies to computing. 5.2 Identify the various copyright violation acts and their preventive measures.
Class Two	Lesson 5: Computer Ethics (Continued) Objectives: 5.3. Identify the various legal concerns associated with information exchange.
Class Three	Computer Security and Privacy: Assessment Objectives: Class takes the Course Assessment Explain Results and individual Study Guides Review Common Problems and Solutions

Course 5: Digital Lifestyles

Week Thirteen

Class One	Lesson 1: The Modern Digital Experience Objectives: 1.1. Identify the benefits of the expanding scope of digital technology.
Class Two	Lesson 1: The Modern Digital Experience (Continued) Objectives: 1.2. Explain how merging technologies expands the features of digital devices
Class Three	Lesson 2: Digital Audio Objectives: Identify the characteristics of digital audio. Explain the concepts of recording and copying digital audio.

Week Fourteen

Class One	Lesson 2: Digital Audio (Continued)

	Objectives:
	2.2. Explain the concepts of recording, copying, and converting digital audio. 2.3. Identify the features of advanced speech technologies.
Class Two	Lesson 3: Digital Video
	Objectives:
	3.1. Identify the characteristics of digital video. 3.2. Describe what digital video editing is and the various output formats for digital video. 3.3. Identify the features of different Web video technologies.
Class Three	Lesson 3: Digital Video (Continued)
	Objectives:
	3.2. Describe what digital video editing is and the various output formats for digital video. 3.3. Identify the features of different Web video technologies.

Week Fifteen

Class One	Lesson 4: Digital Photography
	Objectives:
	4.1. Explain the benefits, features, and working of a digital camera. 4.2. Describe how digital images can be managed and edited.
Class Two	Lesson 4: Digital Photography (Continued)
	Objectives:
	4.2. Describe how digital images can be managed and edited. 4.3. Identify the features of different types of printers that are available for printing photos.
	Lesson 5: Digital Technology and Career Opportunities
	Objectives:
	5.1. Explain how digital technology enables you to work remotely. 5.2. Identify different career opportunities available in the digital technology world. 5.3 Identify different career opportunities available in the digital technology world.
Class Three	The Modern Digital Experience: Assessment
	Objectives:
	Class takes the Course Assessment
	Explain Results and individual Study Guides
	Review Common Problems and Solutions

Week Sixteen

Class One	The Digital Literacy Certificate Test Preparation
	Objectives:
	Discuss the basics of computers and productivity programs.
	Discuss how to use the Internet.
Class Two	The Digital Literacy Certificate Test Preparation

	Objectives:
	Discuss the pitfalls and precautions of using the internet.
	Discuss computer security measures and digital technology.
Class Three	The Digital Literacy Certificate Test
	Objectives:
	The Class takes the Digital Literacy Certificate Test
	Discussion of Results and Further Options for Review, Further Study, and Increasing Competence

Course Resources and Materials

The students require the following items in the class:

- Paper
- Pencil or pen

You will require the following items to conduct a class.

- Print versions of the Digital Literacy courses (one for each student and an extra copy)
- Whiteboard and Markers
- Projector (optional)
- Computer(s)
- Internet connection (optional)

Important Contacts

Technical	Administrative
technical@lucernepublishing.com	Admin@lucernepublishing.com
(352) 555-0101	(352) 555-0102

Remarks

- The students are required to attend all the classes on time. If students need to miss more than one day of class, they need to inform you in advance.
- If the students have missed any classes, they are required to make up for their missed class on their own. To accomplish this, the students can use the computer lab and libraries.
- A printed copy of the Digital Literacy courses should be provided to the students in your first class. The students can request for an additional copy from you.
- The computer lab and library are available from 10 A.M. to 5 P.M. every week day.
- If the students feel that they are sufficiently familiar with the course content, they can request early testing.

Sample Semester Syllabus – Student Version

Curriculum	Digital Literacy	Curriculum Type	Quarter: Sep 1, 2014 to Nov 7, 2014
Days and Timings	Monday, Wednesday, and Friday 10 A.M. to 11 A.M.	Location	Training Room, Maple University, Brooksville, Florida
Instructor Details	Name: John Smith E-mail address: john@lucernepublishing.com Contact number: (352) 555-0100 Contact hours: 3 P.M. to 5 PM., Monday through Friday Contact location: Faculty Room, Maple University, Brooksville, Florida		

Curriculum Description

In this curriculum, you will be introduced to computers and the Internet, some productivity programs available, and some devices associated with digital audio, video, and photography. This curriculum also explains some of the common threats to your computer and how to safeguard your computer from these threats. You will also be introduced to different career opportunities available for you in this world of digital technology.

Curriculum Objectives

After completing this curriculum, you will be able to:

- Perform basic computer operations.

- Describe basic Internet and World Wide Web terminologies, browse information, and perform transactions over the Internet.

- Perform basic tasks in productivity programs, such as word processors, spreadsheets, presentation programs, and databases.

- Identify the primary risks to computers and the steps to minimize these risks.

- Explain the role of digital technology in everyday life and the basic concepts of digital audio, video, and photography.

Prerequisites

To attend a semester course, you should be able to read and write.

Instructional Methods

In this curriculum, you will learn to use computers effectively. You will accomplish this through a combination of self-paced learning and classroom activities that add to the concepts taught in the e-learning courses.

The eLearning content will be used for lecture and demonstration. The instructor might use a projector to display the eLearning course or provide you the Print version of the eLearning course. Instructors will also give homework assignments and self-paced reading materials.

Class Schedule and Objectives

Course 1: Computer Basics

Week One

Class One	Introduction to Curriculum/Instructor
	Meeting Place/Times/Contact Info/Equipment
	Icebreaking—Students/Syllabus Distribution
	Lesson 1: Introduction to Computers
	Objectives:
	1.1. Describe the importance of computers in today's world. 1.2. Identify the main parts of a computer. 1.3. Identify the steps for starting a computer.
Class Two	Lesson 1: Introduction to Computers
	Objectives:
	1.4. Identify the different groups of keys on a keyboard. 1.5. Perform different tasks by using a mouse.
	Lesson 2: Common Computer Terminology
	Objectives:
	2.1. Identify the primary hardware components of a computer. 2.2. Define what an operating system is and its role.
Class Three	Lesson 2: Common Computer Terminology (Continued)
	Objectives:
	2.3. Define the term program. 2.4. Explain what is meant by data. 2.5. Define the term network and identify the benefits of networking. 2.6. Define the term Internet.

Week Two

Class One	Lesson 3: Computer Performance and Features
	Objectives:
	3.1. Identify and compare the features of different types of computers. 3.2. Explain the role of memory. 3.3. Explain the basics of computer performance and how it relates to productivity.
Class Two	Lesson 3: Computer Performance and Features (Continued)
	Objectives:
	3.4. Describe the different types of productivity programs and their uses. 3.5. Describe the different types of communications programs and their uses. 3.6. Describe the uses of educational and entertainment programs.
Class Three	Lesson 4: Computer Operating Systems
	Objectives:
	4.1. Explain the common functions of an operating system. 4.2. Identify the different components of the Windows 8 interface. 4.3. Work with the Windows 8 interface within programs.

Week Three

Class One	Lesson 4: Computer Operating Systems (Continued)
	Objectives:
	4.4. Manage files and folders in Microsoft Windows Explorer. 4.5. Perform basic file operations
Class Two	Lesson 5: Career Opportunities
	Objectives:
	5.1. Describe how computers have become a central part of everyday life. 5.2. Identify different career opportunities available for a person who is computer-literate.
Class Three	Computer Basics: Assessment
	Objectives:
	Class takes the Course Assessment
	Explain Results and how to use individual Study Guides
	Review Common Problems and Solutions

Course 2: The Internet and World Wide Web

Week Four

Class One	Lesson 1: The Internet
	Objectives:
	1.1. Define what the Internet is and elaborate on its uses. 1.2. Identify the different components required for an Internet connection.
Class Two	Lesson 1: The Internet (Continued)
	Objectives:
	1.3. Identify the features of different types of Internet connections. 1.4. Explain the meaning of the term bandwidth in relation to the different types of Internet connections.
Class Three	Lesson 2: The World Wide Web
	Objectives:
	2.1. Define the World Wide Web and elaborate on its uses. 2.2. Explain how Web addresses work. 2.3. Explain how to use a browser to navigate the Web.

Week Five

Class One	Lesson 2: The World Wide Web (Continued)
	Objectives:
	2.4. Describe how to evaluate the content of a Web site.
Class Two	Lesson 2: The World Wide Web (Continued)
	Objectives:
	2.5. Explain the meaning of E-Commerce. 2.6. Define Web browser plug-ins and their uses.

Class Three	Lesson 3: Communicating on the Internet
	Objectives:
	Explain how e-mail Works.
	Write and send e-mail Messages.
	Manage e-mail Messages.

Week Six

Class One	Lesson 3: Communicating on the Internet (Continued)
	Objectives:
	3.1. Explain how e-mail works. 3.2. Write and send e-mail messages. 3.3. Manage e-mail messages
Class Two	Lesson 3: Communicating on the Internet (Continued)
	Objectives:
	3.4. Identify the features of online communities. 3.5. Explain how instant messaging works. 3.6. Explain how Web authoring software is used to create and publish Web pages.
Class Three	Internet and World Wide Web: Assessment
	Objectives:
	Class takes the Course Assessment
	Explain Results and how to use individual Study Guides
	Review Common Problems and Solutions

Course 3: Productivity Programs

Week Seven

Class One	Lesson 1: Common Features and Commands
	Objectives:
	1.1. Identify the main components of the user interface. 1.2. Identify the purpose of the commands on the menu bar. 1.3. Work with the buttons on the toolbar. 1.4. Work with the pointer in a program.
Class Two	Lesson 1: Common Features and Commands
	Objectives:
	1.5. Work with text and characters in a program. 1.6. Explain the use of primary keyboard shortcuts and key combinations.
	Lesson 2: Word Processing
	Objectives:
	2.1. Perform basic tasks by using a word processor.
	2.2. Edit and format text.
Class Three	Lesson 2: Word Processing (Continued)
	Objectives:

	2.3. Work with tables and pictures.
	2.4. Work with language tools.
	2.5 Identify the various benefits of using Desktop Publishing (DTP).

Week Eight

Class One	Lesson 3: Spreadsheets
	Objectives:
	3.1. Identify the different components of a spreadsheet. 3.2. Enter data into a spreadsheet. 3.3. Perform basic mathematical operations in a spreadsheet.
Class Two	Lesson 3: Spreadsheets (Continued)
	Objectives:
	3.4. Insert charts into a spreadsheet. 3.5. Explain the purpose of options available for printing a spreadsheet.
	Lesson 4: Presentation Programs
	Objectives:
	4.1. Identify the basic functionalities offered by presentation programs. 4.2. Create a new presentation.
Class Three	Lesson 4: Presentation Programs (Continued)
	Objectives:
	4.3. Add graphics and multimedia to a presentation. 4.4. Identify the options available to print presentations in different formats.
	Lesson 5: Databases
	Objectives:
	5.1. Explain basic database concepts.

Week Nine

Class One	Lesson 5: Databases (Continued)
	Objectives:
	5.2. Create a database. 5.3. Work with records in a database.
Class Two	Lesson 5: Databases (Continued)
	Objectives:
	5.4. Explain what database queries are and how they work. 5.5 Explain what reports are and their uses.
Class Three	Productivity Programs: Assessment
	Objectives:
	Class takes the Course Assessment
	Explain Results and individual Study Guides
	Review Common Problems and Solutions

Course 4: Computer Security and Privacy

Week Ten

Class One	Lesson 1: Overview of Computer Security and Privacy
	Objectives:
	1.1. Explain what the terms security and privacy mean as they apply to computing. 1.2. Identify various threats in the world of computers and explain their corresponding solutions.
Class Two	Lesson 2: Protecting Your Computer and Your Data
	Objectives:
	2.1. Identify various methods of protecting the operating system, software, and data on your computer. 2.2. Identify various ways of securing online and network transactions.
Class Three	Lesson 2: Protecting Your Computer and Your Data (Continued)
	Objectives:
	2.3. Identify common measures for securing e-mail and instant messaging transactions.
	Lesson 3: Protecting Yourself and Your Family from Security Threats
	Objectives:
	3.1. Identify common measures used to protect privacy.

Week Eleven

Class One	Lesson 3: Protecting Yourself and Your Family from Security Threats (Continued)
	Objectives:
	3.2. Describe how online predators work. 3.3. Identify the guidelines to protect children from online predators.
Class Two	Lesson 4: Keeping Your Computer Secure and Updated
	Objectives:
	4.1. Explain the purpose of different security settings on your computer.
Class Three	Lesson 4: Keeping Your Computer Secure and Updated (Continued)
	Objectives:
	4.2. Identify the options available for keeping your computer up to date.

Week Twelve

Class One	Lesson 5: Computer Ethics
	Objectives:
	5.1. Explain what the term intellectual property means as it applies to computing. 5.2 Identify the various copyright violation acts and their preventive measures.
Class Two	Lesson 5: Computer Ethics (Continued)
	Objectives:

	5.3. Identify the various legal concerns associated with information exchange.
Class Three	Computer Security and Privacy: Assessment
	Objectives:
	Class takes the Course Assessment
	Explain Results and individual Study Guides
	Review Common Problems and Solutions

Course 5: Digital Lifestyles

Week Thirteen

Class One	Lesson 1: The Modern Digital Experience
	Objectives:
	1.1. Identify the benefits of the expanding scope of digital technology.
Class Two	Lesson 1: The Modern Digital Experience (Continued)
	Objectives:
	1.2. Explain how merging technologies expands the features of digital devices
Class Three	Lesson 2: Digital Audio
	Objectives:
	Identify the characteristics of digital audio.
	Explain the concepts of recording and copying digital audio.

Week Fourteen

Class One	Lesson 2: Digital Audio (Continued)
	Objectives:
	2.2. Explain the concepts of recording, copying, and converting digital audio. 2.3. Identify the features of advanced speech technologies.
Class Two	Lesson 3: Digital Video
	Objectives:
	3.1. Identify the characteristics of digital video. 3.2. Describe what digital video editing is and the various output formats for digital video. 3.3. Identify the features of different Web video technologies.
Class Three	Lesson 3: Digital Video (Continued)
	Objectives:
	3.2. Describe what digital video editing is and the various output formats for digital video. 3.3. Identify the features of different Web video technologies.

Week Fifteen

Class One	Lesson 4: Digital Photography
	Objectives:
	4.1. Explain the benefits, features, and working of a digital camera.

	4.2. Describe how digital images can be managed and edited.
Class Two	Lesson 4: Digital Photography (Continued) Objectives: 4.2. Describe how digital images can be managed and edited. 4.3. Identify the features of different types of printers that are available for printing photos. Lesson 5: Digital Technology and Career Opportunities Objectives: 5.1. Explain how digital technology enables you to work remotely. 5.2. Identify different career opportunities available in the digital technology world. 5.3 Identify different career opportunities available in the digital technology world.
Class Three	The Modern Digital Experience: Assessment Objectives: Class takes the Course Assessment Explain Results and individual Study Guides Review Common Problems and Solutions

Week Sixteen

Class One	The Digital Literacy Certificate Test Preparation Objectives: Discuss the basics of computers and productivity programs. Discuss how to use the Internet.
Class Two	The Digital Literacy Certificate Test Preparation Objectives: Discuss the pitfalls and precautions of using the internet. Discuss computer security measures and digital technology.
Class Three	The Digital Literacy Certificate Test Objectives: The Class takes the Digital Literacy Certificate Test Discussion of Results and Further Options for Review, Further Study, and Increasing Competence

Course Resources and Materials

You must carry the following items to the class:

- Paper

- Pencil or pen

Important Contacts

Technical	Administrative
technical@lucernepublishing.com	Admin@lucernepublishing.com
(352) 555-0101	(352) 555-0102

Remarks

- You are required to attend all the classes on time. If you need to miss more than a day of class, you need to inform your instructor in advance.

- If you have missed any classes, you are required to make up for your missed classes on your own. To accomplish this, you can use the computer lab and libraries.

- A printed copy of the Digital Literacy courses will be provided to you in your first class. You can request for an additional copy from your instructor.

- The computer lab and library are available from 10 A.M. to 5 P.M. every week day.

- If you feel that you are sufficiently familiar with the course content, you can request early testing.

Sample Quarter Syllabus – Instructor Version

Curriculum	Digital Literacy	Curriculum Type	Quarter: Sep 1, 2014 to Nov 7, 2014
Days and Timings	Monday, Wednesday, and Friday 10 A.M. to 11 A.M.	Location	Training Room, Maple University, Brooksville, Florida
Instructor Details	Name: John Smith E-mail address: john@lucernepublishing.com Contact number: (352) 555-0100 Contact hours: 3 P.M. to 5 PM., Monday through Friday Contact location: Faculty Room, Maple University, Brooksville, Florida		

Curriculum Description

In this curriculum, the students will be introduced to computers and the Internet, some productivity programs available, and some devices associated with digital audio, video, and photography. This curriculum also explains some of the common threats to your computer and how to safeguard your computer from these threats. The students will also be introduced to different career opportunities available for them in this world of digital technology.

Curriculum Objectives

After completing this curriculum, the students will be able to:

- Perform basic computer operations.

- Describe basic Internet and World Wide Web terminologies, browse information, and perform transactions over the Internet.

- Perform basic tasks in productivity programs, such as word processors, spreadsheets, presentation programs, and databases.

- Identify the primary risks to computers and the steps to minimize these risks.

- Explain the role of digital technology in everyday life and the basic concepts of digital audio, video, and photography.

Prerequisites

To attend a quarter course, the students should be able to read and write. Students who can perform basic computer operations can skip the "Perform basic computer operations" objective.

Instructional Methods

You can use a combination of instructional strategies to deliver this course. This combination would depend on factors such as the type of content and the skill level of the students. Some instructional strategies are as follows:

- Lecture

- Demonstration

- Practice

- Case studies

- Problem solving

- Debates

- Discussion

- Simulations

- Learning Groups

- Role playing

- Experiments and observations

- Computer assisted instruction

- Homework

In this curriculum, the students will learn to use computers effectively. They will accomplish this through a combination of self-paced learning and classroom activities that add to the concepts taught in e-learning courses. The eLearning content will be used for lecture and demonstration. You can use a projector to display the eLearning course or provide you the Print version of the eLearning course. You can also give homework assignments and self-paced reading materials.

For hands-on learning, the class will have a Microsoft Windows-based computer lab.

Note: Depending on the number of students you might need to arrange for sharing the machines.

Class Schedule and Objectives

Course 1: Computer Basics

Week One

Class One	Introduction to Curriculum/Instructor
	Meeting Place/Times/Contact Info/Equipment
	Icebreaking—Students/Syllabus Distribution
	Lesson 1: Introduction to Computers
	Objectives:
	1.1. Describe the importance of computers in today's world. 1.2. Identify the main parts of a computer. 1.3. Identify the steps for starting a computer. 1.4. Identify the different groups of keys on a keyboard. 1.5. Perform different tasks by using a mouse.
Class Two	Lesson 2: Common Computer Terminology
	Objectives:
	2.1. Identify the primary hardware components of a computer. 2.2. Define what an operating system is and its role. 2.3. Define the term program. 2.4. Explain what is meant by data. 2.5. Define the term network and identify the benefits of networking. 2.6. Define the term Internet.
Class Three	Lesson 3: Computer Performance and Features
	Objectives:
	3.1. Identify and compare the features of different types of computers. 3.2. Explain the role of memory. 3.3. Explain the basics of computer performance and how it relates to productivity. 3.4. Describe the different types of productivity programs and their uses. 3.5. Describe the different types of communications programs and their uses.

	3.6. Describe the uses of educational and entertainment programs.

Week Two

Class One	Lesson 4: Computer Operating Systems
	Objectives:
	4.1. Explain the common functions of an operating system. 4.2. Identify the different components of the Windows 8 interface. 4.3. Work with the Windows 8 interface within programs. 4.4. Manage files and folders in Microsoft Windows Explorer. 4.5. Perform basic file operations
Class Two	Lesson 5: Career Opportunities
	Objectives:
	5.1. Describe how computers have become a central part of everyday life. 5.2. Identify different career opportunities available for a person who is computer-literate.
Class Three	Computer Basics: Assessment
	Objectives:
	Class takes the Course Assessment
	Explain Results and how to use individual Study Guides
	Review Common Problems and Solutions

Course 2: The Internet and World Wide Web

Week Three

Class One	Lesson 1: The Internet
	Objectives:
	1.1. Define what the Internet is and elaborate on its uses. 1.2. Identify the different components required for an Internet connection. 1.3. Identify the features of different types of Internet connections. 1.4. Explain the meaning of the term bandwidth in relation to the different types of Internet connections.
Class Two	Lesson 2: The World Wide Web
	Objectives 2.1. Define the World Wide Web and elaborate on its uses. 2.2. Explain how Web addresses work. 2.3. Explain how to use a browser to navigate the Web.
Class Three	Lesson 2: The World Wide Web (Continued)
	Objectives:
	2.4. Describe how to evaluate the content of a Web site. 2.5. Explain the meaning of E-Commerce. 2.6. Define Web browser plug-ins and their uses.

Week Four

Class One	Lesson 3: Communicating on the Internet
	Objectives

	3.1. Explain how e-mail works. 3.2. Write and send e-mail messages. 3.3. Manage e-mail messages
Class Two	Lesson 3: Communicating on the Internet (Continued) Objectives: 3.4. Identify the features of online communities. 3.5. Explain how instant messaging works. 3.6. Explain how Web authoring software is used to create and publish Web pages.
Class Three	Internet and World Wide Web: Assessment Objectives: Class takes the Course Assessment Explain Results and how to use individual Study Guides Review Common Problems and Solutions

Course 3: Productivity Programs

Week Five

Class One	Lesson 1: Common Features and Commands Objectives: 1.1. Identify the main components of the user interface. 1.2. Identify the purpose of the commands on the menu bar. 1.3. Work with the buttons on the toolbar. 1.4. Work with the pointer in a program. 1.5. Work with text and characters in a program. 1.6. Explain the use of primary keyboard shortcuts and key combinations.
Class Two	Lesson 2: Word Processing Objectives: 2.1. Perform basic tasks by using a word processor. 2.2. Edit and format text. 2.3. Work with tables and pictures. 2.4. Work with language tools. 2.5 Identify the various benefits of using Desktop Publishing (DTP).
Class Three	Lesson 3: Spreadsheets Objectives: 3.1. Identify the different components of a spreadsheet. 3.2. Enter data into a spreadsheet. 3.3. Perform basic mathematical operations in a spreadsheet. 3.4. Insert charts into a spreadsheet. 3.5. Explain the purpose of options available for printing a spreadsheet.

Week Six

Class One	Lesson 4: Presentation Programs Objectives: 4.1. Identify the basic functionalities offered by presentation programs. 4.2. Create a new presentation. 4.3. Add graphics and multimedia to a presentation.

Class Two	Lesson 5: Databases
	Objectives:
	5.1. Explain basic database concepts.
	5.2. Create a database.
	5.3. Work with records in a database.
	5.4. Explain what database queries are and how they work.
	5.5 Explain what reports are and their uses.
Class Three	Productivity Programs: Assessment
	Objectives:
	Class takes the Course Assessment
	Explain Results and individual Study Guides
	Review Common Problems and Solutions

Course 4: Computer Security and Privacy

Week Seven

Class One	Lesson 1: Overview of Computer Security and Privacy
	Objectives:
	1.1. Explain what the terms security and privacy mean as they apply to computing.
	1.2. Identify various threats in the world of computers and explain their corresponding solutions.
Class Two	Lesson 2: Protecting Your Computer and Your Data
	Objectives
	2.1. Identify various methods of protecting the operating system, software, and data on your computer.
	2.2. Identify various ways of securing online and network transactions.
	2.3. Identify common measures for securing e-mail and instant messaging transactions.
Class Three	Lesson 3: Protecting Yourself and Your Family from Security Threats
	Objectives:
	3.1. Identify common measures used to protect privacy.
	3.2. Describe how online predators work.
	3.3. Identify the guidelines to protect children from online predators.

