



**The ITrain  
Collective**

**Using Email -  
Pegasus Mail 2.5**

***Instructor's Manual***

***August 1998***

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## PREFACE

The Pegasus Mail Instructor manual is part of a series of Internet training (ITrain) materials developed by the ITrain Collective with the financial assistance of the International Development Research Centre (IDRC). The complete set of materials can be obtained from <http://unganisha.idrc.ca/itrain/>. The ITrain Collective consists of a small number of selected individuals and institutions around the world with a wide range of technical and training expertise in the Internet field.

The training materials are a result of a needs analysis conducted in November and December of 1997 and subsequent consultations with experts and users, including field testing. They are developed for use by Internet trainers and users in developing countries. If you are an individual or an institution engaged in delivering basic or advanced Internet training course or a user who is seeking a simple, flexible and effective Internet training guide, these materials are for you.

The Pegasus Mail Instructor manual will enable you to teach basic and advance email concepts and applications using the Pegasus Mail software. A key component of the ITrain package is the Instructor Notes, a 30 page document which provides useful guidelines on how to deliver effective training. It is crucial that you read this in conjunction with the Pegasus manual.

These materials are distributed under the OpenContent License (<http://www.opencontent.org/>) the full text of which can be found on page 63.

Users of the ITrain materials, instructors and students, are invited to join the ITrain mailing list for discussions about the use, customisation, and adaptation of the ITrain materials. To subscribe to the mailing list, send a message to <subscribe-itrain-l@lyris.idrc.ca>

You can send your evaluation of the ITrain materials as well as other information requests concerning the ITrain project to [itrain@unganisha.idrc.ca](mailto:itrain@unganisha.idrc.ca) or to Steve Song at the *International Development Research Centre, P.O.Box 8500, Ontario, Canada, K1G 3H9. Tel. +1 613 236 6163 or Fax. +1 613 567 7748*

## PREPARATION CHECKLIST

We have written the following checklist to help you prepare and conduct ITrain sessions. Each item in the checklist is explained at greater length in a 30 page document called Instructor Notes. It is an integral part of the ITrain programme. Please use it.

Topic	Done	To be done
<b>Preparing to conduct an ITrain course</b>		
1. Learn about students		
2. Identify the training context		
3. Assess the information sharing culture		
4. Inform yourself about ITrain		
5. Address your students' learning styles		
6. Produce and select effective learning tools		
7. Develop 'what' and 'why' questions		
8. Plan ways to demystify technology		
9. Design a flexible schedule for the training programme		
10. Choose an appropriate training venue		
11. Practice making demonstrations		
12. Arrange supplies and materials		
13. Announce the training		
<b>Conducting ITrain courses</b>		
1. Get to know your students: before and during the course		
2. Use principles of adult education		
3. Ask questions effectively		
4. Handle questions effectively		
5. Link your material to what students know		
6. Show the benefits of what you are teaching		
7. Be prepared for last minute surprises		
8. Use appropriate language		
9. Use appropriate non-verbal behaviour		
10. Be aware of culture or gender signals you send		
11. Check your assumptions		
12. Address negative experiences and remarks		
13. Use reviews and repetition		
14. Make sure that all trainees have equal access to computers		
15. Deal positively with technical problems		

16. Conclude sections on a high point		
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## **PLANNING TO DELIVER THE PEGASUS MAIL COURSE**

Time to start planning our session. Planning is an essential ingredient of solid training. Later in this manual we include a session plan. However, that plan and your plan must be flexible. You will need to adapt it to the group you are instructing and also to your preferred way of instructing.

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### ***Timing of sections***

This is a broad course. Keeping to a schedule while teaching a course like this takes skill and planning. In the course outline that follows, we have placed the estimated time in the heading for each section. This information, in a stopwatch, does not appear in the student materials. While you are giving the course, you will need to monitor your time so you can see how you are doing compared to the planned use of time. You can revise the time allocated to each section based on what you decide to emphasize in a course and the skill level of students.

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### ***Course plan***

This course is designed to be conducted in one day. It is composed of 24 segments. The following table outlines the different components and indicates the amount of time we have estimated for teaching them. There are leader-led components where the instructor speaks to the group. There are also self-study sections, with students working on their own, or in pairs and the instructor acting as a coach.



## ***Planning summary***

When you plan and conduct training, it is important that you gain an overview of the course you are about to teach. That way you can remember how the pieces of the puzzle fit together. As a result, your delivery will be smoother. You will feel more confident. For example, when someone asks you a question about a topic that comes later you will be able to confidently say what is coming and ask them to be patient.

## ***Planning table***

The following table will help you gain an overview of the course. It is not however a substitute for a plan that you draw up yourself. It should help you; however, in making your own plan. One way to make your personal plan would be to photocopy this plan and modify it to suit your personal needs.

	<b><i>Topic</i></b>	<b><i>Key points</i></b>	<b><i>Time</i></b>
1.	Introduction	<b>leader led:</b> Introduce yourself. Explain pre-requisites. Hand out student Manuals.	5
2.	Introductions and expectations of participants	<b>leader-led:</b> Allow participants to introduce each other and to state briefly their expectations from the course.	30
3.	Course objectives	<b>leader-led:</b> State the course objectives. Be sure to ask students for their feedback on how the objectives relate to their training needs and expectations.	10
4.	Introduction to email	<b>leader-led:</b> Engage participants in a discussion about how they communicate now and helps them evaluate how they might do it with email.	20
5.	The main toolbar and menu commands	<b>leader-led:</b> Teaches how to use the toolbar, but not the icons at this time.	5
6.	Understanding email addresses	<b>leader-led:</b> An explanation of the components of an email address and how to interpret them.	10
7.	Creating an outgoing message	<b>leader-led:</b> Lay out the steps for composing an email message. Participants practice.	15
8.	Sending a Queued	<b>leader-led:</b> You explain how to compose, queue, send and check for incoming messages. Error message when	10

	<b>Topic</b>	<b>Key points</b>	<b>Time</b>
	message	sending a message.	
9.	Receiving and reading your mail	<b>preferably self-study:</b> Students download mail, open a folder and read their mail; they consult help under 'reading mail messages.	15
10.	Reply to and forwarding messages	<b>preferably self-study:</b> Using the reply icon to reply to a message; forwarding a message using the forward icon.	10
11.	Attaching a file to a message	<b>preferably self-study:</b> Students write a short attachment, join it to a message and send it to themselves; an opportunity to add situations related to local conditions.	10
12.	Receiving and accessing attachments	<b>preferably self-study:</b> Students access the attachment they sent themselves, above.	10
13.	Help	<b>preferably self-study:</b> How to access Pegasus help.	15
<b>Advanced topics</b>			0
14.	Setting up your signature	<b>preferably self-study:</b> Automated signatures save time; they are easy to set up.	10
15.	Managing your messages	<b>preferably self-study:</b> Setting up folders and trays, renaming, understanding the status of messages, sorting messages, keeping a copy of messages.	20
16.	Using an address book	<b>preferably self-study:</b> Deals with naming address books, adding entries, and automatically adding an entry.	15
17.	Keyboard shortcuts	<b>preferably self-study:</b> Students review the list of shortcuts and select ones that they might use.	15
18.	Electronic mailing lists	<b>leader-led:</b> Explain the principles of mailing lists; what, why, how, advantages, joining and selecting; session is theoretical if there is not a live hook-up.	30
19.	Difficult situations: receiving messages	<b>preferably self-study:</b> Concentrates on MIME and UUencoding; explain how to obtain software for Uudecoding.	20
20.	Additional sources of information	<b>preferably self-study:</b> A few sources of information to learn more about email in general and its use in international development.	5
21.	Email	<b>preferably self-study:</b> Participants learn standards for email composition. They compare two composed	20

	<b>Topic</b>	<b>Key points</b>	<b>Time</b>
	etiquette	messages to a standard for email etiquette.	
22.	Using email in your environment	<b>leader-led:</b> This is a key section in which instructors are to help participants see the relevance of email in their own work environment.	10
23.	Summary	<b>leader-led:</b> A review in which instructors can revisit areas where people have been learning in preceding exercises; any topic could be reviewed; the toolbar is given as an example.	20
24.	Review	<b>leader-led:</b> An <b>essential</b> part of the course; please leave time to conduct a review; students review their notes and the manual and select three things they have learned; later they explain these points to the group.	30
25.	Evaluation: to be completed by students	<b>leader-led:</b> Very important; will generate ideas for improving the course.	10
	Total estimated time in minutes		370

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## **Conventions used in this manual**

*All text in Italics is for the instructor.* It gives the instructor hints on how to conduct the session. Some of the italicised text also provides sample answer material to questions posed by the instructor. If an instructor follows the approach contained in Italics, this will help to produce an interactive session in which students get involved and learn more.

**Bold** text in the manual indicates key words that instructors and students will find on Pegasus screens.

### **3-D boxes with notes to instructors**

The 3-D boxes throughout the course contain notes to the instructor.



*This is a 3-D box with notes for the instructor. You can use it to prepare yourself before you conduct a course.*

### **Icons**

Icons appear in both the instructor manual and the student manual. We included icons to draw attention to the text beside the icon and to give an immediate visual clue about the meaning of the material contained in the section.



In the instructor manual, the stopwatch icon indicates the estimated time to deliver a section of the course.

**The following margin notes appear in both the instructor and student manuals.**



This margin note indicates an exercise that students are to complete.



This margin note indicates that the accompanying text is a tip about some aspect of software or the Internet.

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**Evaluation: to be completed by all instructors**

Good training courses are constantly being revised and improved. The best way to review a course and develop new ideas for revisions is to get feedback from instructors and participants who use it. With that in mind we have created a questionnaire for your comments. Please treat this questionnaire as a guideline. Feel free to add comments in any areas you feel we have missed. You can send your evaluation to the address provided in the preface to this manual. Please ask your students to fill out their evaluation forms. Evaluation forms can also be filled out online at the ITrain web site:

<http://unganisha.idrc.ca/itrain/evaluation/>

Your name and email

address: \_\_\_\_\_

\_\_\_\_\_  
male / female

Sex:

Course name: \_\_\_\_\_

Duration in hours: \_\_\_\_\_ Date: \_\_\_\_\_

Location: \_\_\_\_\_  
\_\_\_\_\_

Number and sex of instructors and coaches: -

\_\_\_\_\_

Number and sex of students:

\_\_\_\_\_

Describe in a few words your cultural background:

\_\_\_\_\_

\_\_\_\_\_

In the table below please indicate which sections you conducted in a leader-led format, which ones where self study, please rate the material as indicated.