Week Eight

Class One	Lesson 4: Keeping Your Computer Secure and Updated
	Objectives:
	4.1. Explain the purpose of different security settings on your computer.
	4.2. Identify the options available for keeping your computer up to date.
Class Two	Lesson 5: Computer Ethics
	Objectives:
	5.1. Explain what the term intellectual property means as it applies to computing.
	5.2 Identify the various copyright violation acts and their preventive measures.

	5.3. Identify the various legal concerns associated with information exchange.
Class Three	Computer Security and Privacy: Assessment Objectives: • Class takes the Course Assessment Explain Results and individual Study Guides Review Common Problems and Solutions

Course 5: Digital Lifestyles

Week Nine

Class One	Lesson 1: The Modern Digital Experience Objectives 1.1. Identify the benefits of the expanding scope of digital technology. 1.2. Explain how merging technologies expands the features of digital devices
Class Two	Lesson 2: Digital Audio Objectives 2.1. Identify the characteristics of digital audio. 2.2. Explain the concepts of recording, copying, and converting digital audio. 2.3. Identify the features of advanced speech technologies.
Class Three	Lesson 3: Digital Video Objectives: 3.1. Identify the characteristics of digital video 3.2. Describe what digital video editing is and the various output formats for digital video. 3.3. Identify the features of different Web video technologies.

Week Ten

Class One	Lesson 4: Digital Photography Objectives: 4.1. Explain the benefits, features, and working of a digital camera. 4.2. Describe how digital images can be managed and edited. 4.3. Identify the features of different types of printers that are available for printing photos.
Class Two	Lesson 5: Digital Technology and Career Opportunities Objectives: 5.1. Explain how digital technology enables you to work remotely 5.2. Identify different career opportunities available in the digital technology world. 5.3 Identify different career opportunities available in the digital technology world. The Modern Digital Experience: Assessment 5.4 Class takes the Course Assessment 5.5 Explain Results and individual Study Guides 5.6 Review Common Problems and Solutions

Class Three	The Digital Literacy Certificate Test
	Objectives:
	• The Class takes the Digital Literacy Certificate Test
	Discussion of Results and Further Options for Review, Further Study, and Increasing Competence

Course Resources and Materials

The students require the following items in the class:

- Paper
- Pencil or pen

You will require the following items to conduct a class.

- Print Versions of the Digital Literacy course (one for each student and an extra copy)
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Curriculum	Digital Literacy	**Curriculum Type**	Quarter: Sep 1, 2014 to Nov 7, 2014
Days and Timings	Monday, Wednesday, and Friday 10 A.M. to 11 A.M.	**Location**	Training Room, Maple University, Brooksville, Florida
Instructor Details	Name: John Smith E-mail address: john@lucernepublishing.com Contact number: (352) 555-0100 Contact hours: 3 P.M. to 5 PM., Monday through Friday Contact location: Faculty Room, Maple University, Brooksville, Florida		

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- Identify the primary risks to computers and the steps to minimize these risks.

- Explain the role of digital technology in everyday life and the basic concepts of digital audio, video, and photography.

Prerequisites

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Instructional Methods

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	Objectives:
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Class Two	Lesson 2: Common Computer Terminology
	Objectives:
	2.1. Identify the primary hardware components of a computer. 2.2. Define what an operating system is and its role. 2.3. Define the term program. 2.4. Explain what is meant by data. 2.5. Define the term network and identify the benefits of networking. 2.6. Define the term Internet.
Class Three	Lesson 3: Computer Performance and Features
	Objectives:
	3.1. Identify and compare the features of different types of computers. 3.2. Explain the role of memory. 3.3. Explain the basics of computer performance and how it relates to productivity. 3.4. Describe the different types of productivity programs and their uses. 3.5. Describe the different types of communications programs and their uses. 3.6. Describe the uses of educational and entertainment programs.

Week Two

Class One	Lesson 4: Computer Operating Systems
	Objectives:
	4.1. Explain the common functions of an operating system. 4.2. Identify the different components of the Windows 8 interface. 4.3. Work with the Windows 8 interface within programs. 4.4. Manage files and folders in Microsoft Windows Explorer. 4.5. Perform basic file operations
Class Two	Lesson 5: Career Opportunities
	Objectives:
	5.1. Describe how computers have become a central part of everyday life. 5.2. Identify different career opportunities available for a person who is computer-literate.

Class Three	Computer Basics: Assessment
	Objectives:
	Class takes the Course Assessment
	Explain Results and how to use individual Study Guides
	Review Common Problems and Solutions

Course 2: The Internet and World Wide Web

Week Three

Class One	Lesson 1: The Internet
	Objectives:
	1.1. Define what the Internet is and elaborate on its uses. 1.2. Identify the different components required for an Internet connection. 1.3. Identify the features of different types of Internet connections. 1.4. Explain the meaning of the term bandwidth in relation to the different types of Internet connections.
Class Two	Lesson 2: The World Wide Web
	Objectives 2.1. Define the World Wide Web and elaborate on its uses. 2.2. Explain how Web addresses work. 2.3. Explain how to use a browser to navigate the Web.
Class Three	Lesson 2: The World Wide Web (Continued)
	Objectives:
	2.4. Describe how to evaluate the content of a Web site. 2.5. Explain the meaning of E-Commerce. 2.6. Define Web browser plug-ins and their uses.

Week Four

Class One	Lesson 3: Communicating on the Internet
	Objectives 3.1. Explain how e-mail works. 3.2. Write and send e-mail messages. 3.3. Manage e-mail messages
Class Two	Lesson 3: Communicating on the Internet (Continued)
	Objectives:
	3.4. Identify the features of online communities. 3.5. Explain how instant messaging works. 3.6. Explain how Web authoring software is used to create and publish Web pages.
Class Three	Internet and World Wide Web: Assessment
	Objectives:
	Class takes the Course Assessment
	Explain Results and how to use individual Study Guides
	Review Common Problems and Solutions

Course 3: Productivity Programs

Week Five

Class One	Lesson 1: Common Features and Commands
	Objectives:
	1.1. Identify the main components of the user interface. 1.2. Identify the purpose of the commands on the menu bar. 1.3. Work with the buttons on the toolbar. 1.4. Work with the pointer in a program. 1.5. Work with text and characters in a program. 1.6. Explain the use of primary keyboard shortcuts and key combinations.
Class Two	Lesson 2: Word Processing
	Objectives:
	2.1. Perform basic tasks by using a word processor. 2.2. Edit and format text. 2.3. Work with tables and pictures. 2.4. Work with language tools.
	2.5 Identify the various benefits of using Desktop Publishing (DTP).
Class Three	Lesson 3: Spreadsheets
	Objectives:
	3.1. Identify the different components of a spreadsheet. 3.2. Enter data into a spreadsheet. 3.3. Perform basic mathematical operations in a spreadsheet. 3.4. Insert charts into a spreadsheet. 3.5. Explain the purpose of options available for printing a spreadsheet.

Week Six

Class One	Lesson 4: Presentation Programs
	Objectives:
	4.1. Identify the basic functionalities offered by presentation programs. 4.2. Create a new presentation. 4.3. Add graphics and multimedia to a presentation. 4.4. Identify the options available to print presentations in different formats.
Class Two	Lesson 5: Databases
	Objectives:
	5.1. Explain basic database concepts. 5.2. Create a database. 5.3. Work with records in a database. 5.4. Explain what database queries are and how they work. 5.5 Explain what reports are and their uses.
Class Three	Productivity Programs: Assessment
	Objectives:
	Class takes the Course Assessment
	Explain Results and individual Study Guides
	Review Common Problems and Solutions

Course 4: Computer Security and Privacy

Week Seven

Class One	Lesson 1: Overview of Computer Security and Privacy
	Objectives:
	1.1. Explain what the terms security and privacy mean as they apply to computing.
	1.2. Identify various threats in the world of computers and explain their corresponding solutions.
Class Two	Lesson 2: Protecting Your Computer and Your Data
	Objectives
	2.1. Identify various methods of protecting the operating system, software, and data on your computer.
	2.2. Identify various ways of securing online and network transactions.
	2.3. Identify common measures for securing e-mail and instant messaging transactions.
Class Three	Lesson 3: Protecting Yourself and Your Family from Security Threats
	Objectives:
	3.1. Identify common measures used to protect privacy.
	3.2. Describe how online predators work.
	3.3. Identify the guidelines to protect children from online predators.

Week Eight

Class One	Lesson 4: Keeping Your Computer Secure and Updated
	Objectives:
	4.1. Explain the purpose of different security settings on your computer.
	4.2. Identify the options available for keeping your computer up to date.
Class Two	Lesson 5: Computer Ethics
	Objectives:
	5.1. Explain what the term intellectual property means as it applies to computing.
	5.2 Identify the various copyright violation acts and their preventive measures.
	5.3. Identify the various legal concerns associated with information exchange.
Class Three	Computer Security and Privacy: Assessment
	Objectives:
	1- Class takes the Course Assessment
	Explain Results and individual Study Guides
	Review Common Problems and Solutions

Course 5: Digital Lifestyles

Week Nine

Class One	Lesson 1: The Modern Digital Experience
	Objectives
	1.1. Identify the benefits of the expanding scope of digital technology.
	1.2. Explain how merging technologies expands the features of digital devices

Class Two	Lesson 2: Digital Audio Objectives 2.1. Identify the characteristics of digital audio. 2.2. Explain the concepts of recording, copying, and converting digital audio. 2.3. Identify the features of advanced speech technologies.
Class Three	Lesson 3: Digital Video Objectives: 3.1. Identify the characteristics of digital video 3.2. Describe what digital video editing is and the various output formats for digital video. 3.3. Identify the features of different Web video technologies.

Week Ten

Class One	Lesson 4: Digital Photography Objectives: 4.1. Explain the benefits, features, and working of a digital camera. 4.2. Describe how digital images can be managed and edited. 4.3. Identify the features of different types of printers that are available for printing photos.
Class Two	Lesson 5: Digital Technology and Career Opportunities Objectives: 5.1. Explain how digital technology enables you to work remotely 5.2. Identify different career opportunities available in the digital technology world. 5.3 Identify different career opportunities available in the digital technology world. The Modern Digital Experience: Assessment 5.4 Class takes the Course Assessment 5.5 Explain Results and individual Study Guides 5.6 Review Common Problems and Solutions
Class Three	The Digital Literacy Certificate Test Objectives: The Class takes the Digital Literacy Certificate Test Discussion of Results and Further Options for Review, Further Study, and Increasing Competence

Course Resources and Materials

You must carry the following items to the class:

- Paper

- Pencil or pen

Important Contacts

Technical	Administrative
technical@lucernepublishing.com	Admin@lucernepublishing.com
(352) 555-0101	(352) 555-0102

Remarks

- You are required to attend all the classes on time. If you need to miss more than a day of class, you need to inform your instructor in advance.

- If you have missed any classes, you are required to make up for your missed classes on your own. To accomplish this, you can use the computer lab and libraries.

- A printed copy of the Digital Literacy courses will be provided to you in your first class. You can request for an additional copy from your instructor.

- The computer lab and library are available from 10 A.M. to 5 P.M. every week day.

- If you feel that you are sufficiently familiar with the course content, you can request early testing.

Sample Seminar Syllabus – Instructor Version

Curriculum	Digital Literacy	Curriculum Type	Seminar: Sep 1, 2014 to Sep 3, 2014
Days and Timings	Monday 10 A.M. to 4 P.M. And Wednesday 9 A.M. to 3 P.M. (1 hour lunch break at 12 Noon)	Location	Training Room, Maple University, Brooksville, Florida
Instructor Details	Name: John Smith E-mail address: john@lucernepublishing.com Contact number: (352) 555-0100 Contact hours: 3 P.M. to 5 PM., Monday through Friday Contact location: Faculty Room, Maple University, Brooksville, Florida		

Curriculum Description

In this curriculum, the students will be introduced to computers and the Internet, some productivity programs available, and some devices associated with digital audio, video, and photography. This curriculum also explains some of the common threats to your computer and how to safeguard your computer from these threats. The students will also be introduced to different career opportunities available for them in this world of digital technology.

Curriculum Objectives

After completing this curriculum, the students will be able to:

- Perform basic computer operations.

- Describe basic Internet and World Wide Web terminologies, browse information, and perform transactions over the Internet.

- Perform basic tasks in productivity programs, such as word processors, spreadsheets, presentation programs, and databases.

- Identify the primary risks to computers and the steps to minimize these risks.

- Explain the role of digital technology in everyday life and the basic concepts of digital audio, video, and photography.

Prerequisites

To attend a seminar course, the students should be able to read and write.

Students who can perform basic computer operations can skip the "Perform basic computer operations" objective.

Instructional Methods

You can use a combination of instructional strategies to deliver this course. This combination would depend on factors such as the type of content and the skill level of the students. Some instructional strategies are as follows:

- Lecture

- Demonstration

- Case studies

- Problem solving

- Role playing

- Experiments and observations

- Computer assisted instruction

In this seminar, the students will learn to use computers effectively. They will accomplish this through a combination of self-paced learning and classroom activities that add to the concepts taught in the e-learning courses. The eLearning content will be used for lecture and demonstration. You can use a projector to display the eLearning course or provide you the Print version of the eLearning course. You can also give homework assignments and self-paced reading materials.

Class Schedule and Objectives

Day One

Hour One	**Course 1: Computer Basics**
	Introduction to Curriculum/Instructor
	Lesson 1: Introduction to Computers
	Objectives:
	1.1. Describe the importance of computers in today's world. 1.2. Identify the main parts of a computer. 1.3. Identify the steps for starting a computer. 1.4. Identify the different groups of keys on a keyboard. 1.5. Perform different tasks by using a mouse.
	Lesson 5: Career Opportunities
	Objectives:
	5.1. Describe how computers have become a central part of everyday life. 5.2. Identify different career opportunities available for a person who is computer-literate.
	Lesson 2: Common Computer Terminology
	Objectives:
	2.1. Identify the primary hardware components of a computer. 2.2. Define what an operating system is and its role.
Hour Two	Lesson 2: Common Computer Terminology (Continued)
	Objectives:
	2.3. Define the term program. 2.4. Explain what is meant by data. 2.5. Define the term network and identify the benefits of networking. 2.6. Define the term Internet.
	Lesson 3: Computer Performance and Features
	Objectives:
	3.1. Identify and compare the features of different types of computers. 3.2. Explain the role of memory. 3.3. Explain the basics of computer performance and how it relates to productivity. 3.4. Describe the different types of productivity programs and their uses. 3.5. Describe the different types of communications programs and their uses. 3.6. Describe the uses of educational and entertainment programs.

	Lesson 4: Computer Operating Systems Objectives: 4.1. Explain the common functions of an operating system. 4.2. Identify the different components of the Windows 8 interface. 4.3. Work with the Windows 8 interface within programs. 4.4. Manage files and folders in Microsoft Windows Explorer. 4.5. Perform basic file operations.
Break	
Hour Three	**Course 2: The Internet and World Wide Web** Lesson 1: The Internet Objectives: 1.1. Define what the Internet is and elaborate on its uses. 1.2. Identify the different components required for an Internet connection. 1.3. Identify the features of different types of Internet connections. 1.4. Explain the meaning of the term bandwidth in relation to the different types of Internet connections. Lesson 2: The World Wide Web Objectives: 2.1. Define the World Wide Web and elaborate on its uses. 2.2. Explain how Web addresses work. 2.3. Explain how to use a browser to navigate the Web.
Hour Four	Lesson 2: The World Wide Web (Continued) Objectives: 2.4. Describe how to evaluate the content of a Web site. 2.5. Explain the meaning of E-Commerce. 2.6. Define Web browser plug-ins and their uses. Lesson 3: Communicating on the Internet Objectives: 3.1. Explain how e-mail works. 3.2. Write and send e-mail messages. 3.3. Manage e-mail messages 3.4. Identify the features of online communities. 3.5. Explain how instant messaging works. 3.6. Explain how Web authoring software is used to create and publish Web pages.
Hour Five	**Course 3: Productivity Programs** Lesson 1: Common Features and Commands Objectives: 1.1. Identify the main components of the user interface. 1.2. Identify the purpose of the commands on the menu bar. 1.3. Work with the buttons on the toolbar. 1.4. Work with the pointer in a program. 1.5. Work with text and characters in a program. 1.6. Explain the use of primary keyboard shortcuts and key combinations. Lesson 2: Word Processing Objectives: 2.1. Perform basic tasks by using a word processor.

	2.2. Edit and format text. 2.3. Work with tables and pictures. 2.4. Work with language tools. 2.5. Identify the various benefits of using Desktop Publishing (DTP).

Day Two

Hour One	Lesson 3: Spreadsheets
	Objectives:
	3.1. Identify the different components of a spreadsheet. 3.2. Enter data into a spreadsheet. 3.3. Perform basic mathematical operations in a spreadsheet. 3.4. Insert charts into a spreadsheet. 3.5. Explain the purpose of options available for printing a spreadsheet.
	Lesson 4: Presentation Programs
	Objectives:
	4.1. Identify the basic functionalities offered by presentation programs. 4.2. Create a new presentation. 4.3. Add graphics and multimedia to a presentation. 4.4. Identify the options available to print presentations in different formats.
	Lesson 5: Databases
	Objectives:
	5.1. Explain basic database concepts. 5.2. Create a database. 5.3. Work with records in a database. 5.4. Explain what database queries are and how they work. 5.5 Explain what reports are and their uses.
Hour Two	**Course 4: Computer Security and Privacy**
	Lesson 1: Overview of Computer Security and Privacy
	Objectives:
	1.1. Explain what the terms security and privacy mean as they apply to computing. 1.2. Identify various threats in the world of computers and explain their corresponding solutions.
	Lesson 2: Protecting Your Computer and Your Data
	Objectives:
	2.1. Identify various methods of protecting the operating system, software, and data on your computer. 2.2. Identify various ways of securing online and network transactions. 2.3. Identify common measures for securing e-mail and instant messaging transactions.
Hour Three	Lesson 3: Protecting Yourself and Your Family from Security Threats
	Objectives:
	3.1. Identify common measures used to protect privacy. 3.2. Describe how online predators work. 3.3. Identify the guidelines to protect children from online predators.
	Lesson 4: Keeping Your Computer Secure and Updated
	Objectives:

	4.1. Explain the purpose of different security settings on your computer. 4.2. Identify the options available for keeping your computer up to date. Lesson 5: Computer Ethics Objectives: 5.1. Explain what the term intellectual property means as it applies to computing. 5.2 Identify the various copyright violation acts and their preventive measures. 5.3. Identify the various legal concerns associated with information exchange.
Break	
Hour Four	**Course 5: Digital Lifestyles** Lesson 1: The Modern Digital Experience Objectives: 1.1. Identify the benefits of the expanding scope of digital technology. 1.2. Explain how merging technologies expands the features of digital devices. Lesson 2: Digital Audio Objectives: 2.1. Identify the characteristics of digital audio. 2.2. Explain the concepts of recording, copying, and converting digital audio. 2.3. Identify the features of advanced speech technologies.
Hour Five	Lesson 3: Digital Video Objectives: 3.1. Identify the characteristics of digital video. 3.2. Describe what digital video editing is and the various output formats for digital video. 3.3. Identify the features of different Web video technologies. Lesson 4: Digital Photography Objectives: 4.1. Explain the benefits, features, and working of a digital camera. 4.2. Describe how digital images can be managed and edited. 4.3. Identify the features of different types of printers that are available for printing photos. Lesson 5: Digital Technology and Career Opportunities Objectives: 5.1. Explain how digital technology enables you to work remotely. 5.2. Identify different career opportunities available in the digital technology world. 5.3. Identify different career opportunities available in the digital technology world.

Course Resources and Materials

The students require the following items in the class:

- Paper
- Pencil or pen

You will require the following items to conduct a class.

- Print versions of the Digital Literacy courses (one for each student and an extra copy)
- Whiteboard and Markers
- Projector
- Computer(s) (optional)
- Internet connection (optional)

Important Contacts

Technical	Administrative
technical@lucernepublishing.com	Admin@lucernepublishing.com
(352) 555-0101	(352) 555-0102

Remarks

- A printed copy of the Digital Literacy curriculum as a Microsoft Word document will be provided to the students in the first class. They can also request for an additional copy from you.
- The computer lab and library are available from 10 A.M. to 5 P.M. every week day.

Sample Seminar Syllabus – Student Version

Curriculum	Digital Literacy	Curriculum Type	Seminar: Sep 1, 2014 to Sep 3, 2014
Days and Timings	Monday 10 A.M. to 4 P.M. And Wednesday 9 A.M. to 3 P.M. (1 hour lunch break at 12 Noon)	Location	Training Room, Maple University, Brooksville, Florida
Instructor Details	Name: John Smith E-mail address: john@lucernepublishing.com Contact number: (352) 555-0100 Contact hours: 3 P.M. to 5 PM., Monday through Friday Contact location: Faculty Room, Maple University, Brooksville, Florida		

Curriculum Description

In this seminar, you will be introduced to computers and the Internet, some productivity programs available, and some devices associated with digital audio, video, and photography. This seminar also describes some of the common threats to your computer and how to safeguard your computer from these threats. You will also be introduced to different career opportunities available for them in this world of digital technology.

Curriculum Objectives

After completing this curriculum, you will be able to:

- Perform basic computer operations.

- Describe basic Internet and World Wide Web terminologies, browse information, and perform transactions over the Internet.

- Perform basic tasks in productivity programs, such as word processors, spreadsheets, presentation programs, and databases.

- Identify the primary risks to computers and the steps to minimize these risks.

- Explain the role of digital technology in everyday life and the basic concepts of digital audio, video, and photography.

Prerequisites

To attend a seminar, you should be able to read and write.

Instructional Methods

In this seminar, you will learn to use computers effectively. You will accomplish this through a combination of self-paced learning and classroom activities that add to the concepts taught in the e-learning courses.

The eLearning content will be used for lecture and demonstration. The instructor might use a projector to display the eLearning course or provide you the Print version of the eLearning course. Instructors will also give homework assignments and self-paced reading materials.

Class Schedule and Objectives

Day One

Hour One	**Course 1: Computer Basics**
	Introduction to Curriculum/Instructor
	Lesson 1: Introduction to Computers
	Objectives:
	1.1. Describe the importance of computers in today's world. 1.2. Identify the main parts of a computer. 1.3. Identify the steps for starting a computer. 1.4. Identify the different groups of keys on a keyboard. 1.5. Perform different tasks by using a mouse.
	Lesson 5: Career Opportunities
	Objectives:
	5.1. Describe how computers have become a central part of everyday life. 5.2. Identify different career opportunities available for a person who is computer-literate.
	Lesson 2: Common Computer Terminology
	Objectives:
	2.1. Identify the primary hardware components of a computer. 2.2. Define what an operating system is and its role.
Hour Two	Lesson 2: Common Computer Terminology (Continued)
	Objectives:
	2.3. Define the term program. 2.4. Explain what is meant by data. 2.5. Define the term network and identify the benefits of networking. 2.6. Define the term Internet.
	Lesson 3: Computer Performance and Features
	Objectives:
	3.1. Identify and compare the features of different types of computers. 3.2. Explain the role of memory. 3.3. Explain the basics of computer performance and how it relates to productivity. 3.4. Describe the different types of productivity programs and their uses. 3.5. Describe the different types of communications programs and their uses. 3.6. Describe the uses of educational and entertainment programs.
	Lesson 4: Computer Operating Systems
	Objectives:
	4.1. Explain the common functions of an operating system. 4.2. Identify the different components of the Windows 8 interface. 4.3. Work with the Windows 8 interface within programs. 4.4. Manage files and folders in Microsoft Windows Explorer. 4.5. Perform basic file operations.
Break	
Hour Three	**Course 2: The Internet and World Wide Web**
	Lesson 1: The Internet

	Objectives:
	1.1. Define what the Internet is and elaborate on its uses. 1.2. Identify the different components required for an Internet connection. 1.3. Identify the features of different types of Internet connections. 1.4. Explain the meaning of the term bandwidth in relation to the different types of Internet connections. Lesson 2: The World Wide Web Objectives: 2.1. Define the World Wide Web and elaborate on its uses. 2.2. Explain how Web addresses work. 2.3. Explain how to use a browser to navigate the Web.
Hour Four	Lesson 2: The World Wide Web (Continued) Objectives: 2.4. Describe how to evaluate the content of a Web site. 2.5. Explain the meaning of E-Commerce. 2.6. Define Web browser plug-ins and their uses. Lesson 3: Communicating on the Internet Objectives: 3.1. Explain how e-mail works. 3.2. Write and send e-mail messages. 3.3. Manage e-mail messages 3.4. Identify the features of online communities. 3.5. Explain how instant messaging works. 3.6. Explain how Web authoring software is used to create and publish Web pages.
Hour Five	**Course 3: Productivity Programs** Lesson 1: Common Features and Commands Objectives: 1.1. Identify the main components of the user interface. 1.2. Identify the purpose of the commands on the menu bar. 1.3. Work with the buttons on the toolbar. 1.4. Work with the pointer in a program. 1.5. Work with text and characters in a program. 1.6. Explain the use of primary keyboard shortcuts and key combinations. Lesson 2: Word Processing Objectives: 2.1. Perform basic tasks by using a word processor. 2.2. Edit and format text. 2.3. Work with tables and pictures. 2.4. Work with language tools. 2.5. Identify the various benefits of using Desktop Publishing (DTP).

Day Two

Hour One	Lesson 3: Spreadsheets
	Objectives:
	3.1. Identify the different components of a spreadsheet. 3.2. Enter data into a spreadsheet. 3.3. Perform basic mathematical operations in a spreadsheet.

	3.4. Insert charts into a spreadsheet. 3.5. Explain the purpose of options available for printing a spreadsheet. Lesson 4: Presentation Programs Objectives: 4.1. Identify the basic functionalities offered by presentation programs. 4.2. Create a new presentation. 4.3. Add graphics and multimedia to a presentation. 4.4. Identify the options available to print presentations in different formats. Lesson 5: Databases Objectives: 5.1. Explain basic database concepts. 5.2. Create a database. 5.3. Work with records in a database. 5.4. Explain what database queries are and how they work. 5.5 Explain what reports are and their uses.
Hour Two	**Course 4: Computer Security and Privacy** Lesson 1: Overview of Computer Security and Privacy Objectives: 1.1. Explain what the terms security and privacy mean as they apply to computing. 1.2. Identify various threats in the world of computers and explain their corresponding solutions. Lesson 2: Protecting Your Computer and Your Data Objectives: 2.1. Identify various methods of protecting the operating system, software, and data on your computer. 2.2. Identify various ways of securing online and network transactions. 2.3. Identify common measures for securing e-mail and instant messaging transactions.
Hour Three	Lesson 3: Protecting Yourself and Your Family from Security Threats Objectives: 3.1. Identify common measures used to protect privacy. 3.2. Describe how online predators work. 3.3. Identify the guidelines to protect children from online predators. Lesson 4: Keeping Your Computer Secure and Updated Objectives: 4.1. Explain the purpose of different security settings on your computer. 4.2. Identify the options available for keeping your computer up to date. Lesson 5: Computer Ethics Objectives: 5.1. Explain what the term intellectual property means as it applies to computing. 5.2 Identify the various copyright violation acts and their preventive measures. 5.3. Identify the various legal concerns associated with information exchange.
Break	
Hour Four	**Course 5: Digital Lifestyles** Lesson 1: The Modern Digital Experience

	Objectives:
	1.1. Identify the benefits of the expanding scope of digital technology. 1.2. Explain how merging technologies expands the features of digital devices.
	Lesson 2: Digital Audio
	Objectives:
	2.1. Identify the characteristics of digital audio. 2.2. Explain the concepts of recording, copying, and converting digital audio. 2.3. Identify the features of advanced speech technologies.
Hour Five	Lesson 3: Digital Video
	Objectives:
	3.1. Identify the characteristics of digital video. 3.2. Describe what digital video editing is and the various output formats for digital video. 3.3. Identify the features of different Web video technologies.
	Lesson 4: Digital Photography
	Objectives:
	4.1. Explain the benefits, features, and working of a digital camera. 4.2. Describe how digital images can be managed and edited. 4.3. Identify the features of different types of printers that are available for printing photos.
	Lesson 5: Digital Technology and Career Opportunities
	Objectives:
	5.1. Explain how digital technology enables you to work remotely.
	5.2. Identify different career opportunities available in the digital technology world.
	5.3. Identify different career opportunities available in the digital technology world.

Course Resources and Materials

You must carry the following items to the class:

- Paper
- Pencil or pen

Important Contacts

Technical	Administrative
technical@lucernepublishing.com	Admin@lucernepublishing.com
(352) 555-0101	(352) 555-0102

Remarks

- A printed copy of the Digital Literacy curriculum as a Word 2013 document will be provided to the students in the first class. They can also request for an additional copy from you.
- The computer lab and library are available from 10 A.M. to 5 P.M. every week day.

Lesson Plan Template

Lesson Title	
Time Required	
Required Materials	
Objectives	
Introduction	
Lesson	
Independent Practice	
Summary	
Evaluation	
Analysis	

Sample Lesson Plan

Lesson Title	Introduction to Computers
Time Required	Administrative - 10 minutes Instruction- Lesson 1 - 25 minutes Independent Study - 20 minutes Closing Activity - 5 minutes
Required Materials	• Student Computers • Active broadband Internet access (Optional) • eLearning software installed and operational • Student handouts including syllabus • Printed copy of the Digital Learning curriculum for Lesson 1 of the Computer Basics course • Whiteboard and markers • Printed images of sample computer input and output devices • Class roster • Registration forms for late arrivals
Objectives	Administrative Objectives: • Welcoming remarks. • Complete introductions: instructor and students. • Distribute syllabus and explain how the class will proceed, including the meeting dates and how to contact the instructor. • Identify those students with some pre-existing knowledge of the material and related skills. Take the appropriate assessments to measure if they can test out of one or more courses. Digital Literacy Learning Objectives: • Describe the importance of computers in today's world. • Identify the main parts of a computer. • Identify the steps for starting a computer. • Identify the different groups of keys on a keyboard. • Perform different tasks by using a mouse.
Introduction	Introduce yourself to the class and distribute the student syllabi and the print version of the Computer Basics course. Then ask the students to introduce themselves. Ask the students what they expect from the class and explain how the class will meet their expectations.
Lesson	• Introduce computers to the students and then have a discussion on how computers can be used for everyday life and the advantages and disadvantages of using a computer. • Give the students 10 minutes to go through Lesson 1 of the eLearning course. • Introduce the main parts of a computer to the students. Explain the purpose of input, processor, and output devices and provide examples of each.

	Introduce these devices with the help of an analogy.
	• Give a demonstration on how to start a computer, use a keyboard, and use a mouse.
	• Follow it up with an activity on starting a computer and then using the keyboard. Ask the students to perform another activity on using the mouse.
Independent Practice	• Allow the students to work independently with the eLearning materials for the lesson objectives.
	• Monitor the students' performance and provide assistance as required.
Summary	• Tell students to stop working and secure their computers. Because this is the first contact class, guide them through the local procedure.
	• Summarize the material covered.
	• Allow students to ask questions about the lesson.
Evaluation	• Did all students finish the planned material?
	• Did they successfully identify the computer components?
	• The startup steps?
	• The keyboard groups?
	• Did they learn to use the mouse?
Analysis	• What went well?
	• What needs improving?
	• How did students respond to the lesson?
	• Make appropriate notes.
	• Do you need to revise the syllabus?
	• How did this class work as an introduction to Digital Literacy?
	• How did it introduce lesson two, Common Computer Terminology?
	• Will you need to alter your introduction for the next class to make adjustments for what happened during this class?

Activity Template

Activity #:	Suggested Time:
Activity Title:	Course Title: Lesson Title:
Type of Activity:	Performance Objectives:

Materials	Required: Optional:
Preparation	
Activity	

Evaluation	
Closure	
Review Suggestions	

Appendix B: Activities/Exercises

There are many types activities in this appendix, all designed to support different course objectives. Use them to creatively adapt the Digital Literacy curriculum in ways appropriate for your audience. Although these activities are described in a fairly prescriptive way, this is just to get you started. You do not have to use them exactly as suggested.

If you are a new instructor, or are new to teaching technical topics, this level of detail can help you quickly start to supplement the Digital Literacy courses and customize the curriculum. Select and prepare for the activities that you want to include in the classroom.

As you get more familiar with the content and how these activities support the Digital Literacy curriculum learning objectives, you can begin to use this information in different ways depending on your level of experience, resources, and the time you have available to prepare for your class. The structure of the activities will help you plan and prepare as you think of activities.

Editor's Sidebar:
There are many activates instructors can utilize depending on the hardware or devices their students have access to. Today, most cellphones, tablets and computers can link information and functionality (such as with email). Developing exercises that include these popular new devices is a great way to keep students' interests peaked.

Use these activities as a starting place — modify them to meet your needs or create your own activities.

The activities and exercises are numbered as **XXA/E-YY-ZZ**, where:

- **XX** is the serial number.

- **A/E** denotes whether it is an activity or an exercise. **A** denotes an activity and **E** denotes an exercise.

- **YY** is the course number, where the Computer Basics course is 01.

- **ZZ** is the lesson number within the **YY** course to which the activity or exercise relates.

Activity #: 01A-01-01	Suggested Time: 40 Minutes
Activity Title: Know your class	Course Title: Computer Basics
	Lesson Title: Introduction to Computers
Type of Activity: Icebreaker	Performance Objectives: Learn more about your students and their goals and develop a climate of trust and open communication.

Materials	Required: o Printed copies of the syllabus for each student.
Preparation	• Use this activity at the start of the program (semester or quarter). • Prepare an introduction about yourself. • Prepare a template of two columns. The first column should contain the names of students and the second column will be populated by you in the class.
Activity	1. Introduce yourself. 2. Hand out the syllabus to each student and explain why these topics are important to them in pursuing future goals. 3. Divide the class into multiple groups (Max 6). 4. Ask one student of the first group to tell his/her name and about something that he/she would like to do with computers. Give an example, "My name is Tom and I want to download music. Document the interest of the student against his/her name in the two-column template you have created. When one group is performing the activity, ask the other groups to be attentive to the discussions. This will help the students get acquainted to the entire class. 5. Next, ask the next student in the same group to repeat the earlier student's name and interest followed by his/her name and interest. For example, "His name is Tom and he wants to download music. My name is Martha and I want to search jobs on the Internet." If someone cannot remember a student's name or interest, encourage the rest of the group to help him/her. If students are not able to come up with an objective then guide them by giving more examples, such as using internet to track favorite games and send e-mail messages to team mates. 6. After the last student in the group has finished the introduction, include yourself in the activity and repeat the names and interests of each student in the group. 7. Repeat these steps for the remaining groups.
Evaluation	The students were able to list key objectives that they want to achieve from this program. They were also identify other tasks that they might want to do based on other student's interest. The students are acquainted with each other in the class and are able to easily collaborate with each other. The details about the interest of each student will also help you customize your lesson plans and create relevant examples.
Closure	After the activity, summarize the categories of interest specified by the students.
Review Suggestions	As homework, ask the students to identify and list some more tasks that they might try doing by using a computer. In the next session, collect the list. This will also help you to customize your lesson plan based on the requirements of your class.

Activity #: 02A-01-01	Suggested Time: 40 Minutes
Activity Title: Know Your Computer	Course Title: Computer Basics
	Lesson Title: Introduction to Computers
Type of Activity: Game/Challenge	Performance Objectives: Identify computer parts and peripherals.

Materials	Required: o A desktop computer with speakers and printer o A laser pointer or a stick. o A CD or DVD o A floppy disk o Various types of keyboards and mice or pictures of from magazines. o A flash drive or a picture of a flash drive from a magazine. o A network cable
Preparation	• Use this activity after completion of the second topic of Lesson 1. • Print the Template 2A_01_01 with instructor notes in hidden text visible for your reference. This template contains the description of each part and the part name. To view the hidden text, in Word 2013, click the **Show/Hide** button. • Print a second copy of the Template 2A_01_01. Ensure that you do not print the hidden text (Instructor Notes), which contains the description of the parts. Cut the template along the dashed lines. • Put the 15 pieces (with the print side down) on the desk or table.
Activity	1. Tell students that they need to participate in a game "Know your Computer". In this game every student needs to identify the part that matches the description. 2. Ask a student to get one of the pieces of paper and read the function written on it. 3. Ask the other students to identify the part that matches the function. 4. Next, point to the respective part of the computer. If you have more than 15 students, choose some students and ask them to point the parts. 5. After the activity is over, conduct a quick recap of the activity. Read a part name and randomly ask a student to point to the part. Give him 10 seconds to do this task, if needed please guide the student. Do not call another student to point to the part. 6. Give feedback to students. However; never say words like good, brilliant, or bad. For a correct answer say, "you are doing well". For a student who needs guidance, encourage him and ask questions that will lead him to the answer.
Evaluation	The students should be able to identify the parts.
Closure	After the activity, read out the parts that you have covered in the activity. Ask the students about any queries that they might have.
Review Suggestions	As homework, ask the students to list some more parts and write descriptions of each. In the next class, collect the list. Later you can collate the list to create a handout and distribute it in the class.

Template 02A_01_01

Displays information on a screen.	Helps give instructions to the computer.	Helps type text.
Protects the computer hardware.	Emits sound.	Helps you to take prints of your work.
Transfers information to a floppy disk.	Transfers information from a compact disc.	Connects the computer to the Internet and to other computers.
Connects USB peripheral devices such as a mouse, keyboard, or extra drive, to the computer.	Transfers files to a small portable device. You can use this device to transfer files from one computer to another.	Restarts the computer. This button is used if the computer stops responding.
Keys on the keyboard that helps you perform specific, predefined functions.	Key on the keyboard that displays the Start menu.	Key on the keyboard that allows you to create an image of everything that is currently displayed on the screen.

Activity #: 03E-01-01	Suggested Time: 20 Minutes
Activity Title: Start Your Computer	**Course Title:** Computer Basics
	Lesson Title: Introduction to Computers
Type of Activity: Exercise	**Performance Objectives**: Start a computer, log on to the Windows 8 operating system, and shut down the computer.

Materials	Required:
	o One Computer for demonstration
	o Computers for students to practice
	Optional:
	o Projector (recommended)
	o Whiteboard and marker
Preparation	1. Students need to complete the topic "Using a Computer" in Lesson 1.
	2. Prepare a handout that lists the steps that the student needs to perform. The following is an example of a typical step list:
	a. Check the electrical connection of your computer and switch on the power supply to the computer.
	b. To start the computer, press the On/Off switch.
	c. To start the monitor, press the On/Off switch. You will see a progress bar on the monitor indicating that Windows 8 operating system is loading on to the computer. After the operating system is loaded, a logon screen will be displayed.
	d. Log on to the Windows 8 operating system.
	e. By default **User name** box is selected. Type your user name.
	f. To select the Password box, press the TAB key or click the **Password** box.
	g. To log on to your computer, type your password, and then click **OK** or press ENTER.
	h. To shut down your computer, place your mouse on the right of the screen, go to Settings>Power, and then click **Shut Down**.
	i. In the **Shut Down Windows** dialog box, from the list, select **Shut down**, and then click **OK**.
	j. Switch off the computer power supply.
	You can create your own step list by adding more steps or removing some steps.
Activity	1. Distribute the handout to all the students or write the steps on the whiteboard. You can also ask a student to write the steps for you while you demonstrate the steps.
	2. Divide the students into groups and demonstrate the steps to each group.
	3. Then, ask the students to perform the steps listed in the handout. If you do not have enough computers in the class for each student, assign one computer to a group of students and ask each of them to take turns to perform the steps.
	While the students perform the steps, go around the class to each student and monitor their performance. If a student is finding it difficult to perform a particular step, help the student. If some students finish performing all the steps faster than the others, ask them to help the other students with the steps. If there are students who have experience in working with a computer, ask them to help the other students perform the steps. If your
Evaluation	Every student should be able to start a computer, log on to the Windows operating system, and shut down the computer.

Closure	After the activity, summarize the steps. Ask the students about the problems they faced during the activity. Answer any queries that they might have.
Review Suggestions	NA

Activity #: 04E-01-01	Suggested Time: 30 minutes
Activity Title: Writing Letters and Performing Calculations by Using Computers	**Course Title:** Computer Basics
	Lesson Title: Introduction to Computers
Type of Activity: Exercise	**Performance Objectives**: Write letters and perform mathematical calculations by using the keyboard.

Materials	Required: o One Computer for demonstration o Computers for students to practice Optional: o Projector (recommended) o Whiteboard and marker

Preparation	1. Students need to complete all the topics in Lesson 1.
	
	 2. Prepare a handout that lists the steps that the student needs to perform. These steps will include writing a letter in WordPad and performing simple calculations in Windows Calculator by using the numeric keypad on the keyboard. The following is an example of a typical step list:
	
	      a. Start the computer.
	
	      b. Log on to the Windows 8 operating system.
	
	      c. Scroll your mouse to the top right corner and click on the **Search** icon to go to your Apps page, and then click the **WordPad** app.
	
	      d. Type a letter to your friend, parents, grandparents, or grandchildren. Write two paragraphs containing two-three sentences each.
	
	      e. To open Windows **Calculator**, scroll your mouse to the top right corner and click on the **Search** icon to go to your Apps page, and then click the **Calculator** icon box.
	
	      f. Use the numeric keypad to perform four simple mathematical calculations involving adding and multiplying three numbers and dividing and subtracting two numbers. (Here, you can specify the calculations that you want the students to perform.)
	
	 You can create your own step list by adding more steps or removing some steps.

Activity	1. Distribute the handout to all the students or write the steps on the whiteboard. You can also ask a student to write the steps for you while you demonstrate the steps. 2. Demonstrate the steps to the students. If you do not have a projector, divide the students into groups and demonstrate the steps to each group one-by-one. 3. Then, ask the students to perform the steps listed in the handout. If you do not have enough computers in the class for each student, assign one computer to a group of students and ask each of them to take turns to perform the steps. While the students perform the steps, go around the class to each student and monitor their performance. If a student is finding it difficult to perform a particular step, help the student. If some students finish performing all the steps faster than the others, ask them to help the other students with the steps. If there are students who have experience in working with a computer, ask them to help the other students perform the steps.
Evaluation	The students were able to successfully complete all the steps listed in the handout.
Closure	Ask the students about the problems they faced when using the keyboard. Answer any queries that they might have. Tell the students that they can get very comfortable with using the keyboard only if they practice whenever they get time.
Review	As homework, ask the students to write letters and perform various calculations.

Suggestions	

Activity #: 05E-01-01	Suggested Time: 20 minutes
Activity Title: Working with Folders and Performing Calculations by Using the Mouse	**Course Title:** Computer Basics
	Lesson Title: Introduction to Computers
Type of Activity: Exercise.	**Performance Objectives**: Select, open, copy, and delete folders and perform calculations by using the mouse.

Materials	Required:
	o One Computer for demonstration
	o Computers for students to practice
	Optional:
	o Projector (recommended)
	o Whiteboard and markers
Preparation	1. Students need to complete all the topics in Lesson 1.
	2. Prepare a handout that lists the steps that the student needs to perform. These steps will include select, open, copy, move, and delete files and folders. It will also include steps to perform simple mathematical calculations in Windows Calculator by using the calculator. The following is an example of a typical step list:
	a. Start the computer.
	b. Log on to the Windows 8 operating system.
	c. To open the My Document folder, perform one of the following steps:
	i. On the Desktop, double-click **Documents** and then **My Documents**.
	ii. Click **Start** and then click **My Documents**.
	d. Double-click the **My Pictures** folder.
	e. To select a file, click **Sample**.
	f. To open the file, double-click **Sample**.
	g. Close the **Sample** file. This brings you back to the My Pictures folder.
	h. To create a new folder, right-click in the **My Pictures** folder.
	i. In the shortcut menu, point to **New**, and then click **Folder**.
	j. Type the name **Friends** and then click in an empty space in the My Pictures folder.
	k. To create a copy of this folder, right click the **Friends** folder, and then click **Copy**.
	l. Then, right-click at an empty space in the **My Pictures** folder, and then click **Paste**.
	m. To give another name to the new folder, right-click the **Copy of Friends** folder, and then in the shortcut menu, click **Rename**.
	n. Type the name **School Friends**.
	o. To delete the **School Friends** folder, right-click the folder, and then in the shortcut menu, click **Delete**.
	p. Close all the open windows.
	g. To open Windows 8 Calculator, scroll your mouse to the top right corner and click on the **Search** icon to go to your Apps page, and then click the **Calculator** app.
	q. Select the numbers and operators in the calculator by using the mouse to perform four simple mathematical calculations involving adding and multiplying three numbers and dividing and subtracting two numbers. (Here, you can specify the

	calculations that you want the students to perform.)
	You can create your own step list by adding more steps or removing some steps.
Activity	1. Distribute the handout to all the students or write the steps on the whiteboard. You can also ask a student to write the steps for you while you demonstrate the steps.
	2. Demonstrate the steps to the students. If you do not have a projector, divide the students into groups and demonstrate the steps to each group one-by-one.
	3. Then, ask the students to perform the steps listed in the handout. If you do not have enough computers in the class for each student, assign one computer to a group of students and ask each of them to take turns to perform the steps.
	While the students perform the steps, go around the class to each student and monitor their performance. If a student is finding it difficult to perform a particular step, help the student. If some students finish performing all the steps faster than the others, ask them to help the other students with the steps. If there are students who have experience in working with a computer, ask them to help the other students perform the steps.
Evaluation	The students were able to successfully complete all the steps listed in the handout.
Closure	Ask the students about the difficulties they faced when using the mouse. Tell the students that they can get very comfortable with using the mouse only if they practice whenever they get time.
Review Suggestions	As homework, ask the students to create folder, rename folders, copy, and delete folders and to perform simple calculations in Windows Calculator by using the mouse.

Activity #: 06E-01-01	Suggested Time: 30 minutes
Activity Title: Drag Items From One Location to Another by Using the Mouse	**Course Title:** Computer Basics
	Lesson Title: Introduction to Computers
Type of Activity: Game	**Performance Objectives**: Drag items by using the mouse.

Materials	Required:
	o One Computer for demonstration
	o Computers for students to practice
	Optional:
	o Projector (recommended)
	o Whiteboard and markers
Preparation	1. Students need to complete all the topics in Lesson 1.
	2. You must familiarize yourself with how to play this game so that you can demonstrate the same to the students.
	3. To access this game, Scroll your mouse to the top right corner and click on the **Search** icon to go to your Apps page, and then click the **Microsoft Solitaire Collection** app.
Activity	1. Demonstrate to the students how to play the Solitaire game. If you do not have a projector, divide the students into groups and demonstrate the steps to each group one-by-one.
	2. Then, ask the students to play the game. Help the students open the game. If you do not have enough computers in the class for each student, assign one computer to a group of students and ask each of them to take turns to play the game.
	While the students play the game, go around the class to each student and monitor their performance. If a student is finding it difficult to play the game, help the student. If some students are playing the game well, ask them to help the other students.
Evaluation	The students were able to play Solitaire by using the mouse.
Closure	Ask the students how comfortable they feel about using the mouse. Tell the students that they can get very comfortable with using the mouse only if they practice well as and when they get time.
Review Suggestions	As homework, ask the students to play the game until they are comfortable about using the mouse.

Activity #: 07A-01-02	Suggested Time: 30 Minutes
Activity Title: Harnessing the Power of Internet	**Course Title:** Computer Basics
	Lesson Title: Common Computer Terminology
Type of Activity: Activity/ Discussion	**Performance Objectives**: Determine the importance of internet in day to day activities.