**Please indicate your answers below with an x or a check.**

Topics	Students' level of interest	Delivery method	Level of difficulty
--------	-----------------------------	-----------------	---------------------

	high	medium	low	leader- led	self- study	high	medium	low
1. Introduction								
2. Introductions and expectations of participants								
3. Course objectives								
4. Introduction to email								
5. The main toolbar and menu commands								
6. Understanding email addresses								
7. Creating an outgoing message								
8. Sending a Queued message								
9. Receiving and reading your mail								
10.Reply to and forwarding messages								
11.Attaching a file to a message								
12.Receiving and accessing attachments								
13.Help								
14.Setting up your signature								
15.Managing your messages								
16.Using an address book								
17.Keyboard shortcuts								

Topics	Students' level of interest			Delivery method		Level of difficulty		
	high	medium	low	leader-led	self-study	high	medium	low
18.Electronic mailing lists								
19.Difficult situations: receiving messages								
20.Additional sources of information								
21.Email etiquette								
22.Using email in your environment								
23.Summary								
24.Review								
25.Evaluation: to be completed by students								

Please indicate the extent to which you agree with the following statements.

Questions	Ranking				
1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 agree strongly					
26.The introductory notes for instructors were helpful.	1	2	3	4	5
27.The introductory notes for instructors were easy to read					
28.The layout of the manual made it easy to follow.					
29.The words used in the manual were easy to understand.					
30.The explanations in the manual were easy to understand.					
31.The manual was the right length.					
32.The graphics of the manual were easy to read.					
33.These course materials helped me teach the Internet.					
34.The training was what I thought it would be.					

36.Topics that should be added.

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36.Topics that should be removed.

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37.Describe the materials you added.

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38.Other comments.

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## **COURSE NOTES**

The notes in the section that follows will help an instructor prepare to deliver a course about Pegasus Mail. These notes are very similar in both the instructor manual and the student manual. The difference being that in the instructor manual there are some additional notes for instructors, including answer material for questions that instructors are to ask students.



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## **1. Introduction**



*While students are arriving, greet them individually, introduce yourself and ask them to write their names on name tags or another piece of identification that you provide. Now is the time to hand out the Student Manuals*

Welcome to Using email. In this course you will learn how to use Pegasus mail for your email needs.

In order to complete successfully the exercises in this course, you will need to be familiar with Microsoft Windows and the use of a mouse. You will need to know how to open programmes in Windows, how to select items from pull-down menus, how to use a button bar, how to maximise and minimise a window, as well as how to select items from a Windows dialog box. If you do not meet these requirements, we have developed a computer handbook which you can use to upgrade your skills.

This manual is a reference for your personal learning. Feel free to make notes on it.



## 2. Introductions and expectations of students

You can learn more about the ITrain Collection, of which this manual is a part, at <http://unganisha.idrc.ca/itrain>.

**i** *Instructor explains that students always like to get to know other students. Here is an innovative way to do that. Ask students to select someone they do not know and to interview him/her using the questions suggested below. Next, ask each student to present to the class the person they interviewed. To optimize time, limit introductions to few sentences (1-2 minutes).*

- 1) Please introduce to the group the person you interviewed. In a sentence or two, indicate what type of work the person does.

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- 2) What experience with email does the person you interviewed have?

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- 3) What does the person you interviewed expect to learn from this course?

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**i** *Instructor should note what students hope to learn so that this list can be reviewed at the end of the course. A flip chart or white board can be used for this purpose. Flip chart is best because the list can be taped to the wall. If using a white board, the list would most likely need to be erased to make room for other notes on the white board. In such cases, the list could be copied to a piece of paper, perhaps by a coach and re-written on the board for the final review.*

### 3. Course objectives



The objectives of this course are listed below. This is what we aim to achieve in the course.

**i** *Instructor states each objectives, asking people if they have any questions.  
Adding the information that is in the boxes.*

1) to enable you to use email effectively in your work environment

**i** *will save you time in the long run*

2) to appreciate the strengths and weaknesses of email

**i** *so we can have reasonable expectations of email and thus work effectively and  
efficiently with what is available*

3) to perform basic email tasks

**i** *we practice here with success and have the confidence and competence to do it  
back at work*

4) to use basic email etiquette and conventions

**i** *you practice here so you will do it right after the course*

5) to interpret and deal with basic email error messages

**i** *will save time and frustration when you return to work*

6) to assess the usefulness of the instruction

**i** *so we know how well we did and can revise as necessary for later courses*



## 4. Introduction to email

To start this course let's look at three important questions

1) What kind of communication tools do you currently use?

**i** *Answers could include meetings, letters, memos, fax, telex, telephone, email and others.*

2) What is email?

**i** *Electronic mail. Messages sent via the Internet or a local network. If students do not know what email is, the instructor could briefly show the Pegasus mail main screen here.*

3) What are the strengths and weaknesses of the different modes of communication?

**i** *Draw a blank table with headings similar to the one below and solicit input from students to fill in the cells. You can use a white board or another media. Feel free to modify the table as appropriate.*

	Meeting	letter	memo	fax	telex	phone	email
advantages							
disadvantages							

**i** *Choose relevant examples from your experience to illustrate these points. Encourage students to give examples from their experience.*

- *After finishing this section and before going on to the next, have the students open the Pegasus Mail program on their computers.*

## 5. The main toolbar and menu commands



**Figure 1** The main toolbar or menu panel in Pegasus Mail

- 1) What are the main icons on the toolbar?



*Instructor should take 5 minutes here and point out the main icons on the toolbar. For example, compose, print, send, check for new mail.*

- 2) If you do not know what the icons on a toolbar mean, how can you find out?