Materials	Required:
	- Whiteboard - Marker Optional: NA
Preparation	Prepare a list of questions. 1. For vacations, how do you gather information about various destinations? 2. How do you communicate with friends? 3. How do you pay your bills? 4. How can you know the latest updates government policies? 5. How do you search for a job? 6. How do you buy a book? You can modify the questions based on your class audience.
Activity	1. Divide the class in groups of three or four students. 2. Write the questions on the whiteboard. 3. Assign a question to each group. 4. Give five minutes to the groups to find different ways to perform their assigned task. 5. Call the first group to present their answers and give them 2 minutes to present their answer. 6. After the first group presents their answer, give 3 minutes to other students to clarify their questions or add some more information. 7. Repeat the process for the remaining groups. 8. Finish the activity and explain, or demonstrate (if possible), how computers can help them perform these activities.
Evaluation	Every student in the group should come up with answers. Students must participate in the discussion that is conducted at the end of each presentation. If there are some students who are already using computers for performing these activities, you can ask them to share their experience. If some students are finding it difficult, encourage them to ask questions.
Closure	After the discussion, summarize the advantages of using computers. Answer any queries that the students might have. Tell the students that computers are used for the following tasks: - Research - Communication - Reading books, newspaper, and magazines - Banking - Government Information - Job search

	• Shopping
	• Download programs and files
	• Finding friends
Review Suggestions	NA

Activity #: 08E-01-03	Suggested Time: 50 Minutes
Activity Title: Selecting the Appropriate Type of Computer Based on Specific Requirements	**Course Title:** Computer Basics
	Lesson Title: Computer Performance and Features
Type of Activity: Exercise followed by a group discussion.	**Performance Objectives**: Choose a computer based on the requirements and budget.

Materials	Required:
	- Paper and pencil/pen - Projector Optional: - Computer - Whiteboard and a marker / flipchart - Access to latest computer magazines at a local library for the alternative home assignment (optional)
Preparation	1. Students must complete Topic 1 in Lesson 3. 2. Prepare a list of questions that you will present to the students. For example, - What daily routine tasks can you perform by using a computer? List all that apply. - Which of these tasks would be easier to perform by using a computer? List all that apply. - What is the frequency of these tasks? - How much data would these tasks require you to store? - Would you like to perform these tasks while traveling? - Do these tasks require you to use the keyboard or draw extensively? You can add more questions to help the students choose a type of computer. Ensure that the questions focus on the differences between the types of computers along with other factors that help the students select a type of computer. Ensure that the price factor is only be covered during the discussion so that the students are able to differentiate between what they want and what they need. 3. Prepare and print the checklist containing the common features of different types of computers that you will distribute to each student at the closure of the activity. Ensure that this checklist contains points instead of sentences or paragraphs so that it can serve as a guide for the students.
Activity	1. Provide the students the list of questions. 2. Ask each student to answer each question and then ask them to read Lesson 3 Topic 1. Give the students 10 minutes for this task. Inform the students that they can refer to the topic for deciding on the type of computer that would best meet their needs. 3. Then, display the photographs and features of different types of computers on the Projector and ask the students to select the type or types of computers that best meets their requirements. If a projector isn't available, list the names of different types of computers and their features on the whiteboard. Give the students 5 minutes to perform this task. Alternatively, you can ask the students to consult a computer magazine from their local library and determine their choice as a homework activity. 4. Now, list the price ranges for each type of computer on the whiteboard or the Projector. Ask the students to explain their tasks and their choice of computer to the rest of the class. 5. Ask the rest of the students to question the student about their budget and how the price of

	their chosen computer type compares to their selection. The students explaining their choice should respond to the questions of the class. Assign 2 minutes for this question and answer session for each student.
	6. After each student has presented their choices, ask the students to discuss the merits and demerits of the different types of computers.
Evaluation	The students were able to explain their choice of computer type and answer the questions posed to them by the class. Students participated in discussions and asked questions on the selections presented by the other students.
Closure	After the discussion, provide a checklist containing the common features of different types of computers and the list of questions that you asked the students to determine their choice.
Review Suggestions	Provide your feedback and suggested readings, if required, for the students to learn more about the features of different types of computers.

Activity #: 09A-01-03	Suggested Time: 40 Minutes
Activity Title: The Computer Memory Concept	**Course Title:** Computer Basics
	Lesson Title: Computer Performance and Features
Type of Activity: Group discussion.	**Performance Objectives**: Explain how data is stored to and retrieved from computer memory.

Materials	Required:
	o Paper and pencil/pen
	Optional:
	o Whiteboard and a marker / flipchart
Preparation	1. Students must complete Lesson 3, Topics 2 and 3.
	2. Prepare an analogy to explain how data is stored to and retrieved from computer memory. For example, you can use the analogy of a Filing Cabinet to explain how memory stores information. A Filing Cabinet is used to store data in the form of files and papers that are organized in folders. If the files aren't organized properly, it can be difficult to search for relevant files. The memory of a computer also stores data in the form of data files that are organized in folders. Similar to a Filing Cabinet, if the data stored in the memory isn't organized properly, it can be difficult to locate relevant data.
Activity	1. After the students have read Lesson 3, Topics 2 and 3, tell them that they can create several analogies for comparing the memory of a computer to something else.
	2. Present the analogy that you have prepared and divide the class into groups of 4 to 6 students in each group.
	3. Provide each group 5 minutes to come up with different analogies to explain how the memory of a computer is divided and is used to store information.
	4. Ask each group to explain their analogies to the class.
	5. After a group presents their analogy, ask the rest of the class to discuss how appropriate the analogy is and determine the differences between the analogy and the memory of a computer.
	6. After all groups have discussed their analogies, initiate a discussion on the role of the memory in computer performance.
Evaluation	The students were able to explain how data is stored to and retrieved from the computer memory by using analogies. Students participated in discussions and asked questions on the analogies presented by the other groups. Students were able to discuss the role of memory in computer performance.
Closure	After the discussion, recap the concepts discussed in the class.
Review Suggestions	Provide your feedback and suggested readings, if required, for the students to know more about the features of different types of memory.

Activity #: 10A-01-03	Suggested Time: 30 Minutes
Activity Title: Performing Tasks by Using the Productivity Programs	**Course Title:** Computer Basics
	Lesson Title: Computer Performance and Features
Type of Activity: Activity followed by a group discussion.	**Performance Objectives**: Identify the tasks that can be performed by using different productivity programs.

Materials	Required:
	
	    o Paper and pencil/pen
	
	Optional:
	
	    o Whiteboard and a marker / flipchart

Preparation	1. Students must complete Lesson 3.
	
	2. Prepare a handout containing a list of tasks that the students can perform by using different productivity programs. Use the examples of productivity programs provided in Lesson 3 Topics 3, 4, and 5 as sample productivity programs. The following are some of the tasks you can use:
	
	    a. Write a letter
	
	    b. Write a report
	
	    c. Write a thesis
	
	    d. Write a list
	
	    e. Draw a picture
	
	    f. Draw a chart
	
	    g. Import a picture
	
	    h. Change a picture
	
	    i. Send a letter
	
	Create different types of tasks so that all the features of the various productivity programs are covered and there is at least one task for each student.

Activity	1. Distribute the handout containing the list of tasks that can be performed by using a computer. 2. Ask the students to note the productivity program or programs that they can use to perform these tasks. Ask the students to complete this activity within 10 minutes. 3. Now, ask a student to state the name of a productivity program that can be used to perform a particular task. 4. Then ask other students to state whether they think the productivity program selected by the rest of the class is appropriate. Ask the students to list another productivity program that can help them complete the same task. 5. Encourage the students to think of different productivity programs that can be used to accomplish the same task. For example, let the students know that they can create a table in both a word-processing program and a spreadsheet program and a list of employees can be created either in a spreadsheet program or a database program. 6. Remind the students that the choice between different productivity programs depends on the availability of the program and the amount of data. 7. Repeat this until all students have stated their opinions. 8. After all students have discussed their tasks, initiate a discussion on the different ways in which productivity programs can be used. Also discuss how the output of different productivity programs can be combined.

Evaluation	The students were able to identify the productivity programs that can used to perform a particular task. Students participated in discussions and asked questions on the views presented by the other students.
Closure	After the discussion, recap the concepts discussed in the class.
Review Suggestions	Provide your feedback and suggested readings, if required, for the students to learn more about the features of different productivity programs.

Activity #: 11E-01-03	Suggested Time: 20 Minutes
Activity Title: Working with Folders	Course Title: Computer Basics
	Lesson Title: Computer Operating Systems
Type of Activity: Exercise followed by a group discussion.	Performance Objectives: Create, copy, move, and delete folders.

Materials	Required:
	o One Computer for demonstration
	o Computers for students to practice
	Optional:
	o Projector (recommended)
	o Whiteboard and marker
Preparation	1. Students must complete all topics in Lesson 4.
	2. Prepare a handout containing the list of steps that the students need to perform. These steps will include starting their computer, creating folders, copying folders, moving folders, and deleting folders. The following is an example of a typical step list:
	a. Start the computer.
	b. Log on to the Windows 8 operating system.
	c. To open the My Document folder, perform one of the following steps:
	i. On the Desktop, double-click **Documents**, then **My Documents**.
	ii. From the **Start** menu page click **My Documents**.
	d. To create a file, in the **My Documents** folder, perform one of the following steps:
	i. In the right pane, right-click an empty area, point to **New**, click **Folder**, type a name for the folder, and then press ENTER.
	ii. Click **File**, point to New, click **Folder**, type a name for the folder, and then press ENTER.
	e. To copy a folder, in the **My Documents** folder, perform one of the following steps:
	i. In the right pane, right-click a folder, and click **Copy**. Then right-click an empty area, and click **Paste**.
	ii. In the right pane, click a folder, click **Edit**, and click **Copy**. Then, in the folder, click an empty area, click **Edit**, and click **Paste**.
	f. To move a folder, in the **My Documents** folder, perform one of the following steps:
	i. In the right pane, right-click a folder, and click **Cut**. Then double-click another folder, and click **Paste**.
	ii. In the right pane, click a folder, and then drag the folder to another folder.
	g. To delete a folder, in the **My Documents** folder, perform one of the following steps:
	i. In the right pane, right-click a folder, and then click **Delete**.
	ii. In the right pane, click a folder, and then press DELETE.
	You can create you own step list by adding more steps or removing some steps.

Activity	1. Distribute the handout to all the students or write the steps on the whiteboard. You can also ask a student to write the steps for you while you demonstrate the steps.
	2. Demonstrate the steps to the students. If you do not have a projector, divide the students into groups and demonstrate the steps to each group one-by-one.
	3. Then, ask the students to perform the steps listed in the handout. If you do not have enough computers in the class for each student, assign one computer to a group of students and ask each of them to take turns to perform the steps.
	While the students perform the steps, go around the class to each student and monitor their performance. If a student is finding it difficult to perform a particular step, help the student. If some students finish performing all the steps faster than the others, ask them to help the other students with the steps. If there are students who have experience in working with a computer, ask them to help the other students perform the steps.
Evaluation	The students were able to successfully complete all the steps listed in the handout.
Closure	Ask the students about the difficulties they faced when creating, moving, copying, and deleting folders.
Review Suggestions	As homework, ask the students to organize the data that they intend to save in their computer by creating, renaming, copying, and deleting folders.

Activity #: 12E-01-03	Suggested Time: 20 Minutes
Activity Title: Working with Files	Course Title: Computer Basics
	Lesson Title: Computer Operating Systems
Type of Activity: Exercise followed by a group discussion.	Performance Objectives: Create, copy, move, and delete files.

Materials	Required:
	o One Computer with Microsoft Office Professional Edition 2013 installed for demonstration
	o Computers Microsoft Office Professional Edition 2013 installed for students to practice
	Optional:
	o Projector (recommended)
	o Whiteboard and marker
Preparation	1. Students must complete all topics in Lesson 4.
	2. Prepare a handout containing the list of steps that the students need to perform. These steps will include starting their computer, creating folders, copying folders, moving folders, and deleting folders. The following is an example of a typical step list:
	a. Start the computer.
	b. Log on to the Windows 8 operating system.
	c. To open the My Documents folder, perform one of the following steps:
	i. On the Desktop, double-click **Documents**, then **My Documents**.
	ii. From the **Start** menu page click **My Documents**.
	d. To create a file, in the **My Documents** folder, perform one of the following steps:
	i. In the right pane, right-click an empty area, point to **New**, click **Microsoft Word Document**, type a name for the file, and then press ENTER.
	ii. Click **File**, point to New, click **Microsoft Word Document**, type a name for the file, and then press ENTER.
	e. To copy a file, in the **My Documents** folder, perform one of the following steps:
	i. In the right pane, right-click a file, and click **Copy**. Then, open the folder where you want to copy the file, right-click an empty area in that folder, and click **Paste**.
	ii. Select the file that you want to copy, click **Edit**, and then click **Copy**. Then, open the folder where you want to copy the file, click an empty area, click **Edit**, and click **Paste**.
	f. To move a file from one folder to another, in the **My Documents** folder, perform one of the following steps:
	i. Right-click the file that you want to move, and then click **Cut**. Then, open the folder where you want to move the file, right-click an empty area in the folder, and then click **Paste**.
	ii. Select a file and drag the file to the other folder.
	g. To delete a file, in the **My Documents** folder, perform one of the following

	steps:
	iii. Right-click the file that you want to delete, and then click **Delete**.
	iv. Select the file that you want to delete, and then press DELETE.
	You can create you own step list by adding more steps or removing some steps.
Activity	1. Distribute the handout to all the students or write the steps on the whiteboard. You can also ask a student to write the steps for you while you demonstrate the steps.
	2. Demonstrate the steps to the students. If you do not have a projector, divide the students into groups and demonstrate the steps to each group one-by-one.
	3. Then, ask the students to perform the steps listed in the handout. If you do not have enough computers in the class for each student, assign one computer to a group of students and ask each of them to take turns to perform the steps.
	While the students perform the steps, go around the class to each student and monitor their performance. If a student is finding it difficult to perform a particular step, help the student. If some students finish performing all the steps faster than the others, ask them to help the other students with the steps. If there are students who have experience in working with a computer, ask them to help the other students perform the steps.
Evaluation	The students were able to successfully complete all the steps listed in the handout.
Closure	Ask the students about the difficulties they faced when creating, moving, copying, and deleting files.
Review Suggestions	As homework, ask the students to organize the data that they save their computers by creating, renaming, and copying files and folders.

Activity #: 13A-01-05	Suggested Time: 45 Minutes
Activity Title: Computers: The Managers choice	**Course Title:** Computer Basics
	Lesson Title: Career Opportunities
Type of Activity: Activity/ Discussion	**Performance Objectives**: Determine the importance of computers in today's work environment.

Materials	Required: NA
	Optional: NA

Preparation	**This activity consists of several short interviews. These simulated interviews help the students understand where computer skills are beneficial or may be required.**
	1. Identify students who can play the role of Office Assistant, Accountant, and Secretary. You can create your own roles based on the class requirements.
	2. If your class has students who have some experience in working on any of these job functions, assign them these roles. You can get all these information from their personal dossier.
	3. Students playing the role of Office Assistant and Accountant should be asked to play the role of candidates who are not computer literate. However, the person applying for the post of Secretary is computer savvy.
	4. Prepare a handout contains a list of questions that you will ask the applicants who are appearing for the interview. The following are examples of questions that you can ask each job applicant.
	Ask general questions, such as:
	• What is your job function?
	• How many years of experience do you have?
	• Whom do you report to?
	• How do you perform your task?
	Ask job-specific questions, such as:
	Office Assistant (7 years of work experience and no computer experience)
	• How do you organize data?
	• Describe different ways of communication.
	• Are you satisfied with your job?
	• Have you ever suggested any different method to perform your job?
	Accountant (5 years of work experience and no computer experience)
	• How do you maintain the daily balance sheet?
	• How do you manage the payroll?
	• Have you used any financial accounting software?
	• Are you satisfied with your job?
	Secretary (2 years of work experience with computer experience)
	• Describe different ways of communication.
	• How do you plan and manage meetings?
	• Can you prepare a presentation?

	• Are you satisfied with your job?
	5. Prepare a questionnaire for the students. Print a copy of the questionnaire for each student. The template should contain the following questions:
	a. Who is the most experienced candidate?
	b. Is every candidate's experience is good enough?
	c. Who is most satisfied with his job?
	d. Who is the fittest for a job? Why?
Activity	1. Tell the students that you are conducting interviews for various job openings.
	2. Call three students and ask them to seat separately.
	3. Ask other students to be attentive and listen to the interview carefully. If you are short of time you can choose only two roles, one with computer experience and the other with no computer experience.
	4. Call the student who is appearing for the post of Office Assistant. For every candidate tell them that you have gone through their resume and they meet the qualification standards. Then, ask questions given in the handout. Restrict your interview time to 5 minutes each for every candidate.
	5. Next, call the student who is appearing for the post of Accountant.
	6. Finally, call the student who is appearing for the post of Secretary.
	7. After the interview, distribute the questionnaire and ask your students to complete it. Give students five minutes to complete the questionnaire.
	8. Conduct a discussion session.
	9. Declare that all the candidates have relevant experience and are selected for the job. The Secretary will start work immediately, while the other two will undergo a training program on computers.
	10. Collect the questionnaires from the student.
Evaluation	Every student should be able to answer the questionnaire and they must participate in the discussions and ask questions related to their field of working. If some students are finding it difficult to understand the discussion, encourage them to raise question. Ensure that students were able to determine the importance of computers in their chosen careers. The answers in the questionnaire filled by the students will also help you customize your other lesson plans and create relevant examples.
Closure	After the discussion, summarize the key points. Answer any queries that the students might have.
Review Suggestions	NA

Activity #: 14A-05-04	Suggested Time: 30 Minutes
Activity Title: Choosing a Digital Camera	**Course Title:** The Internet and the World Wide Web
	Lesson Title: The Internet
Type of Activity: Activity/ Discussion	**Performance Objectives**: Identify the type of Internet connection that is required for sharing a specific type of data.
Materials	Required: NA Optional: NA
Preparation	Prepare a list of tasks for the students. Which type of Internet connection would you require to perform the following: a. Watching movies b. Downloading movies c. Sending e-mails d. Listening to online music e. Uploading research papers on a web page f. Uploading images You can modify the questions based on your class requirement.
Activity	1. Divide the class in groups of three or four students. 2. List the tasks on the whiteboard. 3. Assign a task to each group. 4. Ask each group to identify the connection required to perform the task allocated to them. They should also come up explanation for the same. 5. Give 5 minutes to the students to list the factors. 6. Now, call the first group for their presentation and give them a minute to present their answer. Ask them to write the Internet connection type on the Whiteboard. Guide your students to reach to the correct answer. 7. After the first group presents their answer, give a minute to other students to clarify their questions. 8. Repeat the process for the remaining groups.
Evaluation	Every student in the group should come up with answers. If there are some students who are already using Internet, you can ask them to explain student about their experience of using the Internet. If some students are finding it difficult encourage them to raise question.
Closure	After the discussion, summarize the types of connections. Ask the students if they have any questions. Answer any queries that they might have.
Review Suggestions	NA

Activity #: 15E-02-02	Suggested Time: 20 Minutes
Activity Title: Searching for Information on the Internet	Course Title: The Internet and the World Wide Web
	Lesson Title: The World Wide Web
Type of Activity: Exercise	Performance Objectives: Search for information on the Internet by using Microsoft Internet Explorer®.

Materials	Required:
	o One Computer for demonstration
	o Computers for students to practice
	Optional:
	o Projector (recommended)
	o Whiteboard and marker
Preparation	1. Students must complete all topics in Lesson 2.
	2. Prepare a handout containing the list of steps that the students need to perform. These steps will include searching for information on the Internet by using a search engine. The following is an example of a typical step list:
	a. Start the computer.
	b. Log on to the Windows 8 operating system.
	c. To open Internet Explorer, perform one of the following steps:
	iii. On the Desktop, double-click **Internet**.
	iv. From the **Start** menu page, click the **Internet Explorer** icon.
	d. To open the Microsoft Web site, in the Internet Explorer window, in the **Address** box, type **www.msn.com** and then click **Go** or press ENTER.
	e. To search for information about your hobby, in search box (located next to the logo of MSN), type a word or phrase related to your hobby, and then click **Search Web** (indicated by the magnifying glass) or press ENTER. For example, if your hobby is reading fiction, type **Fiction** in the search box.
	You can create your own step list by adding more steps or removing some steps.
Activity	1. Distribute the handout to all the students or write the steps on the whiteboard. You can also ask a student to write the steps for you while you demonstrate the steps.
	2. Demonstrate the steps to the students. If you do not have a projector, divide the students into groups and demonstrate the steps to each group one-by-one.
	3. As you demonstrate the steps, point out to the students, a Web site address, home page, a Web page, and a Web site.
	4. Then, ask the students to perform the steps listed in the handout. If you do not have enough computers in the class for each student, assign one computer to a group of students and ask each of them to take turns to perform the steps.
	While the students perform the steps, go around the class to each student and monitor their performance. If a student is finding it difficult to perform a particular step, help the student. If some students finish performing all the steps faster than the others, ask them to help the other students with the steps. If there are students who have experience in working with a computer, ask them to help the other students perform the steps.
Evaluation	The students were able to successfully complete all the steps listed in the handout.
Closure	Ask the students about the type of information they could locate on the Internet. Ask them whether they were valid information. Explain to them that they can use the Internet to

	search for any type information.
Review Suggestions	As homework, ask the students to search for various types of information.

Activity #: 16E-02-02	Suggested Time: 20 Minutes
Activity Title: Buying Items on the Internet	**Course Title:** The Internet and the World Wide Web
	Lesson Title: The World Wide Web
Type of Activity: Exercise	**Performance Objectives**: Buy items on the Internet.

Materials	Required:
	o One Computer for demonstration
	o Computers for students to practice
	Optional:
	o Projector (recommended)
	o Whiteboard and marker
Preparation	1. Students must complete all topics in Lesson 2.
	2. Prepare a handout containing the list of steps that the students need to perform. These steps will include accessing the shopping site, selecting the items to be bought, and paying for the item online. The following is an example of a typical step list:
	a. Start the computer.
	b. Log on to the Windows 8 operating system.
	c. To open Internet Explorer, perform one of the following steps:
	i. On the Desktop, double-click **Internet**.
	ii. From the **Start** menu page, click **Internet Explorer**.
	d. To open the Microsoft Web site, in the Internet Explorer window, in the **Address** box, type the require site address, and then click **Go** or press ENTER.
	e. To buy and item, click the appropriate links on the selected Web site.
	f. Narrow you search by selecting the appropriate options displayed on the subsequent pages, until you find the item that you want to buy.
	g. Add the selected item to the shopping cart provided by the site.
	h. Proceed to the next step.
	i. Specify the shipping address. The shipping address is the address to which you want the item to be sent.
	j. Register on the site, when asked to do so.
	Note: Do not provide any credit card information during this exercise. When actually buying something on the Internet, after registering on a site, you must provide your credit card details. When providing your credit card details, you must ensure that the site is secured so that the details you provide are not compromised or misused. After you provide valid credit card details, generally an order number is displayed. You can use this number to track the status of your order.
	You can create your own step list by adding more steps or removing some steps.
Activity	1. Distribute the handout to all the students or write the steps on the whiteboard. You can also ask a student to write the steps for you while you demonstrate the steps.
	2. Demonstrate the steps to the students. If you do not have a projector, divide the students into groups and demonstrate the steps to each group one-by-one.
	3. Then, ask the students to perform the steps listed in the handout. If you do not have enough computers in the class for each student, assign one computer to a group of

	students and ask each of them to take turns to perform the steps. Instruct the students not to provide their credit card details.
	While the students perform the steps, go around the class to each student and monitor their performance. If a student is finding it difficult to perform a particular step, help the student. If some students finish performing all the steps faster than the others, ask them to help the other students with the steps. If there are students who have experience in working with a computer, ask them to help the other students perform the steps.
Evaluation	The students were able to successfully complete all the steps listed in the handout.
Closure	Recap on the steps involved in shopping on the Internet. Discuss the points to be kept in mind when providing the credit card details.
Review Suggestions	NA

Activity #: 17E-02-03	Suggested Time: 20 Minutes
Activity Title: Creating an E-mail Account	Course Title: The Internet and the World Wide Web
	Lesson Title: The World Wide Web
Type of Activity: Exercise	Performance Objectives: Open an e-mail account on any of the free e-mail sites.

Materials	Required: o One Computer for demonstration o Computers for students to practice Optional: o Projector (recommended) o Whiteboard and marker
Preparation	1. Students must complete all topics in Lesson 3. 2. Prepare a handout containing the list of steps that the students need to perform. These steps will include accessing the Internet mail site and opening an e-mail account on the site. The following is an example of a typical step list: a. Start the computer. b. Log on to the Windows 8 operating system. c. To open Internet Explorer, perform one of the following steps: iii. On the Desktop, double-click **Internet**. iv. From the **Start** menu, click the **Internet Explorer icon**. d. To open the Windows Live™ Hotmail® Web site, in the Internet Explorer window, in the **Address** box, type **www.hotmail.com** and then click **Go** or press ENTER. e. On the **Windows Live Hotmail** page, click **Sign Up**. f. On the next page, click **Sign Up**. g. On the next page, provide the details as required, and then click **I Accept**. You can create your own step list by adding more steps or removing some steps.
Activity	1. Distribute the handout to all the students or write the steps on the whiteboard. You can also ask a student to write the steps for you while you demonstrate the steps. 2. Demonstrate the steps to the students. If you do not have a projector, divide the students into groups and demonstrate the steps to each group one-by-one. 3. Then, ask the students to perform the steps listed in the handout. If you do not have enough computers in the class for each student, assign one computer to a group of students and ask each group to create one e-mail account for the group. While the students perform the steps, go around the class to each student and monitor their performance. If a student is finding it difficult to perform a particular step, help the student. If some students finish performing all the steps faster than the others, ask them to help the other students with the steps. If there are students who have experience in working with a computer, ask them to help the other students perform the steps.
Evaluation	The students were able to successfully complete all the steps listed in the handout.
Closure	Recap on the steps involved in creating an e-mail account. Discuss the best practices of creating a password.
Review	NA

Suggestions	

Activity #: 18E-02-03	Suggested Time: 30 Minutes
Activity Title: Writing, Sending, and Managing E-Mail Messages	**Course Title:** The Internet and the World Wide Web
	Lesson Title: The World Wide Web
Type of Activity: Exercise	**Performance Objectives**: Write, send, and manage e-mail messages.

Materials	Required:
	o One Computer for demonstration
	o Computers for students to practice
	Optional:
	o Projector (recommended)
	o Whiteboard and marker
Preparation	1. Students must complete all topics in Lesson 3.
	2. Students must also perform Activity #: 17E-02-03 because they will need to sign up for an e-mail account before proceeding with this exercise.
	3. Prepare a handout containing the list of steps that the students will perform. These steps will include logging on to the e-mail account, writing an e-mail message to another students/group, sending the e-mail message, replying to the e-mail message, organizing the e-mail messages in folders, and deleting e-mail messages that are not required. The following is an example of a typical step list:
	a. Start the computer.
	b. Log on to the Windows 8 operating system.
	c. To open Internet Explorer, perform one of the following steps:
	i. On the Desktop, double-click **Internet**.
	ii. From the **Start** menu page, click the **Internet Explorer icon**.
	d. To open the Windows Live Hotmail Web site, in the Internet Explorer window, in the **Address** box, type **www.hotmail.com** and then click **Go** or press ENTER.
	e. On the **Windows Live Hotmail** page, in the **Sign in to Hotmail** section, in the **E-mail address** box, type your e-mail address, in the **Password** box, type your password, and then click **Sign in** or press ENTER.
	f. To compose a mail, on the next page, click **New**.
	g. In the **To** box, type the e-mail address of the student or group to whom you want to send the e-mail message.
	h. In the **Subject** box, type a subject for the message.
	i. In the message body, type the message, and then click **Send**.
	j. To view the message that you have received, click **Inbox**.
	k. To open the message that you received, double-click the message.
	l. To reply to the message, click **Reply**.
	m. Type your reply and then click **Send**.
	n. To organize your e-mail messages, right-click **Inbox**, and then click **New Folder**.
	o. Type a name for the new folder.
	p. To move an e-mail message from the **Inbox** to the new folder, drag the

	required message from the Inbox to the new folder.
	q. To delete an e-mail message, select the message, and then click **Delete** (indicated by the red cross).
	You can create your own step list by adding more steps or removing some steps.
Activity	1. Distribute the handout to all the students or write the steps on the whiteboard. You can also ask a student to write the steps for you while you demonstrate the steps.
	2. Demonstrate the steps to the students. If you do not have a projector, divide the students into groups and demonstrate the steps to each group one-by-one.
	3. Ask the students or the groups to share their e-mail address with each other.
	4. Then, ask the students to perform the steps listed in the handout. If you do not have enough computers in the class for each student, assign one computer to a group of students and ask each group to send e-mail messages to other groups.
	While the students perform the steps, go around the class to each student and monitor their performance. If a student is finding it difficult to perform a particular step, help the student. If some students finish performing all the steps faster than the others, ask them to help the other students with the steps. If there are students who have experience in working with a computer, ask them to help the other students perform the steps.
Evaluation	The students were able to successfully complete all the steps listed in the handout.
Closure	Recap on the steps involved in sending an e-mail account.
Review Suggestions	Ask the students to practice sending e-mail messages to multiple recipients and replying to all the recipients of a message.

Activity #: 19E-02-03	Suggested Time: 20 Minutes
Activity Title: Communicating by Using an Instant Messenger	**Course Title:** The Internet and the World Wide Web
	Lesson Title: The World Wide Web
Type of Activity: Exercise	**Performance Objectives**: Communicate with a friend by using instant messaging via Skype.

Materials	Required:
	o One Computer for demonstration with Skype installed.
	o Computers for students to practice with Skype installed.
	Optional:
	o Projector (recommended)
	o Whiteboard and marker
Preparation	1. Students must complete all topics in Lesson 3.
	2. Students must also perform Activity #: 17E-02-03 because they will need to sign up for an e-mail account before proceeding with this exercise.
	3. Prepare a handout containing the list of steps that the students will perform. These steps will include logging on to the instant messenger, adding a contact, and sending and receiving messages. The following is an example of a typical step list:
	a. Start the computer.
	b. Log on to the Windows 8 operating system.
	c. To open Skype from your Start menu page, click the **Skype icon.**
	d. In the Skype window, in the **E-mail address** box, type your e-mail address; in the **Password** box, type your password, and then click **Sign In**.
	e. To add a friend to the instant messenger, on Skype, click the **Add a Contact** icon.
	f. Specify your friend's e-mail address, phone number or search for a name, and then hit **Enter**.
	g. Find your contact among those listed and double-click. You will see **an Add to Contacts** button. Click it to send a contact request.
	h. To send an instant message to your friend, with Skype, double-click the name of your friend.
	i. In the **Send a Message** window, type your message in the lower panel, and then click **Send**.
	j. To add an emoticon to your message, in the lower panel, click the **emoticon** symbol (indicated by a smiley) , and then click to select the required emoticon.
	k. To change your picture, click the **Change Picture** tab under your current picture and follow the instructions.
	You can create your own step list by adding more steps or removing some steps.
Activity	1. Distribute the handout to all the students or write the steps on the whiteboard. You can also ask a student to write the steps for you while you demonstrate the steps.
	2. Demonstrate the steps to the students. If you do not have a projector, divide the students into groups and demonstrate the steps to each group.
	3. Ask the students or the groups to share their e-mail address with each other.
	4. Then, ask the students to perform the steps listed in the handout. If you do not have enough computers in the class for each student, assign one computer to a group of

	students and ask each group to send e-mail messages to other groups.
	While the students perform the steps, go around the class to each student and monitor their performance. If a student is finding it difficult to perform a particular step, help the student.
Evaluation	The students were able to successfully complete all the steps listed in the handout.
Closure	Recap on the steps involved in sending instant messages.
Review Suggestions	Ask the students to explore the various other features of the instant messenger. In the next class, you can ask what other features they explored, answer any queries that they have regarding the features, and tell them about the ones that they missed out.

Activity #: 20E-03-02	Suggested Time: 20 Minutes
Activity Title: Exploring the User Interface of a Productivity Program	Course Title: Productivity Programs
	Lesson Title: Common Features and Commands
Type of Activity: Exercise	Performance Objectives: Perform basic tasks by using the main components of the user interface of productivity programs.

Materials	Required:
	o One Computer for demonstration with Microsoft Office Professional 2013 installed.
	o Computers for students to practice with Microsoft Office Professional 2013 installed.
	Optional:
	o Projector (recommended)
	o Whiteboard and marker
Preparation	1. Students must complete all topics in Lesson 2.
	2. Prepare a handout containing the list of steps that the students need to perform. These steps will include opening one of the productivity programs, using the coming menu commands and the toolbar button, and using some keyboard shortcuts. The following is an example of a typical step list:
	a. Start the computer.
	b. Log on to the Windows 8 operating system.
	c. To open the Word 2013 from your Start menu page click the **Microsoft Office** icon, and then click **Microsoft Office Word 2013**.
	d. In the Word 2013 window, ensure that the insertion pointer is on the first line, and then type 2-3 sentences.
	e. To copy a sentence to the next paragraph by using the menu,
	a. Click and drag the mouse over the required sentence to select it, and then on the **File** menu, click **Copy**. The sentence is copied to the clipboard.
	b. To create the second paragraph, place the insertion pointer to the end of the first paragraph and then press ENTER two times.
	c. To paste the copied sentence in the next paragraph, ensure that the insertion pointer is at the first line of the second paragraph, and then on the **File** menu, click **Paste**.
	f. To copy a sentence from the first paragraph into the second paragraph by using the keys on keyboard, perform the following steps:
	a. Click and drag the mouse pointer over the sentence you want to copy, and then press CTRL+C.
	b. To paste the copied the sentence to the second paragraph, place the insertion pointer at the location where you want to paste the sentence, and press CTRL+V.
	g. To move a sentence from the first paragraph into the second paragraph by using the toolbar buttons, click and drag the mouse pointer over the sentence you want to move to select the sentence.
	h. On the **Standard** toolbar, click the **Cut** (indicated by a scissor) button. The sentence is deleted from the first paragraph and placed on the clipboard.
	i. Place the insertion pointer at the location where you want to move the

	selected sentence, and then on the **Standard** toolbar, click the **Paste** (indicated by a clipboard) button.
	j. To delete a sentence, click and drag the mouse pointer over the sentence you want to delete to select the sentence, and then press the DELETE key.
	k. To save the document, on the **File** menu, click **Save As**.
	l. In the **Save As** dialog box, in the **File** name box, type a name for the document, and then click **Save**.
	m. To close the document, on the **File** menu, click **Close**. Notice that Word 2013 does not close, only the document closes.
	n. To open the document, in the Word 2013 window, on the **Standard** toolbar, click the **Open** (indicated by a folder) button.
	o. In the **Open** dialog box, click to select the file that you want to open, and then click **Open**.
	p. Type few more sentences in the document.
	q. To save the changes made to the document, on the **Standard** toolbar, click the **Save** (indicated by a floppy) button.
	r. Type a word.
	s. To delete the word that you just typed, press CTRL+Z. This key combination is used to undo the last action.
	t. To get the word that you just deleted back into the document, press CRTL+Y. This key combination is used to redo the last action.
	u. To save the changes, on the **Standard** toolbar, click the **Save** button.
	v. To close the document and Word 2013, on the **File** menu, click **Exit**.
	You can create you own step list by adding more steps or removing some steps.
Activity	1. Distribute the handout to all the students or write the steps on the whiteboard. You can also ask a student to write the steps for you while you demonstrate the steps.
	2. Demonstrate the steps to the students. If you do not have a projector, divide the students into groups and demonstrate the steps to each group.
	3. Then, ask the students to perform the steps listed in the handout. If you do not have enough computers in the class for each student, assign one computer to a group of students and ask each group to send e-mail messages to other groups.
	While the students perform the steps, go around the class to each student and monitor their performance. If a student is finding it difficult to perform a particular step, help the student. If some students finish performing all the steps faster than the others, ask them to help the other students with the steps. If there are students who have experience in working with a computer, ask them to help the other students perform the steps.
Evaluation	The students were able to successfully complete all the steps listed in the handout.
Closure	Discuss the difficulties that the students faced when performing the steps. Resolve any queries that the students might have.
Review Suggestions	Ask the students to explore the various other features of the productivity program. In the next class, answer any queries that the students might have regarding the other options available in the productivity program user interface.

Activity #: 21E-03-03	**Suggested Time:** 20 Minutes
Activity Title: Formatting Text with Word 2013	**Course Title:** Productivity Programs
	Lesson Title: Word Processors
Type of Activity: Exercise followed by a group discussion.	**Performance Objectives**: Create an invitation for a company-wide seminar.

Materials	Required:
	- One Computer for demonstration - Computers for students to practice Optional: - Projector (recommended) - Whiteboard and marker
Preparation	a. Students must complete all topics in Lesson 3.
	b. Prepare a handout containing the list of steps that the students need to create an invitation for a company-wide seminar. These steps will include typing the text for the heading, location, date and time, and agenda of the seminar. The following is an example of a typical step list:
	c. Start the computer.
	d. Log on to the Windows 8 operating system.
	e. To open the Word 2013 from your Start menu page click the **Microsoft Office** icon, and then click **Microsoft Office Word 2013**.
	f. Type the heading, location, date, and time of the seminar and then press ENTER.
	g. To change the font of the heading, select the heading, and then click **Format**, click **Font**, and then select the appropriate font from the **Font** box.
	h. To make the heading bold, in the **Font style** box, click **Bold**.
	i. To change the font size of the heading, in the **Size** box, select the appropriate font size, and then click **OK**.
	j. Repeat the procedure to format the location, date, and time of the seminar.
	k. To add a table, in the document, click **Table**, point to **Insert**, and then click **Table**.
	l. To specify that the table will contain 5 rows and 2 columns, in the **Number of columns** box, type **2** and in **Number of rows** box, type **5**.
	m. Click **OK**.
	n. Type the heading in the first row of the table.
	o. To format the heading, select the heading and repeat steps f to h.
	p. Type appropriate text in the remaining cells of the table.
	q. To format the text in these cells, select the text in the cells and repeat steps f to h.
	r. To save the budget, click **File**, click **Save As**, type a name for the spreadsheet, navigate to the folder where you want to save the document, and then click **Save**.
	s. To print your budget, select the cells that you want to print, click **File**, click **Print**, and in the **Print what** area, click **Selection**, and then click **OK**.
	You can create you own step list by adding more steps, modifying some steps, or removing some steps.
Activity	1. Distribute the handout to all the students or write the steps on the whiteboard. You can also

	ask a student to write the steps for you while you demonstrate the steps.
	2. Demonstrate the steps to the students. If you do not have a projector, divide the students into groups and demonstrate the steps to each group one-by-one.
	3. Then, ask the students to perform the steps listed in the handout. If you do not have enough computers in the class for each student, assign one computer to a group of students and ask each of them to take turns to perform the steps.
	While the students perform the steps, go around the class to each student and monitor their performance. If a student is finding it difficult to perform a particular step, help the student. If some students finish performing all the steps faster than the others, ask them to help the other students with the steps. If there are students who have experience in working with a computer, ask them to help the other students perform the steps.
Evaluation	The students were able to successfully complete all the steps listed in the handout.
Closure	Ask the students about the difficulties they faced when creating an invitation for a company-wide seminar.
Review Suggestions	As homework, ask the students to create documents that require tables and formatting.

Activity #: 22E-03-04	Suggested Time: 20 Minutes
Activity Title: Creating a Report in Excel 2013	Course Title: Productivity Programs
	Lesson Title: Spreadsheets
Type of Activity: Exercise followed by a group discussion.	Performance Objectives: Create, manage, and print a monthly expenditure report.

Materials	Required:
	o One Computer for demonstration
	o Computers for students to practice
	Optional:
	o Projector (recommended)
	o Whiteboard and marker

Preparation	
	a. Students must complete all topics in Lesson 3.
	b. Prepare a handout containing the list of steps that the students use to perform the steps. These steps will include creating, managing, and printing a monthly expenditure report. The following is an example of a typical step list:
	c. Start the computer.
	d. Log on to the Windows 8 operating system.
	e. To open Excel 2013 from your Start menu page click the **Microsoft Office 2013** icon, and then click **Microsoft Office Excel 2013**.
	f. In cell A1, type **Monthly Expenditure Report** and press ENTER.
	g. To change the font of the heading, select the heading, and then click **Format**, click **Cells**, click **Font**, and then select the appropriate font from the **Font** box.
	h. To make the heading bold, in the **Font style** box, click **Bold**.
	i. To change the font size of the heading, in the **Size** box, select the appropriate font size, and then click **OK**.
	j. Click cell A2.
	k. In cell A2, type **Item** and then press ENTER.
	l. Click cell B2.
	m. In cell B2, type **Number** and then press ENTER.
	n. Click cell C2.
	o. In cell C2, type **Price** and then press ENTER.
	p. Click cell D2.
	q. In cell D2, type **Expenditure** and then press ENTER.
	r. To format these headings, select the cells, and repeat steps e to g.
	s. Type the details of the expenditure in A, B, and C columns.
	t. To calculate the total expenditure for an item, click cell **D3**, type **=** and click cell **B3**, type * and click cell **C3**, and then press ENTER.
	u. To calculate the expenditure for the remaining items, click cell **D3**, click **Edit**, and then click **Copy**.
	v. In column **D**, select the cells with corresponding text in previous column, click **Edit**, and then click **Paste**.

	w. To format the text in these cells, select the cells, and repeat steps e to g.
	x. To calculate the total expenditure, in the first empty cell in column **D**, type **=SUM(** and in column D, select all the cells containing a number, and then type **)** and press ENTER.
	y. To adjust the width of the cells, select all populated cells except cell A1, click **Format**, point to **Column**, click **AutoFit Selection**, and then click **OK**.
	z. To merge cells A1 to D1, select cells from A1 to D1, click **Format**, click **Cells**, click **Alignment**, and then select the **Merge cells** check box, and then click **OK**.
	You can create your own step list by adding more steps, modifying some steps, or removing some steps.
Activity	1. Distribute the handout to all the students or write the steps on the whiteboard. You can also ask a student to write the steps for you while you demonstrate the steps.
	2. Demonstrate the steps to the students. If you do not have a projector, divide the students into groups and demonstrate the steps to each group one-by-one.
	3. Then, ask the students to perform the steps listed in the handout. If you do not have enough computers in the class for each student, assign one computer to a group of students and ask each of them to take turns to perform the steps.
	While the students perform the steps, go around the class to each student and monitor their performance. If a student is finding it difficult to perform a particular step, help the student. If some students finish performing all the steps faster than the others, ask them to help the other students with the steps. If there are students who have experience in working with a computer, ask them to help the other students perform the steps.
Evaluation	The students were able to successfully complete all the steps listed in the handout.
Closure	Ask the students about the difficulties they faced when creating, managing, and printing a monthly expenditure report.
Review Suggestions	As homework, ask the students to create more spreadsheets.

Activity #: 23E-03-05	Suggested Time: 20 Minutes
Activity Title: Creating a Presentation by Using Microsoft Office PowerPoint® 2013	**Course Title:** Productivity Programs
	Lesson Title: Presentation Programs
Type of Activity: Exercise	**Performance Objectives**: Create a presentation by using PowerPoint 2013.

Materials	Required:
	o One Computer for demonstration with Microsoft Office Professional Edition 2013 installed.
	o Computers for students to practice with Microsoft Office Professional Edition 2013 installed.
	Optional:
	o Projector (recommended)
	o Whiteboard and marker
Preparation	a. Students must complete all topics in Lesson 5.
	b. Prepare a handout containing the list of steps that the students will perform. These steps will include creating a new presentation, selecting a template for the presentation, adding slides to the presentation, moving the slides from one location to another, adding text and graphic to the slides, viewing a slide show of the presentation. The following is an example of a typical step list:
	c. Start the computer.
	d. Log on to the Windows 8 operating system.
	e. To open PowerPoint 2013 from your Start menu page click the **Microsoft Office 2013** icon, and then click **Microsoft Office PowerPoint 2013**.
	f. To open the task pane, press CTRL+F1 or on the **View** menu, click **Task Pane**.
	g. To create a new presentation, in the **Getting Started** task pane, click **Create a new presentation**.
	h. To create the new presentation from a template, in the **New Presentation** task pane, click **Form design template**.
	i. To select a template for the presentation, in the **Slide Design** task pane, under **Apply a design template**, roll the mouse over the template you want to use, click the arrow that appears, and then click **Apply to All Slides**.
	j. To change the color scheme of the presentation, in the **Slide Design** task pane, click **Color Schemes**.
	k. In the **Slide Design** task pane, under **Apply a color scheme**, roll the mouse over the color scheme you want to use, click the arrow that appears, and then click **Apply to All Slides**.
	l. Type a title for the presentation.
	m. To add another slide to your presentation, on the **Insert** menu, click **New Slide**.
	n. Type some text in the slide.
	o. To add a graphic to the slide, on the **Insert** menu, point to **Picture**, and then click **Clip Art**.
	p. In the **Clip Art** task pane, roll the mouse over the clip art you want to insert in

	the slide, click the arrow that appears, and then click **Insert**. q. Add another slide. r. Add some text to the new slide. s. To move the third slide as the second slide, in the left pane, in the **Slides** pane, click and drag slide 3 before slide 2. t. To save the presentation, on the **File** menu, click **Save As**. u. In the **Save As** dialog box, in the **File** name box, type a name for the document, and then click **Save**. v. To view a slide show of the presentation, in the left pane, in the **Slides** pane, click the first slide to select it. w. On the **Slide Show** menu, click **View Show**. x. To proceed to the next slide in the slide show, click the mouse button or press ENTER or SPACEBAR. y. To exit the slide show, press the ESC key. z. To close the presentation and PowerPoint 2013, on the **File** menu, click **Exit**. You can create your own step list by adding more steps or removing some steps.
Activity	1. Distribute the handout to all the students or write the steps on the whiteboard. You can also ask a student to write the steps for you while you demonstrate the steps. 2. Demonstrate the steps to the students. If you do not have a projector, divide the students into groups and demonstrate the steps to each group. 3. Then, ask the students to perform the steps listed in the handout. If you do not have enough computers in the class for each student, assign one computer to a group of students and ask each group to send e-mail messages to other groups. While the students perform the steps, go around the class to each student and monitor their performance. If a student is finding it difficult to perform a particular step, help the student. If some students finish performing all the steps faster than the others, ask them to help the other students with the steps. If there are students who have experience in working with a computer, ask them to help the other students perform the steps.
Evaluation	The students were able to successfully complete all the steps listed in the handout.
Closure	Discuss the difficulties that the students faced when performing the steps. Resolve any queries that the students might have.
Review Suggestions	Ask the students to explore the various other features of PowerPoint 2013. In the next class, answer any queries that the students might have regarding the other options available in PowerPoint 2013.

Activity #: 24A-04-02	**Suggested Time:** 25 Minutes
Activity Title: Securing Online Transactions	**Course Title:** Computer Security and Privacy
	Lesson Title: Protecting Your Computer and Your Data
Type of Activity: An activity followed by a group discussion.	**Performance Objectives**: Identify preventive measures that can be used to mitigate security threats for online transactions.

Materials	Required:
	
	   o Whiteboard and marker
	
	Optional:
	
	   o Projector (recommended)
	
	   o Computers for students

Preparation	1. Students must complete all topics in Lesson 2.
	
	2. Prepare a handout containing examples of different types of online transactions in which the students are likely to participate. The following is a typical list of examples:
	
	    a. Searching for information
	    b. Reading news online
	    c. Accessing information stored online
	    d. Buying products online
	    e. Selling products online
	    f. Playing online games
	    g. Taking an online course
	    h. Take tests or exams online
	
	You can create your own list by adding more examples or removing some examples.

Activity	1. Distribute the handout to all the students or write the examples on the whiteboard.
	
	2. Ask each student to determine the security risks that they can face while performing the transactions listed in the handouts. For example, while playing online games, the students can face the following security threats:
	
	    a. Receive malicious content such as virus, worm, or spyware.
	    b. Receive attractive offers that require providing personal information.
	    c. Receive attractive offers that require spending money online.
	    d. Running active content that installs a malicious program on your computer.
	