*Simply place the arrow created by your mouse inside of the rectangle surrounding the icon.*



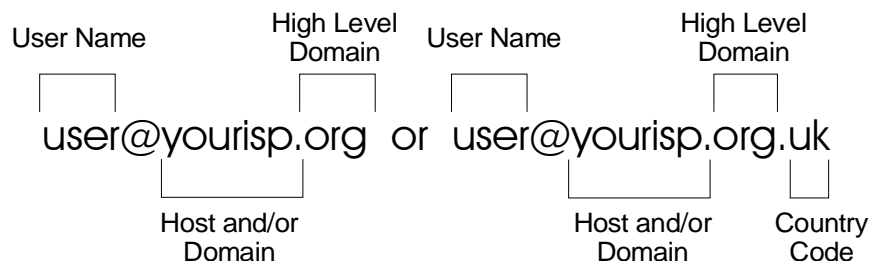
## 6. Understanding email addresses

Email addresses are like postal addresses. While the postal service uses an address to determine where to send a letter; the Internet decides where to send an email message based on an email address.

### Components of an email address

Email addresses contain a user name, a host and or domain name, and a code indicating either a top-level domain or country name.

**Figure 2 The parts of an email address**



### User name

This is the part to the left of the @ sign. This is a name that a user selects, or has been assigned by a service provider or an email administrator. Often user names are a combination of a person's first and or last names. For example, if your name were Siphon Nzimande, your user name might be 'snzimande'.

@

This is the distinguishing characteristic of email addresses. It is pronounced as 'at'.

### Host and/or domain

The part of an email address to the right of the @ symbol refers to the name of the computer where the mail is to be sent. It can vary, depending on how the computer is called. The host is the name of the computer that hosts the Internet account where the email will be sent. The domain is the network that the computer is connected to. In our example 'yourisp' is the name of the computer.

### Your turn



Review an email address: yours at work or home, one assigned to you for this course or someone else's address. Indicate the user name, host or domain name and — if there is one, the country indicator.





## 7. Creating an outgoing message

An outgoing message is a typed text you send to someone. i.e. an email message that you send. There are two simple ways to create an outgoing message. You can either select **File New Message**. Or select the **Compose a new mail message** icon. Once you make this selection a new message window will display. Your cursor will appear in the **To:** field. You insert an email address here.



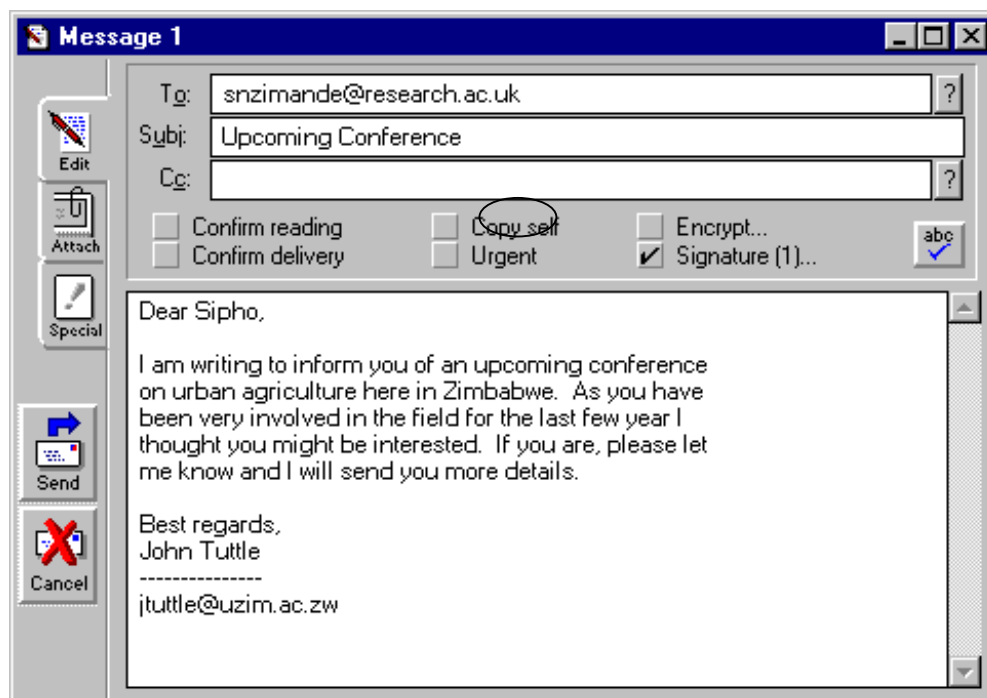
The **To:** line indicates the main recipient of your email. In most cases you are inviting a reply from a person in the **To:** field.

To move to the **Subj:** field, press **Tab** or use the mouse to move the cursor down to the subject field. You add a description of your message here.

**Cc:** (carbon copy) indicates that you are sending the correspondence to people for their information. Generally, if you place **Cc:** on email it means that recipients are at liberty to reply but are not expected to.

Press the **Tab** key again to move into the large area below. Type your text here. When you finish your message, the composition window should look something like the following example. When you have finished composing a message, press the **Send** button to place your message in the outgoing mail queue.

**Figure 3 A sample outgoing message**



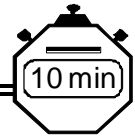
### **Your turn**



Compose a few messages using the steps explained above. Write to yourself, to the instructor, to another student and to an external person, if you have the person's email address. If you are looking for a subject you could write about using email. For example you could send a note about an important tip that you have learned about using email. Copy all messages to yourself, using the Cc feature. When you have finished composing a message press the Queue button to place them in the outgoing mail basket.



*Instructor will need to provide email addresses so that students can send a message to the instructor and other students. These should be written on the white board or flip chart.*



---

## **8. Sending a queued message**

### ***Composing, queuing, sending a message and checking for incoming messages***

You do not need to be connected to an Internet Service Provider (ISP) to compose a message. The recommended steps are:

1. Compose a message.
2. Click on the Send button to place the message in the outgoing queue.
3. Connect to the Internet and send your queued messages. To send messages, select the **Send all queued mail icon**.
4. Check your mailbox for incoming mail.
5. Disconnect from the Internet.
6. Read your new messages (if any).
7. Reply to messages or compose new messages. Back to Step 2.