	3. After all the students have completed their task, ask each student to share their lists. Write down the different types of security risks that the students can face while performing the listed transactions so that all the responses are collected. If you feel that certain threats aren't suggested by the students, inform the students of these threats.
	
	4. Now, ask students to discuss the possible preventive measures that can be taken to prevent these threats. List these measures on the whiteboard.
	
	5. Ensure that all the students participate in the discussion. One way to accomplish this is to point to a particular threat and ask a specific student to identify the security measures that would mitigate the threat. Then you can ask other students to volunteer their thoughts and add more preventive measures to the list.

Evaluation	The students were able to successfully identify the preventive measures that would be required to mitigate security threats for online transactions.

Closure	Recap the concepts discussed in the class and encourage the students to ask questions, if any. Also, ask the students to think about measures that they can take if they face a security threat.
Review Suggestions	NA

Activity #: 25E-04-02	Suggested Time: 25 Minutes
Activity Title: Securing Online E-mail and Instant Messaging	**Course Title:** Computer Security and Privacy
	Lesson Title: Protecting Your Computer and Your Data
Type of Activity: A group discussion.	**Performance Objectives**: Identify preventive measures that can be used to mitigate security threats for online communication by using e-mail messages and instant messaging.

Materials	Required: ○ Whiteboard and marker Optional: ○ Projector (recommended) ○ Computers for students
Preparation	Students must complete all topics in Lesson 2.
Activity	1. Divide the students into two groups. 2. Ask each one group to determine the security risks that they can face while performing e-mail transactions. For example, while receiving e-mail messages, the students can face the following security threats: a. Receive malicious content such as virus, worm, or spyware. b. Receive attractive offers through e-mails that require providing personal information. c. Contain a link that installs a malicious program on your computer. 3. Ask the other group to determine the security risks that they can face while sending and receiving instant messages. For example, while receiving instant messages, the students can face the following security threats: a. Receive files containing malicious content such as virus, worm, or spyware. b. Accidentally reveal personal information to a group of people. 4. After both groups have completed their task, ask each group to share their lists. Write down the different types of security risks that the students can face so that all the responses are collected. If you feel that certain threats aren't suggested by the students, inform the students of these threats. 5. Now, ask students from the other group to state the possible preventive measures that can be taken to prevent these threats from materializing. List these measures on the whiteboard. 6. Now encourage all students to discuss the effectiveness of these preventive measures and even add measures, if required. 7. Ensure that all the students participate in the discussion. One way to accomplish this is to point to specific students to state their opinion. Then you can ask other students to volunteer their thoughts and add more preventive measures to the list. 8. Then repeat the process with the second group.
Evaluation	The students were able to successfully identify the preventive measures that would be required to mitigate security threats for online communication methods such as e-mail messages and instant messaging.
Closure	Recap the concepts discussed in the class and encourage the students to ask questions, if any. Also, ask the students to think about measures that they can take if a security threat materializes.
Review Suggestions	As homework, ask the students to think about measures that they can take if a security threat materializes.

Activity #: 26A-04-03	Suggested Time: 40 Minutes
Activity Title: Protect Yourself from Computer-Related Security Threats	**Course Title:** Computer Security and Privacy
	Lesson Title: Protecting Yourself and Your Family from Security Threats
Type of Activity: Challenge followed by a group discussion.	**Performance Objectives**: Prepare a list of guidelines for protecting themselves from computer-related security threats.

Materials	Required:
	
	    o Paper and pencil/pen
	
	    o Printed copies of the list of situations for home assignment
	
	 Optional:
	
	    o Whiteboard and a marker / flipchart
	
	    o Internet connection for the home assignment

Preparation	1. Students must complete all the topics in Lesson 3. 2. Prepare a list of scenarios that you need to present to the students. 3. Prepare a list of scenarios that you need to give to the students as homework. 4. Prepare and print the checklist that you need to distribute to each student at the closure.
Activity	1. Divide the class into multiple groups (Max 4). 2. List the scenario that can lead to possible threats. For example, • I frequently access the Internet and download movies. • My children use my home computer regularly. This computer also has an Internet connection. • I have confidential documents on my computer. • I am concerned that someone may try to access my computer when I am not around. • I use the computer at the university computer lab for my research project. You can choose an appropriate number of scenarios that can be covered in the available time. If you have several groups, divide the scenarios to balance out the discussion. Ensure that the scenarios focus on the threats that the students are likely to face in their day-to-day activities. 3. Assign one scenario to each group. 4. Ask the groups to list the consequences. Give them 5 minutes for this task. 5. Now ask the groups to list the corresponding preventive measures for the threats represented by the scenario assigned to them. Give the students 10 minutes to come up with their list. 6. Now, appoint a representative from each group to present their list. 7. After each group presents their list, have a 3-minute question and answer session. Ensure that every student participates in the discussion. The students must understand the situations and arrive at the appropriate solutions to successfully complete the activity. If the students deviate from the point of discussion, ask questions to direct them back on track. 8. Repeat the same for the remaining groups.
Evaluation	The students were able to prepare a list of consequences with respective preventive measures for their assigned scenario. Students participated in discussions and contributed to the scenarios presented by the other groups.
Closure	After the discussion, provide a checklist sheet containing the common preventive measures that

	a student must follow while using on a computer.
Review Suggestions	As homework, provide a sheet containing more scenarios to each student and ask them to list the consequences and preventive measures. Collect the sheet with the responses in the next class. The students should be able to prepare a list of the appropriate consequences and preventive measures for each scenario. Advise the students to search the Internet for information about how to keep the computer safe.
	Provide your feedback and suggested readings, if required, for the student responses before you begin Lesson 4, "Keeping Your Computer Secure and Updated". This homework is not mandatory and it can be conducted in programs with multiple sessions such as Semester and Quarter.

Activity #: 27A-04-03	Suggested Time: 25 Minutes
Activity Title: Protection from Online Predators	**Course Title:** Computer Security and Privacy
	Lesson Title: Protecting Yourself and Your Family from Security Threats
Type of Activity: A group discussion.	**Performance Objectives**: Identify preventive measures that can be used to protect them and their family from online predators.

Materials	Required:
	o Whiteboard and marker
	Optional:
	o Projector (recommended)
	o Computers for students
Preparation	1. Students must complete all topics in Lesson 3.
	2. Create a list of preventive measures to protect yourself and your family from online predators. This list can include measures such as:
	a. Monitor your child's Internet use consistently.
	b. Closely monitor the information your children have posted on the social networking Web sites that they belong to.
	c. Find out the Web sites your child's social networking site is linked to.
	d. Talk to your child about your Internet safety concerns in a positive way and give them the opportunity to make safety resolutions that you can both live with.
	e. Your kids should NEVER give out personal information such as name, address, phone, and school name.
	f. Your kids should NEVER meet anyone from online without your permission.
	g. Your kids should NEVER open emails from unknown senders.
	h. Your kids should NEVER share their photo with strangers over the Internet.
	i. Encourage your children to bring anything strange or upsetting to your attention and don't overreact when they do.
	j. Stay in touch with your kid's online activities.
	k. Know who their online friends are along with who is on their buddy list, just as you would their other friends.
	l. Use filtering and monitoring software to assist you in protecting your children.
	m. Ensure that all Internet accounts are in your name.
	n. Notify the police if someone your child met online starts calling them, sending gifts, or trying to lure them from home.
	o. Check your credit card statements each month for unusual charges that may indicate that a stranger or your child is making unauthorized purchases.
	p. Keep the computer in a public area of the house.
Activity	1. Divide the students into groups of four to five students.
	2. Ask each group to search the Internet for information about online predators and create a checklist containing online predator behavior and preventive measures.
	3. Ask each group to share a trait of an online predator along with a preventive measure.
	4. Then, ask other students to discuss the trait and the preventive measure. Encourage the students to share fictitious examples of how the preventive measure can foil the objective of

	a predator.
	5. Now, encourage all students to discuss the effectiveness of these preventive measures and even add measures, if required.
	6. Ensure that all the students participate in the discussion. One way to accomplish this is to point to specific students to state their opinion. Then you can ask other students to volunteer their thoughts and add more preventive measures to the list.
	7. After all the groups have stated a trait and a preventive measure, ask the students if some preventive measures have been missed. Also, check the list that you created and share the measures that were missed by the students.
Evaluation	The students were able to successfully identify the preventive measures that would be required to protect themselves and their family from online predators.
Closure	Recap the concepts discussed in the class and encourage the students to ask questions, if any. Also, ask the students to think about measures that they can take if an online predator contacts your family.
Review Suggestions	NA

Activity #: 28A-05-01	Suggested Time: 25 Minutes
Activity Title: Digital Lifestyle Tools	Course Title: Digital Lifestyles
	Lesson Title: The Modern Digital Experience
Type of Activity: A group discussion.	Performance Objectives: Identify the usefulness of digital lifestyle tools in different professions.

Materials	Required:
	
	    o Whiteboard and marker
	
	Optional:
	
	    o Projector (recommended)
	
	    o Digital Lifestyle tools

Preparation	1. Students must complete all topics in Lesson 1.
	
	2. Create a list of digital lifestyle tools. Your list could include:
	
	    a. Audio and video players
	
	    b. Cell phones
	
	    c. Video game systems
	
	    d. Personal digital assistants (PDAs)
	
	    e. Digital cameras
	
	    f. Digital video cameras

Activity	1. Ask each student about the occupation of someone that they know. 2. Then, ask the rest of the students to list the digital lifestyle tools that can be used by a person in that profession. 3. Ask the students to state how useful these tools would be to a person in that profession with reasons. For example, journalists will find it useful to have digital camera or a Personal Digital Assistant so that they can capture any type of news for their reference while traveling. 4. If the students are not able to think of different tools or how useful the tools might be, hint at a few tools and ask them how these tools would helping the specified profession. For example, when discussing the tools used by a scientist, you can ask how an audio recorder or player would be useful for such people. 5. Repeat the task for each student and encourage each student to state a different profession.
Evaluation	The students were able to successfully identify the usefulness of digital lifestyle tools in different professions.
Closure	Recap the concepts discussed in the class and encourage the students to ask questions, if any.
Review Suggestions	NA

Activity #: 29A-05-02		**Suggested Time:** 25 Minutes
Activity Title: Digital Audio Devices		**Course Title:** Digital Lifestyles
		Lesson Title: Digital Audio
Type of Activity: A group discussion.		**Performance Objectives**: Identify the uses of digital audio devices that are used today.

Materials	Required:
	
	    o Whiteboard and marker
	
	Optional:
	
	    o Projector (recommended)	

Preparation	Students must complete all topics in Lesson 2.	
Activity	1. Ask the students to state the first thing that comes to mind when they think about digital audio. 2. Then, ask them to share information about the different types of digital audio recorders and players that they use in their daily lives. Also, ask them to list the different ways in which different types of digital audio devices can be used. 3. After the function of digital audio devices is discussed, ask the students to list the situation in which they can use these devices and whether it would be beneficial for them to connect the devices to the computer. 4. If the students are not able to state how audio devices can be useful, hint at a few reasons. 5. Then, ask the students to share the different types of audio formats that are used by digital audio devices and the situations in which they are best used. For example, digital audio is recorded in the standard WAV format. However, the audio files created by this format are quite large. Therefore, it is recommended that we use a compressed audio format, such as MP3 or WMA, to store large audio files.	
Evaluation	The students were able to successfully identify the uses of digital audio devices.	
Closure	Recap the concepts discussed in the class and encourage the students to ask questions, if any.	
Review Suggestions	NA	

Activity #: 30A-05-03	Suggested Time: 25 Minutes
Activity Title: Digital Video Devices	**Course Title:** Digital Lifestyles
	Lesson Title: Digital Video
Type of Activity: A group discussion.	**Performance Objectives**: Identify the uses of digital video devices that are used today.

Materials	Required:
	
	    o Whiteboard and marker
	
	Optional:
	
	    o Projector (recommended)

Preparation	Students must complete all topics in Lesson 3.
Activity	1. Ask the students to state the first thing that comes to mind when they think about digital video. 2. Then ask them to share the different types of digital video recorders and players that they use in their daily lives. Also ask them to list the different ways in which different types of digital video devices can be used. 3. After the function of digital video devices is discussed, ask the students to list the situations in which they can use these devices and whether it would be beneficial for them to connect the devices to the computer. 4. If the students are unable to think of how video devices can be useful, hint at a few reasons. 5. Then ask the students to share the different types of video formats that are used by digital video devices and the situations in which they are best used. For example, digital video is usually recorded in the AVI format. However, the video files created by this format are quite large. Therefore, it is recommended that we use a compressed video format, such as MPEG-2 or MPEG-4, to store large video files.
Evaluation	The students were able to successfully identify the uses of digital video devices that are used today.
Closure	Recap the concepts discussed in the class and encourage the students to ask questions, if any.
Review Suggestions	NA

Activity #: 31A-05-04	Suggested Time: 30 Minutes
Activity Title: Choosing a Digital Camera	**Course Title:** Digital Lifestyles
	Lesson Title: Digital Photography
Type of Activity: Activity/ Discussion	**Performance Objectives**: Determine the important aspects that must be considered when choosing a digital camera.

Materials	Required:
	    o Whiteboard
	    o Marker
	Optional: NA

Preparation	Prepare a handout that list of factors. Take printouts for each student.
	
	Factors to be considered when choosing a digital camera:
	
	Cost: Determine how much money you want to spend. Finalizing a budget range will help you avoid cameras that you cannot afford.
	
	Camera type: What pictures would you like to capture? Family pictures, occasions, or places you visit. Look for cameras that have the best features for your needs. For example, if you are interested in sports and action, identify a camera that can shoot at high speeds.
	
	Experience: Are you a beginner? If yes, then look for models that seem easy to use. Go to the stores and handle the cameras personally. Find a camera that is as automated for things like flash, aperture, and so on. If you are experienced, look for models that give the user more control.
	
	Printing Needs: What are your photo printing needs? If you want to print 4x6 or 5X7 photographs, a basic 2-megapixel model is good enough for you. However, If you plan to make larger prints, then you will need a camera that has a higher resolution.
	
	Storage: How do you plan to store your images? If you have a computer with very little memory available and no CD burner, It is not recommend to get a 7-mega pixel camera even if your budget allows it. Also, if you using a PDA or a mobile phone that uses a memory card? If yes, then this may be a major deciding factor when purchasing a digital camera. Why spend so much money on multiple styles of memory card when you can just use the same card with all those gadgets?
	
	Power Supply: Determine what type of batteries the camera uses. If you are a frequent shooter and the camera works with AAA batteries, you will need to change the batteries very frequently, which a recurring cost. A rechargeable battery may be a better choice.
	
	Research: From the above features, select two or three important features. This will help you quickly narrow down on a few models that are a good fit. You can also do some research online to compare the models you have selected. Many sites offer digital camera searches by features, or offer side-by-side comparisons.
	
	Purchasing a Camera:
	    o Check a Camera: Be sure to go to a store and check the features.
	    o Check Price: Shop around for the best price.
	    o Before you buy, decide if you want to purchase an optional warranty on the camera.
	    o Retain your receipt, the camera's box, and all related warranty papers.
	    o Register your purchase with the manufacturer. This will help you easily make a warranty claim, because many camera manufacturers require documentation to honor a warranty.
	        You can also modify the list based on your class requirement.

Activity	1. Divide the class in groups of three or four students.
	2. Ask each group to list the factors that need to be considered before purchasing a camera.
	3. Give ten minutes to the groups to list the factors.
	4. Now, call any group to present their answers. Give them 2 minutes to present their answer and list the answers on the whiteboard.
	5. Now, ask the second group to add to the existing list of factors. They should not repeat the answer already listed on the whiteboard.
	6. Repeat the process for the remaining groups.
	7. Finish the activity and read out the points given in the list prepared by you.
Evaluation	Every student in the group should come up with answers. If there are some students who are already using digital cameras, you can ask them to share their experience.
Closure	After the discussion, summarize the factors and distribute the list as a handout to every student. Answer any queries that the students might have.
Review Suggestions	NA

Activity #: 32A-05-02	Suggested Time: 25 Minutes
Activity Title: Digital Technology and Career Opportunities	**Course Title:** Digital Lifestyles
	Lesson Title: Digital Technology and Career Opportunities
Type of Activity: Activity and a group discussion.	**Performance Objectives**: Identify the skills required to accomplish career goals.

Materials	Required:
	o Whiteboard and marker
	o Computers for students
	Optional:
	o Projector (recommended)
Preparation	Students must complete all topics in Lesson 5.
Activity	1. Divide the students into groups depending on their interests. For example:
	a. Graphics (Microsoft Paint)
	b. Content (Microsoft Office Word)
	c. Accounts (Microsoft Office Excel)
	d. Software programming
	e. Administering Computers and Networks
	2. Then, ask the students to search for jobs related to their fields. Ask the students to list the requirements for these jobs. You can suggest that students search the job sites on the Internet and look for jobs related to their interests. For example, the students from the graphics group can search for jobs by appending the word graphic to a more specific word such as designer, analyst, and artist.
	3. After the students have searched for five jobs, ask them to specify the skill sets required for each job. Then discuss the how they can master these skills. You can include the following questions to guide the discussion:
	a. What kind of training would you need to get this job?
	b. What are the skills required for the job?
	c. Can you learn these skills without going to school or taking a class?
Evaluation	The students were able to successfully identify the skills required to meet their career goals.
Closure	Recap the concepts discussed in the class and encourage the students to ask questions, if any.
Review Suggestions	NA

Appendix C: Glossary

Access point

An access point is a wireless connection device. This point is used to connect a wireless computing device to a wired network.

Active Cell

An active cell is the cell in which you are working currently. There can be only one active cell at a time.

Active Content

Active content is a small program that gets installed on a computer while browsing the Internet. The basic function of active content is to provide an interactive Internet experience through videos and toolbars. Sometimes, active content is used to gain unauthorized access to a computer, and then damage the data stored on it or install malicious software on it.

Applications

Applications, also called programs, use the platform to perform tasks.

Authentication

Authentication is the process by which the computer system validates a user's logon information.

Authorization

Authorization is the process by which the user can associate specific permissions to each username.

Back Up

To back up is to make a duplicate copy of a program, a disk, or data. The duplicate copy is called a backup.

Bit

A bit is the smallest unit of information that a computer handles. A single bit can hold only one of two values, 0 or 1.

Byte

A byte is a combination of eight bits arranged in sequence.

Cache Memory

Temporary memory on your computer that is sometimes used to store local copies of files opened when you browse the Internet.

Camcorder

A digital video camera used to record and store video.

Cell

A cell is formed by the intersection of a row and a column. You can use a cell to store and display different types of data such as text, numbers, or formulas.

Cell address

Each cell in a worksheet is identified by a cell address. A cell address is made of the column letter and row number of the cell. For example, the cell formed by the first column and first row has the cell address A1. The cell address indicates the exact location of a cell in a worksheet.

Cell phone

A cellphone (or smartphone) is a wireless device that has the capabilities of a traditional wired phone and helps you to make a call from almost any location.

Cell pointer

A cell pointer is the highlighted rectangular border formed around an active cell.

Cell range

A cell range is a block of cells selected to implement a formula in a worksheet.

Cell value

Cell value is the actual numeric value of the data in a cell. This value might not be the same as the data displayed in the cell.

Central Processing Unit (CPU)

The central processing unit (CPU) is the primary hardware device that interprets and runs the commands you give to the computer.

Chat Program

Chat programs helps you send and receive messages instantly. You can use a chat program to communicate with several people at the same time.

Columns

The vertical divisions in a worksheet are called columns. Each column is identified by a letter. For example, the first column in a worksheet is A.

Commands

A command is an instruction, which you give to a computer, which causes an action to be carried out. Commands are either typed by using a keyboard or are chosen from a menu.

Communication Channel

A communication channel is a path or a link that connects computers or peripheral devices, such as printers and disk drives, to transfer information.

Communication Programs

Communication programs are used by computers to exchange messages and files with other people in a digital format.

Compact disc (CD)

A storage device used to store data in a digital format.

Computer Privacy

Keeping a user's data, including personal files and e-mail messages, such that the data is not accessible by anyone without appropriate permission.

Computer Security

The protection of a computer system and its data from accidental or intentional loss and tampering.

Cookie

A small file on a computer that is created when a user visits a Web site. A Web site uses cookies to identify users who visit the site, and also track the preferences of the users.

Copyright

A method of protecting the rights of an originator of a creative work, such as text, piece of music, painting, or computer program, through law.

CPU speed

The CPU speed is the rate at which the CPU can perform a task, such as moving data to and from RAM, or performing a numerical calculation.

Data

Data is the plural for the Latin word datum, meaning an item of information.

Database

A database contains objects that help you to store, edit, and format information.

Database Programs

Database programs are used to store and manage data in an organized way. You can also use these programs to sort or search for information stored in a database.

Database programs

You use database programs to store and manage data in an organized way. By using these programs, you can also sort or search for the information stored in a database.

Decryption

The process of reconverting the encrypted data into a readable and usable form.

Desktop

The desktop is an on–screen work area that uses a combination of menus and icons.

Desktop Computers

Desktop computers are made up of individual components such as a monitor, a keyboard, a system unit, and a printer.

Desktop publishing (DTP) programs

DTP programs are used to combine text and graphics to create documents such as brochures, greeting cards, annual reports, books, or magazines.

Digital camera

A camera that stores images digitally on a memory device, such as a flash memory card or a mini hard disk.

Digital versatile disc (DVD)

A storage device used to store data in a digital format.

E-commerce

E-commerce refers to the business transactions, such as buying and selling items, that are made over the Internet.

Electronic mail (E-mail)

The exchange of text messages and computer files over the Internet. An electronic mail (e–mail) is the electronic form of the traditional postal mail. E-mail allows you to exchange messages and files over a network.

Encryption

The process of converting data into an unreadable and unusable form. Encryption is done to prevent unauthorized access of data, especially during data transmission over the Internet.

Firewall

A filter that blocks unreliable information from the Internet before it reaches your computer or a private network. It provides additional protection against threats such as hackers and viruses. A firewall also helps to ensure computer privacy by restricting external access by any unauthorized user.

Flat file database

A flat file database contains all the data in a single table.

Folder

A folder is a container for programs and files in GUI interfaces.

Formula bar

The formula bar is used to enter or modify data in a worksheet. When you type data in a cell, the data is displayed simultaneously in the active cell and in the formula bar. However, when you enter a formula in a cell, the formula is displayed in the formula bar, whereas the numeric value of the formula is displayed in the corresponding cell.

Gigabyte

One gigabyte (GB) is equal to 1,024 MB, which is approximately equal to one billion bytes.

Graphical User Interface (GUI)

A graphical user interface (GUI) displays images and pictures that allows a computer user to interact with a computer easily.

Graphics Programs

Graphics programs are used to create and edit drawings. You can also use these programs to enhance photographs.

Hacker

A person who uses computer expertise to gain unauthorized access to a computer, and then misuses or tampers the programs and data stored on the computer.

Handheld Computer

Handheld computers are smaller than laptops computers and provide fewer features compared to than desktop computers or laptops computers. They are used for specific everyday tasks, such as managing personal data.

Hardware

Hardware refers to all the physical components of a computer.

Home office

An arrangement that allows people to work from home.

Icon

An icon is a small image displayed on the screen to represent an object.

Input Devices

An input device is used to provide information to a computer. A keyboard is an example of an input device.

Insertion point

The insertion point is a blinking vertical bar on the screen that marks the location at which the inserted text appears. You can also use the insertion point to select text or graphics in a document.

Intellectual Property

Any information available on the Internet is an intellectual property, which is legally owned by the person who created it. The owner of an intellectual property has the exclusive rights to control the use of this information.

Internet

The Internet is a worldwide collection of public networks that are linked to each other for information exchange.

Internet Service Provider (ISP)

An ISP is a company that provides Internet connectivity to individuals, businesses, and organizations.

Intranet

A special type of network used to communicate and share information within an organization.

IP address

An Internet Protocol (IP) address is a numeric address that specifies the exact location of a computer on the Web.

Kilobyte

One kilobyte (KB) is equal to 1,024 bytes.

Label

A label is a text entry that is used to identify the type of information in a row or a column of a worksheet. Labels do not have any cell value associated with them.

Laptop Computers

Laptop computers are lightweight and portable personal computers. Laptop computers are also called notebook computers.

Libel

Written defamation that has been published. Libel is a punishable offense.

Local Area Network (LAN)

A LAN connects devices within a limited area, such as a home or a small group of offices.

Megabyte

One megabyte (MB) is equal to 1,024 KB.

Menu

A menu is a list of options from which a user can select an option to perform a desired action, such as choosing a command or applying a particular format to part of a document. Many programs, especially those that offer a graphical interface, use menus as a means to provide the user with an easy–to–use alternative to memorizing program commands and their appropriate usage.

Menu bar

The menu bar displays a list of commands that are grouped into sections. Some of these commands have images next to them, so that you can quickly associate the command with the image. This image is also on the button that corresponds to that command.

Modem

A modem is a connection device that allows you to connect your computer to the Internet. It converts digital information into analog information and transmits the analog information over a phone line.

Mouse pointer

The mouse pointer is an on–screen arrow or other shape that moves when you move the mouse or other pointing device.

MPEG Audio Layer 3 (MP3)

A format developed by Motion Picture Expert Group to enable compression of audio and video for digital distribution.

Network

A network is a group of computers that are connected to share resources and exchange information.

Network Drives

A network drive is a disk drive that is shared with other computers on a network.

Notification Area

The notification area is located on the right side of the taskbar when the taskbar is located at the bottom of a screen. The notification area displays the time, a volume icon, and icons of some programs that are running on a computer.

Online

When a computer is connected to the Internet, it is said to be online.

Online communities

Online communities are formed by groups of computer users who have common interests and purpose to communicate with each other over the Internet.

Online Predator

An individual who develops contact with Internet users, through chat rooms, online forums, or e-mail messages, to exploit them financially or involve them in dangerous relationships.

Operating System

The operating system controls the computer's hardware and provides services and access to the hardware to programs. It also manages the computer's operations and tasks, such as logging on, logging off, and shutting down.

Password

A unique string of characters that a user types in as an identification code. It is a security measure used to restrict access to computer systems and sensitive files.

Personal digital assistant (PDA)

A handheld computer that is used as a personal organizer. A traditional PDA includes features such as an address book, task list, and a calculator.

Phishing

The act of extracting personal information, such as passwords and credit card details, from computer users and then use the information for malicious purposes.

Pixels

Refers to small units that make up a picture. The higher the number of pixels, the better the quality of the picture.

Plagiarism

The act of copying someone's work and using it as if it is your own work, without mentioning the source.

Platform

The hardware and the operating system together are referred to as a platform.

Plug-in

A component that provides added functions by enabling the Web browser to access and execute files that are included in Web pages. Plug–ins are programs that help you view files, such as animations, audios, or videos, which are included in Web pages.

Portal

A portal is a Web site that offers information that is related to a specific topic in the form of a directory. A portal acts as a starting point to a number of resources on the Web.

Power surge

A sudden increase in line voltage, which may lead to the damage of electronic devices, such as computers.

Presentation Programs

Presentation programs are used to present information in the form of slides.

Presentation software

You can use presentation software to combine graphics and text to create presentations.

Processing Devices

Processing devices are used by computer users to process the input data and generate the desired output.

Productivity software

These are specialized programs that help you create and work with various types of documents. Common categories of productivity software are word processors, spreadsheets, presentation software, and databases.

Programs

A sequence of instructions that can be executed by a computer. A program is also known as software.

Protocol

A protocol is a standard method of transferring data between different computers.

Publishing Programs

Publishing programs are used to combine text and graphics to create documents such as brochures, greeting cards, annual reports, books, or magazines.

Query

A query is a database object that allows you to locate the desired information in a database.

Regional work center

A remote office that is connected to the company's head office by either the company's network or the Internet.

Relational database

A relational database stores data in multiple tables.

Reports

You can create reports in a database program, such as Microsoft Office Access, to organize, summarize, and perform calculations on data stored in a database.

Resolution

Refers to the clarity and sharpness of a picture.

Rows

The horizontal divisions in a worksheet are called rows. Each row is identified by a number. For example, the first row in a worksheet is 1.

Scroll bars

Scroll bars are vertical and horizontal bars located at the side or at the bottom of a display area. You can use scroll bars to move to a specific location in the work area.

Search engine

A search engine is a program that helps you search and retrieve information over the Internet.

Secure Sockets Layer (SSL)

An Internet security protocol that ensures secure data communication by encrypting the information transmitted. The SSL protocol certifies that a Web site is genuine and ensures that the data provided to the site is not misused.

Server

The server is the main computer on a network that provides services to other computers on the network. A server decides which computers are allowed to access the hardware and software on the network.

Setup Wizard

Setup wizards are provided by Windows 8. They guide the user through each step of a particular task, such installing hardware or software.

Slander

Verbal defamation. Slander is a punishable offense.

Software

Software is a sequence of instructions that a computer can execute. It is also referred to as programs.

Software Piracy

Unauthorized copying of copyrighted software without obtaining the license or permission of its copyright owner is software piracy.

Spam

An irrelevant and unsolicited e-mail message sent by an unknown sender. A spam is sent to distribute a message to many recipients at one time.

Speech recognition

A technology that helps you to communicate with a computer by using only your voice to enter data and to issue commands.

Speech synthesis

A technology that allows the computer to speak to you. In speech synthesis, the computer communicates to you by converting text to digital audio.

Spreadsheet Programs

Spreadsheet programs are used to create budgets, manage accounts, perform mathematical calculations, and convert numerical data into charts and graphs.

Spyware

A computer program that is installed on your computer without your knowledge. Spyware can secretly send out information about your Web browsing habits or other personal details to another computer through the network.

Status bar

The status bar is a horizontal bar that is at the bottom of some productivity programs. This bar displays information about the current status of the program or document that you are viewing.

Storage Devices

Storage devices are used to store data. A hard disk is an example of a storage device.

System Unit

A system unit refers to the box that holds the processor, motherboard, disk drives, power supply, and the expansion bus.

Tablet Computer

Tablet computers are computers that help you write directly on the screen by using a tablet pen.

Taskbar

The taskbar is a rectangular bar that is usually located at the bottom of the screen. You can use the taskbar to select a program running on your computer.

Telecommuting

An arrangement that allows people to work from home or from a remote office.

Terabyte

One terabyte is equal to 1,024 GB, approximately equal to trillion bytes.

The Web

The Web, also known as the World Wide Web (WWW), is a collection of information that is accessible on the Internet. This information is arranged logically and stored on computers known as Web servers.

Title bar

The title bar is the horizontal bar that contains the name of the window. Most title bars also contain buttons to close, minimize, and resize the window.

Toolbar

The toolbar is a block of buttons or menus that you can use to quickly perform common tasks.

Trojan Horse

A destructive computer program disguised as a game, utility, or software. When run, a Trojan horse does something harmful to the computer system while appearing to do something useful.

Universal Serial Bus (USB) cable

A cable that helps you connect digital devices to a computer without turning off the computer.

Username

The name by which a user is identified to a computer system or network. To access a computer protected by username and password, a user needs to enter the correct combination of username and password.

Virus

A computer program that is designed to cause malfunctioning of a computer or damage the data stored on the computer.

Wallpaper

Wallpaper is a pattern or picture on the screen background that you can choose.

Web address

A Web address specifies the protocol to be used for transferring data between different computers and the exact location of the Web site. A Web address is also known as the URL.

Web browser

A Web browser is a program that helps you view and interact with various resources on the Web.

Web page

A Web page is a formatted text document on the Web.

Web site

A Web site is a collection of one or more Web pages that are linked together and made available through a Web server.

Wide Area Network (WAN)

A WAN is a network that connects devices in geographically separated areas.

Window

In Windows 8, a window is a rectangular area on the monitor that displays a program. Each program has its own window.

Windows audio wave (WAV)

An audio format developed by Microsoft. This format is used to store audio files in a digital format.

Windows media audio (WMA)

An audio format developed by Microsoft. This format is used to store digital audio files.

Word processors

Word processors are used to create and modify text–based documents.

Word-processing Programs

Word-processing programs are used to create and modify text–based documents.

Work area

The work area is the blank space within the program where you enter information.

Workbook

A workbook is a file created in Microsoft Excel. A workbook can contain one or more worksheets and related items.

Worksheet

A spreadsheet is called a worksheet in Microsoft Excel.

Workstation

A workstation refers to a computer connected to a network. You use a workstation to access the hardware and software on a network.

Worm

A computer program that propagates itself across computers, usually by creating copies of itself in each computer's memory. A worm might duplicate itself in one computer so often that it causes the computer to crash.

x-axis

The x-axis is the horizontal line in a chart. Typically, you show time on the x-axis.

y-axis

The y-axis is the vertical line in a chart.

Appendix D: Answers to the Self-Test

Course 1: Computer Basics

Lesson: Introduction to Computers

	Statement	True	False
1	You use the POWER BUTTON to turn on the computer.		
2	You use the KEYBOARD KEYS to turn on the computer.		
3	Keyboard lights DO NOT BLINK when the computer starts.		
4	Keyboard lights BLINK when the computer starts.		
5	You hear a series of beeps if RAM is NOT WORKING properly.		
6	You hear a series of beeps if RAM is WORKING properly.		
7	You enter your USER NAME and PASSWORD to log on to Windows 8.		
8	You enter only your USER NAME to log on to Windows 8.		
9	You LOG ON to Windows to launch a program.		
10	You DO NOT LOG ON to Windows to launch a program.		
11	You MUST save the changes if you modify a file.		
12	You MUST NEVER save the changes if you modify a file.		
13	You use LOG OFF to end a Windows session.		
14	You use SHUT DOWN to end a Windows session.		
15	You use the POWER BUTTON when the computer stops responding.		
16	You use the LOG OFF BUTTON when the computer stops responding.		
17	You use a NUMERIC KEY to access the HELP file.		
18	You use a FUNCTION KEY to access the HELP file.		

Lesson: Common Computer Terminology

Option 1		Option 2		Option 3
Hardware		Operating System		Programs
1, 4, 7		2, 5		3, 6

Lesson: Computer Performance and Features

Answer 1
Which of the following features are true of laptops as compared with desktop computers?
Select all answers that apply.
They generally cost more for similar hardware.
They consume less power.
They are good travel companions.
They are easier to upgrade.
Answer 2
Which of the following are true statements about RAM?
Select all answers that apply.
The amount affects the computer's performance.
Its contents are permanent.
It has lower data–retrieval speed compared with storage memory.
It stores active data and programs.
Answer 3
Which one of the following programs do you use to create personal and professional documents?
Select the one best answer.
Microsoft Office Word 2013
Microsoft Paint
Microsoft Office PowerPoint 2013
Microsoft Office Excel 2013

Lesson: Computer Operating Systems

Step 1
The Start menu page has been opened for you. To open the WordPad program, scroll your mouse to right top corner, click the **Search icon**, and click **WordPad** among your list of Apps.
Step 2
To add text to the document, click in the document window, and then press SPACEBAR to have the text typed for you.
Step 3

To save the document, click **File**, and then click **Save As**.
Step 4
To save the document in the Garden Company folder, double–click **Garden Company**.
Step 5
To change the file name to Map Kit Flyer, click the **File name** box, and then press SPACEBAR to have the new name entered for you.
Step 6
To save the file, click the **Save** button.
Step 7
To close the file, click the **Close** button.
Step 8
You can open Windows Explorer to browse to the Map Kit Flyer file. To open Windows Explorer, from the **Start** menu page, click **Windows Explorer**.
Step 9
To view the contents of a folder, in the Folders pane, click the **Garden Company** folder.
Step 10
To create a new folder, click **File**, point to **New**, and then click **Folder**.
Step 11
To give the new folder a descriptive name, press SPACEBAR to have the folder name typed for you, and then press ENTER.
Step 12
To copy a file, click the **Map Kit Flyer** file.
Step 13
Click **Edit**, and then click **Copy**.
Step 14
To select the Activities folder as the destination folder, in the Folders pane, click the **Activities** folder.
Step 15
To copy the file, click **Edit**, and then click **Paste**.
Step 16
To delete the Map Kit Flyer file from the Garden Company folder, in the Folders pane, click the **Garden Company** folder.
Step 17
To delete a file, click the **Map Kit Flyer** file, click **File**, and then click **Delete**.
Step 18
To confirm that you want to send the file to the Recycle Bin, in the **Confirm File Delete** dialog box, click **Yes**.
Step 19
Click the **Minimize** button to minimize the Windows Explorer window
Step 20
To begin restoring a file to its original location, double–click **Recycle Bin**.

	Step 21
	In the Recycle Bin window, click the **Map Kit Flyer** file to select the file.
	Step 22
	To restore the file, click **File**, and then click **Restore**.

Lesson: Career Opportunities

	Statement	True	False
1	A database administrator is an IT PROFESSIONAL.		
2	A database administrator is an INFORMATION WORKER.		
3	A travel agent is an IT PROFESSIONAL.		
4	A travel agent is an INFORMATION WORKER.		
5	A graphic designer is an IT PROFESSIONAL.		
6	A graphic designer is a SOFTWARE DEVELOPER.		
7	Bar codes contain only the PRICE of a product.		
8	Bar codes contain PRODUCT information.		
9	A BAR CODE SCANNER transmits data to a COMPUTING DEVICE.		
10	A COMPUTING DEVICE transmits data to a BAR CODE SCANNER.		
11	A NETWORK ADMINISTRATOR handles malfunctioning equipment.		
12	A DATABASE ADMINISTRATOR handles malfunctioning equipment.		
13	Customers CANNOT pay for a product over the Internet.		
14	Customers CAN pay for a product over the Internet.		
15	A database is an organized collection of DATA.		
16	A database is an organized collection of COMMONLY USED PROGRAMS.		
17	A SOFTWARE DEVELOPER is in charge of security.		
18	A NETWORK ADMINISTRATOR is in charge of security.		

Course 2: The Internet and World Wide Web

Lesson: The World Wide Web

	Statement	True	False
1	World Wide Web IS a part of the Internet.		
2	World Wide Web IS NOT a part of the Internet.		
3	You CAN create new Web pages.		
4	You CANNOT create new Web pages.		
5	Internet Explorer is a Web SERVER.		
6	Internet Explorer is a Web BROWSER.		
7	WEB address is also known as Uniform Resource Locator (URL).		
8	IP address is also known as Uniform Resource Locator (URL).		
9	You can open ONLY A SINGLE Web browser window.		
10	You can open MULTIPLE Web browser windows.		
11	You CAN download files from the Web.		
12	You CANNOT download files from the Web.		
13	A portal IS NOT a Web site.		
14	A portal IS a Web site.		
15	A reliable Web site must have authors WITH credentials.		
16	A reliable Web site must have authors WITH NO credentials.		
17	Search engines are Web BROWSERS with special technology.		
18	Search engines are Web SITES with special technology.		

Lesson: Communicating on the Internet

Option 1		Option 2		Option 3
E-mail Messages		Online Communities		Instant Messaging
7, 1		8, 6, 4		5, 3, 2

Course 3: Productivity Programs

Lesson: Introduction to Productivity Programs

Answer 1	
Which of the following programs do you use to organize large volumes of data in a format that is easy to access and modify?	
Select the one best answer.	
	Spreadsheets.
	Presentation programs.
	Database programs.
	Word processors.

Lesson: Common Features and Commands

	Statement	True	False
1	Productivity programs are TASKS designed for specific PROGRAMS.		
2	Productivity programs are PROGRAMS designed for specific TASKS.		
3	ALL menus are common across programs.		
4	SOME menus are common across programs.		
5	All productivity programs DO NOT have a user interface.		
6	All productivity programs DO have a user interface.		
7	The menu bar has FILES grouped in logical sections.		
8	The menu bar has COMMANDS grouped in logical sections.		
9	You CAN also save new versions of an existing document.		
10	You CANNOT save new versions of an existing document.		
11	The menu bar IS NOT a part of the user interface.		
12	The menu bar IS a part of the user interface.		
13	You CAN customize the appearance of the toolbar.		

14	You CANNOT customize the appearance of the toolbar.		
15	A toolbar contains buttons of frequently used FILES.		
16	A toolbar contains buttons of frequently used COMMANDS.		
17	You CANNOT copy and paste text in different programs.		
18	You CAN often copy and paste text in different programs.		

Lesson: Word Processors

Answer 1
You need to copy formatting attributes and apply them to different sections of a document. Which of the following features of a word processor do you use?
Select the one best answer.
AutoFormat.
Reveal Formatting.
Format Painter.
Copy and Paste.
Answer 2
Which one of the following statements best describes the AutoCorrect feature in a word processor?
Select the one best answer.
A feature that helps you to define the formatting attributes in a document.
A feature that is used to correct only grammatical errors.
A feature that automatically displays a dialog box every time you type incorrectly.
A feature that automatically corrects errors and makes other substitutions as soon as you type text.
Answer 3
Which of the following programs do you use to publish a newsletter?
Select the one best answer.
A DTP program.
A presentation program.
An e-mail program.
A spreadsheet program.

Lesson: Spreadsheets

Statement	True	False

1	You CANNOT store text, numbers, or formulas in a cell.		
2	You CAN store text, numbers, or formulas in a cell.		
3	A column in a worksheet is identified by a LETTER.		
4	A column in a worksheet is identified by a NUMBER.		
5	A cell range CANNOT extend across multiple rows.		
6	A cell range CAN extend across multiple rows.		
7	A cell VALUE indicates an active cell.		
8	A cell POINTER indicates an active cell.		
9	A workbook CAN contain more than one worksheet.		
10	A workbook CANNOT contain more than one worksheet.		
11	A WORKBOOK is a file created in Microsoft Excel.		
12	A WORKSHEET is a file created in Microsoft Excel.		
13	ONLY ONE cell can be active at a time.		
14	MORE THAN ONE cell can be active at a time.		
15	A cell address indicates the exact location of a ROW.		
16	A cell address indicates the exact location of a CELL.		
17	A label HAS a numeric value attached to it.		
18	A label DOES NOT HAVE a numeric value attached to it.		

Lesson: Presentation Programs

Answer 1
In which of the following cases do you use the **Slide Show** view?
Select the one best answer.
To rearrange the slides in your presentation.
To insert a new slide in your presentation.

	To get a full–screen view of your presentation.
	To view an outline of your presentation.
Answer 2	
In which of the following cases do you select the **Handouts** option on the **Print** dialog box?	
Select the one best answer.	
	To print specific slides from your presentation.
	To print all the slides of your presentation.
	To print the current slide of your presentation.
	To print multiple slides from your presentation on one page.

Lesson: Databases

Option 1		Option 2		Option 3
Records		Reports		Queries
8, 5, 1		9, 6, 4		7, 3, 2

Course 4: Computer Security and Privacy

Lesson: An Overview of Computer Security and Privacy

Option 1		Option 2		Option 3
Environmental Threats		Malicious Threats		Non–malicious Threats
7, 6, 3, 1		11, 9, 5, 4, 2		10, 8

Lesson: An Overview of Computer Security and Privacy

Answer 1
Which one of the following statements best describes computer privacy?
Select the one best answer.
Securing a computer from fires and earthquakes
Protecting a computer from a power surge
Preventing your friend from viewing your computer data without your permission
Preventing important computer files from getting accidentally deleted

Answer 2
Which of the following security measures can you adopt to help protect your computer and its data against environmental/natural threats?
Select all answers that apply.
Surge protection
Antivirus software
Firewall
Humidity control

Sort Game: Measures to Protect Your Computer and Your Data

Option 1		Option 2
Protect Computer Data		Avoid Online Threats
4, 2, 1		6, 5, 3

Lesson: Protecting Your Computer and Your Data

Answer 1
One of the most effective ways to protect the software and data in your computer is to restrict the use of your computer to a defined set of individuals. Which of the following methods can you use for this purpose?
Select all answers that apply.

	Update your operating system.
	Set up user accounts.
	Install antivirus software.
	Keep passwords secure.

Answer 2
Various types of files are created on your computer while using the Internet. Some of these might present a threat to security, but are actually present for the benefit of the user. Which of the following are examples of such files?
Select all answers that apply.

	Cookie
	Virus
	Active Content files
	Worm

Answer 3
Which of the following methods will you use to secure your e-mail and IM transactions?
Select all answers that apply.

	Delete e-mail messages from unknown senders without opening them.
	Forward unsolicited e-mail messages to a friend for advice.
	Reply with personal information to an e-mail message if the sender is a bank employee.
	Avoid opening attachments received in instant messages.

Tile Game: Protecting Your Family from Online Predators

	Statement	True	False
1	It is UNSAFE to share personal information in a chat room.		
2	It is SAFE to share personal information in a chat room.		
3	Online predators GET intimate very quickly.		
4	Online predators DO NOT GET intimate very quickly.		
5	Parents NEED NOT know the Web sites their children visit.		
6	Parents NEED TO know the Web sites their children visit.		

7	It is POSSIBLE to monitor chat activity.		
8	It is NOT POSSIBLE to monitor chat activity.		
9	You CANNOT restrict the Web sites that children visit.		
10	You CAN restrict the Web sites that children visit.		
11	Online predators DO NOT TARGET children.		
12	Online predators TARGET children.		
13	Children SHOULD NOT be allowed to visit Web sites alone.		
14	Children SHOULD be allowed to visit Web sites alone.		
15	Online predators DO NOT LURE their targets with gifts.		
16	Online predators LURE their targets with gifts.		
17	It is SAFE for children to enter a private chat area.		
18	It is NOT SAFE for children to enter a private chat area.		

Lesson: Protecting Yourself and Your Family from Security Threats

Answer 1
Which of the following actions can help ensure online privacy?
Select the one best answer.
	Instead of chats, use e-mail messages to share personal information.
	Use strong passwords to access your e-mail accounts.
	Run a virus scan whenever you believe a virus has infected your computer.
	Open all unsolicited e-mail messages to identify the senders before responding.
Answer 2
Which of the following statements describe the way online predators operate?
Select all answers that apply.
	They provide children with extra attention and affection.
	They try to infect your computer with viruses.
	They lure children into inappropriate relationships.
	They lure children to buy a product.
Answer 3
Which are some of the steps that parents can take to protect their children from online predators?

	Select all answers that apply.
	Avoid discussing Internet use and experiences with children.
	Monitor the chat room communication of children.
	Trust young children to decide which Web sites are safe to visit.
	Educate children to avoid sharing personal information on the Internet.

Lesson: Keeping Your Computer Secure and Updated

Option 1		Option 2		Option 3
Internet Options		Windows Firewall		Automatic Updates
7, 3, 1		6, 4		8, 5, 2

Tile Game: Understanding Computer Ethics

	Statement	True	False
1	Unauthorized use of intellectual property is ILLEGAL.		
2	Unauthorized use of intellectual property is LEGAL.		
3	A painting IS NOT legally owned by its painter.		
4	A painting IS legally owned by its painter.		
5	The author of a book CANNOT control the use of the book.		
6	The author of a book CAN control the use of the book.		
7	A copyright owner CAN sell the copyrights.		
8	A copyright owner CANNOT sell the copyrights.		
9	Copyright violation CANNOT lead to legal problems.		
10	Copyright violation CAN lead to legal problems.		
11	Sharing a copyrighted song IS copyright violation.		
12	Sharing a copyrighted song IS NOT copyright violation.		
13	Libel is VERBAL defamation.		

14	Libel is WRITTEN defamation.		
15	Slander is VERBAL defamation.		
16	Slander is WRITTEN defamation.		
17	Online gambling CAN cause legal problems.		
18	Online gambling CANNOT cause legal problems.		