## **Online and Offline**

Queuing a message means to place a message you compose in an outgoing area to be sent later. You can place several messages in the queue. This procedure helps to reduce the amount of time that your computer is connected to the Internet and in that way it is an efficient way of sending email messages. Two important words associated with queuing and sending messages are online and offline. Online means that you are connected to the Internet and offline means you are not connected to the Internet. It is most efficient to compose your messages in an offline mode. To put the message you just composed in the queue, click on the Queue button or select **Message, Queue For Delivery**. To put the message you have just composed in queue, click on the **Send** button.

## **Options for sending email**

After you have composed your email message you can use three different icons to send it. They are explained below.

### **Icon**

### **When you click on it . . .**



This icon will normally queue up your message to be sent later, or send it immediately depending on how your system is configured.



This icon will send all queued mail. It tells Pegasus Mail to process all mail currently in your outgoing mail queue and send it via the Internet.



This icon will both check for and send mail. It performs the previous two steps described above.

## **Your turn**



Send the message you wrote above. Select **File, Review queued mail** item to check that it is queued. Close the queued message. If you are connected to an ISP, send the message using the appropriate globe icon.



## 9. Receiving and reading your mail

This icon will check your host for new mail. It tells Pegasus Mail to connect to your remote mailbox and download any mail waiting there.



You can also use the send and receive icon to do both operations.



After you have downloaded mail as described above, you can read it. The first step in reading your mail is to open a folder. Pegasus Mail stores your mail messages in folders and automatically creates two folders for you — your main folder, and the new mail folder.

You can access your new mail with the new mail icon or select **File, Read new mail**. When you do this, the **New mail folder** dialog box will open as shown below. While you are reading a message, a button bar appears with a number of options. See below.



**Figure 4 The New mail folder**



To read a message in a folder, either double-click on it or select it and press the Open button.

### Your turn

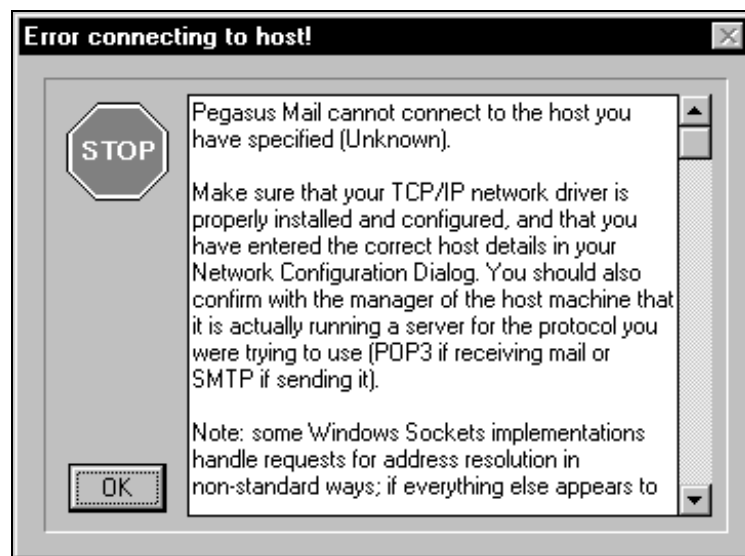


Open your new mail folder and scan a few messages. Identify what is similar in each message. First download your mail. Next open your new mail folder. If you prefer to read about reading messages, you should go to the help file indicated below. To access the help menu indicated below select **Help, Help index, Reading Mail messages**.

***Tip: error messages when sending a message***



If you receive an error message like the one below there is probably a very simple explanation. In so many words this message says you are not connected to the Internet. It could also mean your version of Pegasus is not configured correctly or there is an error or technical problem at your ISP. Be patient and check out each of these areas, in the order they are listed above. You will find the error.

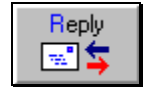


***Figure 5 Error message when sending a message***



## 10. Reply to and forwarding messages

Many of the email messages you send will be written as replies to someone. There are three clear benefits of using the reply feature. (1) It automatically places the recipient's email address in the message you are composing. (2) Reply automatically places the subject in the filed with **RE:** before it. (3) Reply also allows you to automatically include text from the incoming message.



**Reply** allows you to respond to a message or a selection of messages. Clicking **Reply** will open the reply dialog for each message you select.

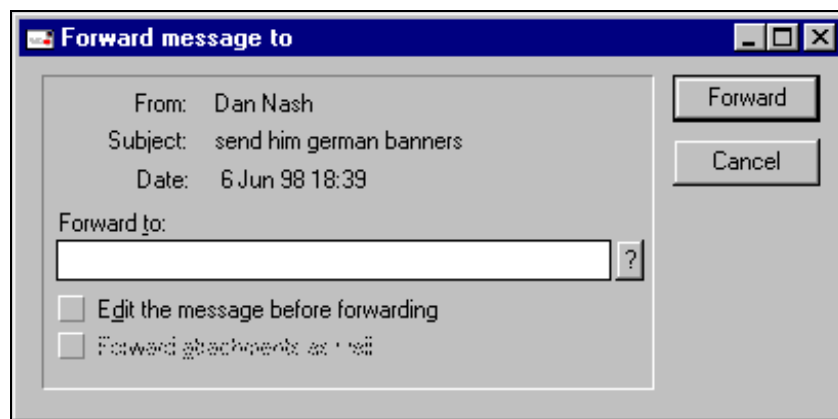
### Your turn



Open a message from your mail folder and reply to it. Even if the only message you have is your own message, you can reply to it.

### Forwarding a message

From time to time you will receive an email message that you would like to send or forward to someone. To forward the current open message, select the **Forward** message icon. When you do this the **Forward message to** dialog box appears. (See below.) You can type an email message in the blank field or select the ? pick list to see a list of recent addresses you have sent email to. You can paste these addresses into the **From:** field on the email message you are sending. You can also edit the message before sending it on. Select **Edit the message before forwarding**. Next, select **Forward** and a **Message** composition window will open with the **From:** field and the **To:** fields completed. Modify the message as you wish. **Send** or queue the message in the normal manner.



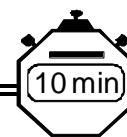
**Figure 6** The forward message to dialog box

### ***Your turn***



Forward a message that is in your folders. Experiment with the options in the **Forward message to** dialog box. Even if the only message you have is your own message, you can forward — to yourself or to others.



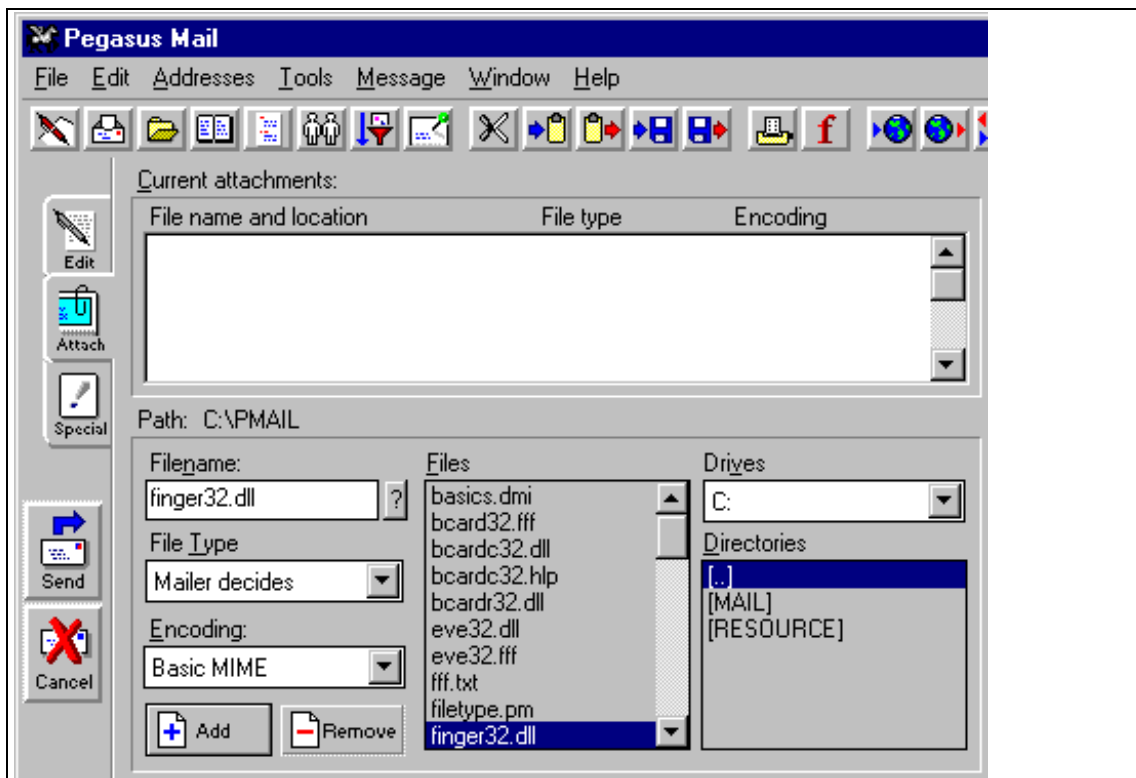


## 11. Attaching a file to a message

Normally when you write an email message you can say everything you wish to say in the body of the message. However, you might have additional information in a different format that you also wish to send. That information could be a report written with word processing software, a spreadsheet file, a database file or even a small software program. You can send this information as an attachment to your email message.

To practice attaching a file to an outgoing message, follow these steps.

- 1) Create a file using notepad or a word process. Save it.
- 2) Select the Attach File icon on the left side of the message composition window. The **Attach File** dialog box will appear.
- 3) Select the file you have prepared above from **Drives**, **Directories**, and **Files**.
- 4) Click on the **Add** button to attach the document to the current message.
- 5) Select the **Send** button.



**Figure 7** Attaching a file to an email message

### **Tip: Attaching Files**



Here are a few tips about attaching files:

- If the document you wish to attach is small and without formatting, simply cut and paste the text from your word processor into your email message. That way you can avoid problems that can result from sending attachments.
- If you do cut and paste into your email, check the text you pasted to ensure it is all there and is easy to read in the email message.
- If you wish to send an attachment, advise intended recipients beforehand and determine that they will be able to receive and use your attachment. For example if you use Corel WordPerfect and the intended receiver for your email message uses MS-Word, make certain that you deal with compatibility problems.

### **Your turn**



Write a short message of a sentence or two in Notepad, Word or WordPerfect. Save it. (Write down the path.) Write a short email message to yourself, attach the file and send the file to yourself.