Lesson: Computer Ethics

Answer 1	
Which of the following is a legitimate use of copyrighted material?	
Select the one best answer.	
	Copying some content from a Web site and using it as is in your own Web site
	Creating copies of CDs purchased online and selling them
	Using paragraphs from an online article and citing the source
	Creating copies of licensed software and distributing them to your friends
Answer 2	
You are very angry with your supervisor. While still upset, you post a message in an online forum stating that your supervisor is a dishonest person. What kind of offense have you committed?	
Select the one best answer.	
	Libel
	Copyright violation
	Slander
	Plagiarism

Course 5: Digital Lifestyles

Tile Game: Digital Technology and Digital Media Devices

	Statement	True	False
1	A smart phone CANNOT organize and store information.		
2	A smart phone CAN organize and store information.		
3	A PDA is used to organize information.		
4	An Xbox is used to organize information.		
5	You CANNOT use an Xbox to play audio.		
6	You CAN use an Xbox to play audio.		
7	You CANNOT edit photographs taken using a digital camera.		
8	You CAN edit photographs taken using a digital camera.		
9	A digital camera stores images on a FILM.		
10	A digital camera stores images in its MEMORY.		
11	You CANNOT play games online by using an Xbox.		
12	You CAN play games online by using an Xbox.		
13	Videoconferencing can be held between MULTIPLE people.		
14	Videoconferencing can be held only between TWO people.		
15	A Webcam IS NOT a digital video camera.		
16	A Webcam IS a digital video camera.		
17	A digital camcorder records BOTH audio and video.		
18	A digital camcorder records ONLY video.		

Lesson: The Modern Digital Experience

Answer 1	
Which of the following digital devices would you use to record a video?	
Select the one best answer.	
	MP3 player
	CD player
	Camcorder
	Xbox
Answer 2	
Which of the following statements are correct about a Webcam?	
Select all answers that apply.	
	It is a digital camera.
	It captures images and stores the images on a flash memory card.
	It can either be connected to a computer or it can be wireless.
	It transmits the images across the Internet.

Tile Game: Understanding Digital Audio Characteristics

	Statement	True	False
1	You CANNOT change the format of audio files.		
2	You CAN change the format of some audio files.		
3	**MP3 format ALLOWS compression of audio files.**		
4	**MP3 format DOES NOT ALLOW compression of audio files.**		
5	Compressed audio files DO NOT SAVE space.		
6	Compressed audio files SAVE space.		
7	You DO NOT NEED software to convert audio from a CD.		
8	You NEED software to convert audio from a CD.		
9	When converting audio, the audio file IS NEVER compressed.		
10	When converting audio, the audio file MAY BE compressed.		

11	When converting audio, the format is CHANGED.		
12	When converting audio, the format is NOT CHANGED.		
13	You DO NOT USE a CD or DVD writer to copy audio to a CD.		
14	You USE a CD or a DVD writer to copy audio to a CD.		
15	A DVD writer can copy audio to ONLY DVDs.		
16	Most DVD writers can copy audio to CDs AND DVDs.		
17	You NEED software to copy audio to CDs and DVDs.		
18	You DO NOT NEED software to copy audio to CDs and DVDs.		

Sort Game: Advanced Speech Technologies for Lesson: Digital Audio

Option 1		Option 2
Speech Recognition		Speech Synthesis
5, 3, 1		6, 4, 2

Lesson: Digital Audio

Answer 1	
Which of the following is a characteristic of audio streaming?	
Select all answers that apply.	
	It sends the audio file to your computer in a continuous stream.
	It allows you to listen to digital audio without first downloading the entire file.
	It allows you to transfer analog audio files.
	It needs a browser plug–in or streaming audio player to play audio files.
Answer 2	
Which of the following are features of speech synthesis?	
Select the one best answer.	
	It allows you to communicate with the computer by using your voice.
	It essentially requires a microphone.
	It allows your computer to convert text to audio.
	It allows you to enter text in word–processing documents.

Sort Game: Digital Video and Web Technologies

Option 1		Option 2		Option 3	
Video streaming		Downloading video		Web conferencing	
1, 4		2, 6		3, 5, 7	

Lesson: Digital Video

Answer 1	
Which of the following statements are correct about nonlinear video editing?	
Select all answers that apply.	
	You go directly to a frame to edit it.
	You can edit DVDs in a nonlinear manner.
	You sequentially traverse to a frame to edit it.
	You can edit tapes in a nonlinear manner.
Answer 2	
Which of the following statements are correct about video streaming?	
Select all answers that apply.	
	The video file is received as a continuous stream.
	Sometimes, a special program is needed on the computer to enable video streaming.
	The quality of the video is not affected by the speed of the Internet connection.
	It allows you to view video files over the Internet without first downloading them.

Tile Game: Understanding Digital Photography

	Statement	True	False
1	A TRADITIONAL camera uses film to store a picture.		
2	A DIGITAL camera uses a film to store pictures.		
3	You CAN connect a digital camera to a computer.		
4	You CANNOT connect a digital camera to a computer.		
5	A FLASH MEMORY CARD creates the image of a picture.		
6	A SENSOR creates the image of a picture.		
7	You CANNOT change backgrounds using photo editing software.		

8	You CAN change backgrounds using photo editing software.		
9	You CANNOT crop a picture using photo editing software.		
10	You CAN crop a picture using photo editing software.		
11	You CAN edit pictures using photo management software.		
12	You CANNOT edit pictures using photo management software.		
13	Digital image 2006 IS NOT a photo editing software.		
14	Digital Image 2006 IS a photo editing software.		
15	PROFESSIONAL photo printers use special imaging devices.		
16	PERSONAL photo printers use special imaging devices.		
17	PERSONAL photo printers give near–photographic quality.		
18	PROFESSIONAL photo printers gives near–photographic quality.		

Lesson: Digital Photography

Answer 1	
Which of the following statements are correct about a digital camera?	
Select all answers that apply.	
	It can be connected to a computer.
	It uses a film to store pictures.
	It allows you to see the picture immediately after you take it.
	It focuses light on a film to create an image.
Answer 2	
Which of the following options are benefits of using a digital camera?	
Select all answers that apply.	
	It allows you to print the pictures by using a digital photo printer.
	It allows you to choose the pictures that you want to save and delete the rest.
	It allows you to check the pictures without transferring them to a computer.
	It allows you to transfer pictures from the film to a computer.

Sort Game: Career Opportunities

Option 1		Option 2		Option 3
Information workers		IT professionals		Developers
3, 2, 1		9, 8, 7		6, 5, 4

Lesson: Digital Technology and Career Opportunities

	Statement	True	False
1	When telecommuting, you WORK from home.		
2	When telecommuting, you DO NOT WORK from home.		
3	Regional offices ARE connected to the main office.		
4	Regional offices ARE NOT connected to the main office.		
5	Regional offices are ALSO called satellite offices.		
6	Regional offices are NOT called satellite offices.		
7	PROGRAMMERS create documentation.		
8	TECHNICAL WRITERS create documentation.		
9	WEB SITE DESIGNERS create a Web site.		
10	WEB ADMINISTRATORS create a Web site.		
11	A typist is an IT PROFESSIONAL.		
12	A typist is an INFORMATION WORKER.		
13	DESKTOP PUBLISHERS create newsletters and magazines.		
14	GAME DESIGNERS create newsletters and magazines.		
15	A Web administrator is an IT PROFESSIONAL.		
16	A Web administrator is a DEVELOPER.		

17	Warehouse managers are IT PROFESSIONALS.		
18	Warehouse managers are INFORMATION WORKERS.		

Appendix E: Character Introductions

Ben
Country/Region of Origin: China
Previous Computer Experience: Moderate
Hobbies: Cat videos and animal photography

Ben loves all animals but he is particularly fond cats. His favorite pastime is to use his digital camera and his computer to create images and videos of cats and then post them on his blog for his friends. Some of his videos have become so popular he has developed a fan bases on his social media Websites.

Debra
Country/Region of Origin: Portugal
Previous Computer Experience: Moderate
Hobbies: Rollerblading and dancing

Debra likes to keep herself active and stay busy. She can often be found exploring the city on her rollerblades while listening to local musicians on her headphones. While Debra does use a desktop computer at her work, she prefers to use her smartphone and tablet for her on the go lifestyle.

Douglas
Country/Region of Origin: Kenya
Previous Computer Experience: High
Hobbies: Watching science fiction movies and jogging

Ben has the most experience with computers of the group. His understanding of technology has led him to work on international space programs as a computer engineer. Ben uses his home computer to keep up on the latest fitness articles on the Internet and to watch classic science fiction monster movies.

Holly

Country/Region of Origin: South Korea
Pervious Computer Experience: Low
Hobbies: Painting and gardening

Holly enjoys art museums and craft fairs. She has decided she can see more amazing artists if she could access the World Wide Web. Holly also wants to expand on her own artistic talent as a painter by taking online art lessons. Eventually, Holly would like to become a professional digital artist and create amazing visuals to inspire others.

Nikki
Country/Region of Origin: Scotland
Pervious Computer Experience: Low
Hobbies: Singing and poetry

Nikki spends most of her time with her band playing music for their local fans. She has decided she wants to learn how to post videos of their songs on various social media sites. Now Nikki has a laptop and a digital video recorder to bring her music to the world.

Steve
Country/Region of Origin: Australia
Previous Computer Experience: Low
Hobbies: Camping and comic books

Steve enjoys spending time outdoors with his dog, Scout. He recently bought a smartphone so he could get hiking trail information and discovered they could do so much more. Now Steve and Scout use the Internet to plan amazing adventures everywhere they go.

Willie
Country/Region of Origin: Brazil

Previous Computer Experience: Low
Hobbies: playing sports and listening to music

Willie is new to computers but is excited to learn. He is the youngest of the icon characters but makes up for his youth with enthusiasm and a genuine devotion to understand digital technology. Willie also wants to play PC video games which might explain some of his interest in knowing how it all works.

Yvette
Country/Region of Origin: United States
Previous Computer Experience: High
Hobbies: Reading books and cooking shows

Yvette is a teacher and has a lot of experience teaching students about new technology. Yvette is often the student's favorite, not only because she is a good teacher, but also because she is fond of sharing her home-made cookies with the class. Yvette prepares her course lessons on her laptop but loves to cook with her smartphone nearby for handy access to recipes.

Appendix F: Resources

- For more information about the content that is covered in the Digital Literacy curriculum, see the following resources:

    o **Computer Basics:** Resources for new computer users (Windows 8.1)
      http://www.microsoft.com/windowsxp/expertzone/communities/newuserresources.mspx

    o **The Internet and World Wide Web:**
      http://www.microsoft.com/windows/ie/ie6/using/default.mspx

    o **Computer Security and Privacy:** http://www.microsoft.com/protect/default.mspx

    o **Digital Lifestyles:** http://www.microsoft.com/uk/lifestyle/default.mspx

- For more information about using the software covered in the **Productivity Programs** course, visit the following Microsoft Web sites:

    o **Word 2013:** http://office.microsoft.com/en-gb/word/FX100649261033.aspx

    o **Excel 2013:** http://office.microsoft.com/en-gb/excel/FX100646961033.aspx

    o **PowerPoint 2013:** http://office.microsoft.com/en-b/powerpoint/FX100648971033.aspx

    o **Access 2013:** http://office.microsoft.com/en-gb/access/FX100646921033.aspx

In addition, there is a large amount of free information online. For example, you can find information related to The Internet and World Wide Web by searching for search terms such as: the history of the Internet and World Wide Web, HTML basics, or Web graphics. Just be sure that you get your information from a reputable site.

Appendix G: Classroom Setup Guide

Introduction

This section outlines best practices for setting up the curriculum in a lab or classroom environment. Where possible, both recommendations and minimum requirements are included so you can deploy the curriculum based on your audience, system constraints, and education goals.

Getting Started

Well in advance of your first class, you should plan the level of installation appropriate for your learning center. We provide three set-up options: **Best**, **Better**, and **Good**.

- **Best** (☺) requires a broadband Internet connection, which allows students to use all of the curriculum components online at http://www.microsoft.com/digitalliteracy.

- **Better** (●) requires a 56KB dialup Internet connection, which allows students to access the assessments online (this experience is slower than optimal) and assumes that the student will view the courses locally by using the offline player version. The offline version of the courses can be downloaded from the Digital Literacy Web site at http://www.microsoft.com/digitalliteracy.

- **Good** (√) requires no Internet access for the students. The instructor will download either the offline course components or the Microsoft Word versions of the course and will copy these to each student computer. In an offline environment, students will not have access to the assessment or certificate test components of the curriculum.

Classroom Deployment Options

The Digital Literacy curriculum can be used at a single computer station or installed in a classroom lab environment. The curriculum is optimally designed for a one-to-one experience with one computer for each student. If necessary, you can group students together and have them take turns controlling the computer. However, a one-to-one experience will provide each student with more hands-on time, which is crucial for building skills and confidence.

The E-Learning curriculum is available in several formats to provide you with deployment flexibility. Use the following chart to select the components best suited for your classroom.

	Component	Description	Use if you have
	Learning		
☺	Hosted eLearning	Students use the E-Learning content online at the Microsoft Web site. Each course is a 2–3 hour learning experience in total, organized into lessons no more than 30 minutes in length.	Affordable, reliable, high speed Internet connections available for all classroom computers.
●	Local eLearning	Students use the E-Learning content through an offline player that the instructor can download from Microsoft.com and install on each computer.	Limited Internet connection. Do not have an Internet connection available for all classroom computers.
√	Word format files	Students read the Word files that instructors have either copied to the computer or have printed for them.	Limited number of classroom computers. Little or no Internet connection. Need to adapt or modify the courseware for your students.

Assessments			
☺	Hosted Assessments	Students take the 30 question assessment online at the Microsoft Web site. Each assessment contains 30 questions and should take approximately 30–40 minutes to complete.	A 56 KB dialup, or faster, Internet connection available for at least some classroom computers.
√	Assessment Question File (available May 2006)	Instructors can download a Word version of the assessment questions. From this, they can create and deliver their own paper-based assessments. Instructors can add their own questions or edit the questions provided.	Limited number of classroom computers. Little or no Internet connection. Need to adapt or modify the test items for your students.
Certificate Test			
☺	Hosted Test	Students take the 30-question test online at Microsoft.com. The test should take approximately 30–40 minutes to complete.	Have a 56 KB dialup, or faster, Internet connection available for at least one classroom computer.

Hardware

The classroom computers require the following hardware and software configuration:

Minimum system requirements

- Personal computer with an Intel Pentium II, 400-megahertz (MHz) processor

- 256 megabytes (MB) of RAM

- Microsoft Windows 8

- Microsoft Internet Explorer® 11

- Super VGA (1024 x 768) resolution monitor with High Color (16-bit/65 K color)

- Microsoft Mouse or compatible pointing device

- Windows-compatible sound board and headphones or speakers (required for audio)

Recommended system requirements

- Personal computer with an Intel Pentium III, 500-megahertz (MHz) or higher processor

- 256 megabytes (MB) of RAM or more

- Microsoft Windows 8.1

- Microsoft Internet Explorer 11

- Super VGA (1024 x 768) resolution monitor with High Color (16-bit/65K color)

- Microsoft Mouse or compatible pointing device

- Windows-compatible sound board and headphones or speakers (required for audio)

To determine if your computer meets the minimum system requirements:

1. On the Window 8 Start menu page, click the **HP Support Assistant** box, then click **My Computer**.

2. On the System Information tab, information about the computer operating system and service pack is listed in the upper part of the dialog box. The computer processor type, speed, and memory are listed in the lower portion.

Software

The Digital Literacy curriculum was developed and tested on the following software, which is required for the classroom computers:

- Microsoft Windows 8

- Microsoft Office System 2013 (recommended)

Computer Configuration

Windows 8 Installation

1. Verify that you have Windows 8 installed. This is usually easy to tell by the visual distinctiveness of Windows 8. You can also verify by scrolling the mouse to the top right of the screen, and then click the **HP Support Assistant** box. Click **My Computer** and on the System Information tab you will see your computer's Properties including your operating system.

   If Windows 8 is installed, skip Step 2.

2. If Windows 8 is not installed (no operating system installed), then you must run the installation from the Windows 8 CD and follow all the steps.

3. During installation of Windows 8, be sure to:

   o Assign a computer name (must be unique in the classroom).

   o Assign an administrator password.

   o Complete the IP Configuration (default). This configuration is required for accessing the Internet.

   o Assign each computer to a workgroup (unless otherwise configured).

4. After installing Windows 8, install the latest updates from the Microsoft Windows Update site following the download and installation instructions.

Internet Connectivity

For the "Best" scenario described above, lab computers require Internet access. You may have to contact your lab technician or network administrator to verify access for your lab.

- If only one or two computers in the lab have Internet access, you may want to designate these as "testing" computers that the students can use to take the online assessments or certificate tests, and give testers priority access to these machines (see "Better" scenario).

- If you have a dial-up connection, rather than a broadband connection, use the offline player version of the e-learning course, and use the Internet connection only for the assessments and certificate test, which provides slow but reasonable access to these components (see "Better" scenario).

Note: Internet functionality requires dial-up or broadband Internet access. Local or long-distance charges may apply.

Applications Software

Although the E-Learning courses, assessments, and certificate test do not require Microsoft Office System 2013 on the student computer, it is a good idea to install these on the student computers so that students can practice skills learned with the latest software. If you plan to have students use older Microsoft Word versions of the curriculum on their computers, they must be installed.

1. Verify that you have Microsoft Office System 2013 installed by starting Microsoft Word, and then on the Help menu, click About Microsoft Office Word, and verify that 2013 appears after the name of the Microsoft Office product. If it is installed, skip Step 2.

2. Install Microsoft Office System 2013.

Printing

The curriculum does not require students to have print capability, but it is a nice convenience if a network printer is available. Check with your lab technician or network administrator for details.

If possible, at least one computer that is connected to the Internet should have access to a printer so that students can use this computer for taking the certificate tests. The students can use the printer to print the Digital Literacy certificate if they pass the test.

Curriculum Access

If students will be accessing the curriculum online ("Best" scenario), you can set up the URL http://www.microsoft.com/digitalliteracy as a favorite in Internet Explorer on each computer or create a desktop link to the site for easy access.

If students will be using the offline version of the course, you may want to download and set up the offline e-learning courses and the Word files on each computer for easy student access.

To download the components, go to http://www.microsoft.com/digitalliteracy, and browse to the curriculum page. Click a component to download, and follow the instructions.

1. Click **Run.** The files are then copied to your machine.

2. To access the files, you can use the shortcut that appears on your desktop or the shortcut on the Start menu under the Microsoft Learning folder.

First Day of Class

Turn on all computers. Create a shortcut on the desktop to the Digital Literacy URL (for online learning) or to the courseware installed on the local computer so that students can access it easily.

The Microsoft Digital Literacy Online Assessments

The Microsoft Digital Literacy Online Assessments provide a useful opportunity for students to evaluate their knowledge of core computer skills and concepts. The assessments can be used as a pretest or a posttest for the Digital Literacy courses.

The assessments consist of a series of multiple-choice test items. Each test item describes a brief scenario, asks a question, and provides four or more options. There are two types of test items: single-answer multiple choice and multiple-answer multiple choice. In multiple-answer multiple choice, there is more than one correct answer and students are required to select all the correct answers.

Each time an assessment is launched, the student is presented with 30 multiple-choice questions randomly generated from a pool of 45–90 questions aligned to the course objective domain (OD). The answers are also randomly organized.

When a student completes an assessment, the tool scores it and provides a results summary page. This page reports the student's score and provides a Learning Plan. The Learning Plan lists the lessons students should consider reviewing to ensure mastery of the topic.

The Digital Literacy Certificate Test functions much like the course assessments. For the Certificate Test, the 30 test items are randomly pulled from across the objective domain for all five courses. Likewise, the Learning Plan covers all five courses. Unlike the course assessments, there is a passing score of 80% associated with the Certificate Test. When students pass, they are invited to print a personalized Digital Literacy certificate. Although the certificate validates skills learned by each student; it does not provide a formal proof of skills.

The Digital Literacy assessments are also available as a Test Item File (TIF) in Microsoft Word, which instructors can download at http://www.microsoft.com/digitalliteracyinstructor. The TIF provides all of

the questions and answers from which instructors can select or add their own questions to create customized paper-based tests for their students.

Using the Assessments

This section explores the assessment engine step by step from start to scoring. Instructors can benefit from launching and exploring the interface before guiding students through the process. Follow the steps here to receive a full tour of the interface so that you can guide your students appropriately.

Step 1: Launch an Assessment

1. Go to http://www.microsoft.com/digitalliteracy.

2. Click the **Access the Curriculum** link in the left pane.

3. Choose a course from the list provided. Refer to Figure 1.1.

Figure 1.1: The Digital Literacy Curriculum page

4. In the section for the course you selected, click **Launch Assessment**. Refer to Figure 1.2.

Figure 1.2: The Launch assessment link

The assessment instructions page appears as shown in Figure 1.3.

Figure 1.3: The assessment instructions page

This page provides a basic introduction to the assessment for your students. Please advise your students to read this page carefully before starting, because it provides important details on navigation, answering questions, and scoring the exam. Ask them to pay particular attention to the screen shot at the bottom of the page. Refer to Figure 1.4.

5. After reading the instructions, scroll back to the top of the page and click the **Start Assessment** button. This automatically loads the first of thirty questions. Each question opens in a different window. Students can navigate between questions using the buttons in the bottom blue bar.

Figure 1.4: The assessment navigation instructions

These navigation features are further detailed in the following section.

Step 2: Navigate through the Assessment

1. Each question has its own window, as shown in Figure 1.4. The question number appears in the header.

2. The **Previous** and **Next** buttons are used to move from one question to the next in numerical order. Notice that when you are on question 1, the **Previous** button is unavailable. Similarly, when you are on the last question, question 30, the **Next** button is unavailable.

3. To go to a specific question, type the question number in the **Got To Question** box and click the **Go** button. This displays the specified question.

4. To display the full list of questions, click the **Question List** button. Refer to Figure 1.4. It provides the list of questions and highlights the current question. Refer to Figure 1.5.

5. You can move back to the assessment in two different ways. You can either click the **Return to Assessment** button, which takes you back to the same question that you attempted last. For example, in Figure 1.5, you would go back to question 8. Alternatively, you can click any underlined question to move to that particular question.

Figure 1.5: The assessment question list

If the symbol after the question number is blank, you have not yet answered that question. If the symbol is solid, the question has already been answered.

Notes:

- The Question List is not a grading tool. It does not say whether a question has been answered correctly or incorrectly; it only indicates that a response to the question has been recorded.

- Clicking the **Score Assessment** button ends the assessment, grades it, and provides the learning plan. Therefore, do not click this button until you have completed the assessment. After an exam is scored, you cannot make changes or go back to the questions.

Step 3: Answering Assessment Questions

The assessment provides two types of questions—single-answer multiple choice and multiple-answer multiple choice. In the single-answer variety, the interface allows you to select only one response. Responses are selected by clicking the circle next to the correct response. In the multiple-answer variety, squares are displayed next to the responses instead of circles. The interface allows you to select as many responses as you want.

Note: The question will always state the number of correct responses as shown in see Figure 1.6.

Figure 1.6: A multiple-answer multiple-choice question
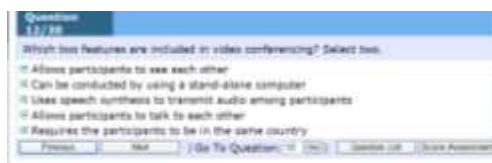
After you have selected your response to the question, go to the next question. Use the Question List feature to review your responses one last time before completing the assessment.

Step 4: Scoring the Assessment

After you are satisfied with all your responses, finish the assessment by clicking the **Score Assessment** button. This button is available on each question page, as shown in Figure 1.4, and on the Question List page, as shown in Figure 1.5. Clicking the **Score Assessment** button ends the assessment, grades it, and provides the learning plan, so do not click this button until you have completed the assessment to your satisfaction. After an exam is scored, you cannot make changes or go back to the questions. A dialog box pops up to remind you that clicking **OK** stops and scores the exam. To return to the exam and continue to review and answer questions, click **Cancel**.

Step 5: Reviewing the Learning Plan

The Learning Plan consists of a Score Report and a Personalized Learning Plan. The Score report provides the score in percentage and score in the number of items correctly answered.

The Learning Plan provides a link to the e-learning course. The Score Report provides a list of the lessons recommended for review to master any topics from which questions were missed.

The Certificate Test

The Certificate Test functions just like the assessments, except:

- It draws 30 questions from across all five Digital Literacy course topics.

- It provides a "pass" or "no pass" score on the Learning Plan page.

If students pass the test, they can personalize and print a Digital Literacy Certificate. The certificate is available as a link on the Learning Plan page.