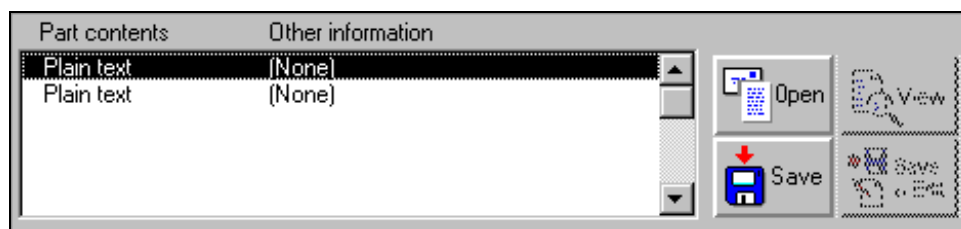


## 12. Receiving and accessing attachments

Sometimes different software and different operating systems experience difficulties talking to each other. As a result, people occasionally experience problems accessing attachments.

Normally, Pegasus automatically decodes an attachment and places an indication in the attachment browser. (See below.) This attachment browser appears at the bottom of the incoming message when you open it. If you have the software application that the attachment was created in and the sender has used the default extensions at the end of the document, (e.g. **.doc** for Word, and **.wpd** for WordPerfect) that application launches and the attachment opens. If your computer does not understand the format of the attached document it will prompt you to identify the application.

To save an attachment to your hard drive, highlight the file you wish to save and then click on the Save button. Don't forget to note where you save the file! You can then open the file using a word processor, spreadsheet, etc.



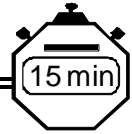
**Figure 8** The attachment browser in Pegasus

### Your turn



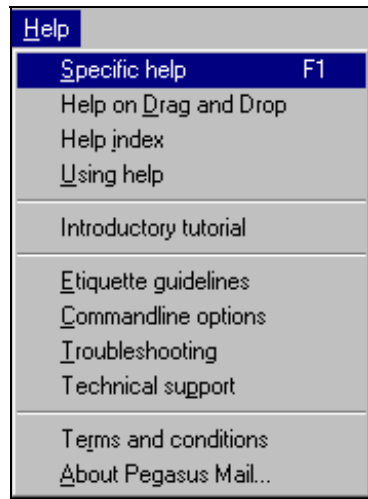
Access the attached message you sent yourself above by clicking on the file name in the attachment browser at the bottom of your email message.

Help can provide assistance to people learning software. There are several types of Help with Pegasus.



## 13. Help

To learn what help is available in Pegasus select **H**elp.

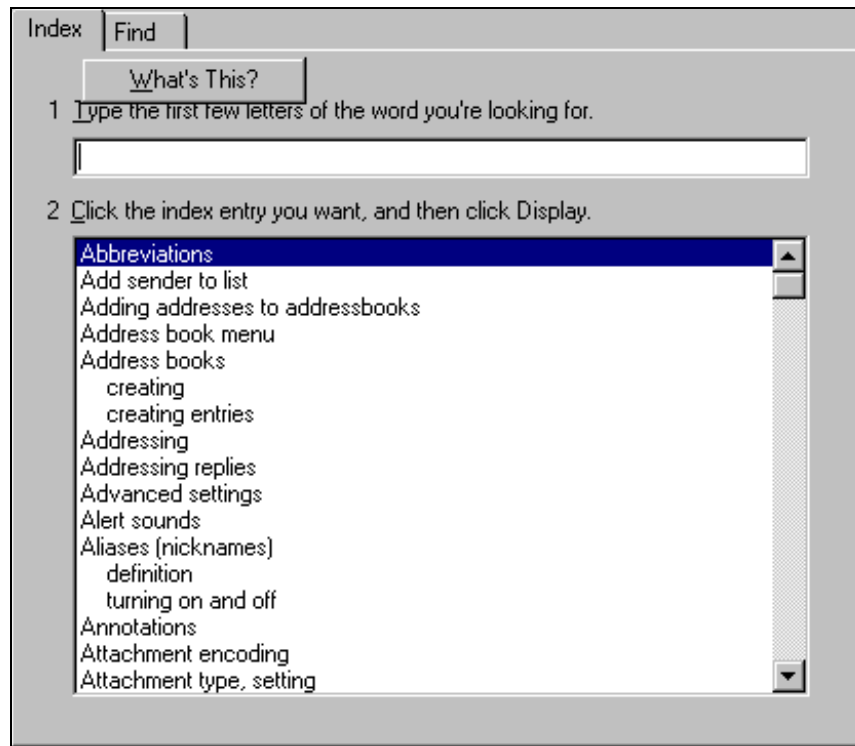


**Figure 9** Types of help available in Pegasus Mail

### Specific help

For instructions on how to do certain tasks, select **H**elp, **S**pecific help, **C**ontents. You can also select **S**earch, to see the dialog box that appears below.

**Figure 10     Help Topics**



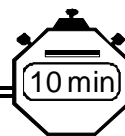
### **Your turn**



Let your curiosity run wild! Open **Help**. Try the different types of help that are available. Chose and read a topic that we considered in the present Pegasus course; for example, signatures.

## **ADVANCED MATERIALS**

The topics covered to this point in the manual are the basic ones that you need to know in order to use Pegasus mail effectively. The remainder of this manual is devoted to topics that are more advanced. If you learn what is in the rest of the manual you will get the maximum benefit from Pegasus Mail. If you are new to Pegasus and, especially if you are new to email the first part of the manual is probably all you need to learn, now. If you are more advanced or if you have a specific question, you will find the advanced materials are appropriate for you.



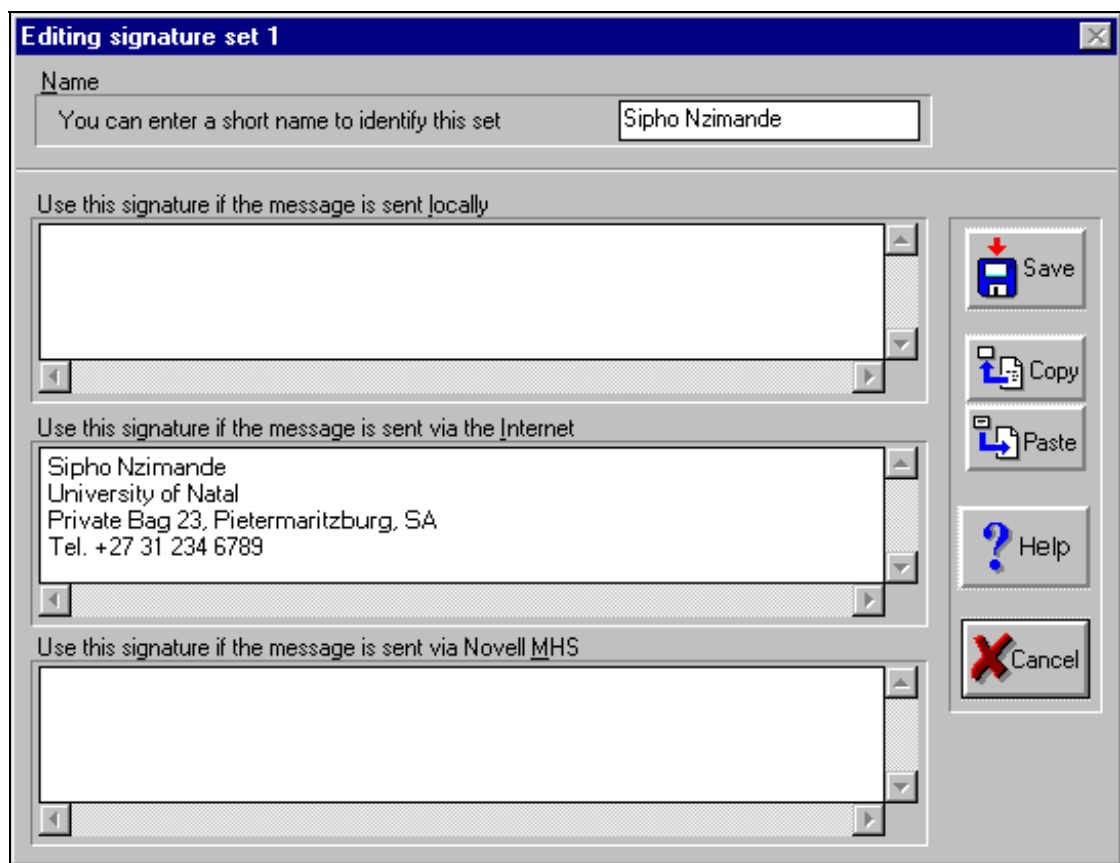
## 14. Setting up your signature

A signature is a few lines of text — your contact information — that you compose. A signature serves many purposes. It identifies you and your organisation and perhaps your function. It provides alternative contact details by regular mail, telephone, etc. Also some Internet services remove sender email addresses so having your email address in your signature is a good idea. Once set up, Pegasus adds your signature automatically to the end of outgoing messages.

The figure below illustrates a signature in Pegasus.

To create your signature, select **Tools, Option, Signature, Edit**. When the Edit window displays, place your cursor in the **Internet** window and type your signature as indicated below. When finished composing your signature, give it a file name, or **short name** and select **Save, OK**.

**Figure 11** Setting up a signature to use with Internet email



***Tip: your invisible signature***



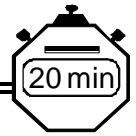
When you are composing an email message in Pegasus Mail, you will not see your signature on your screen because it is not displayed in the Pegasus message window. Rather, it is added to the end of your message automatically when you send it.

***Your turn***



Set up your signature using the steps explained above.





## 15. Managing your messages

Email, email, email. Where did it all come from?

What am I going to do with it? How can I find the messages I need? Yes, the bad news is email might swamp you. The good news is that Pegasus makes it easy to manage your email. Here is how.

One of the most useful actions you can take is to set up or create folders to sort and store your email messages. We will examine this below along with renaming and deleting folders, the status of messages, and sorting messages.

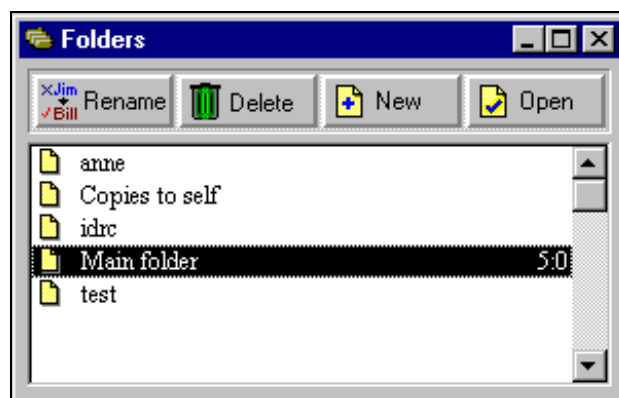
There are several ways to organise your folders. You can set up folders for individual people, by project, by dates, special projects or activities, by organisations — or by any other criteria or combination of criteria.

### Mail folders and trays

Pegasus Mail stores your mail messages in Folders and it automatically creates two folders for you — your **Main** folder, and the **New Mail** folder. You can create other mail folders as you need them. To manage your mail folders, select **File, Mail folders** or click on the Mail Folders button in the Button Panel.

When the folder selector window opens, it will resemble the illustration below.

**Figure 12**    *The folders window*

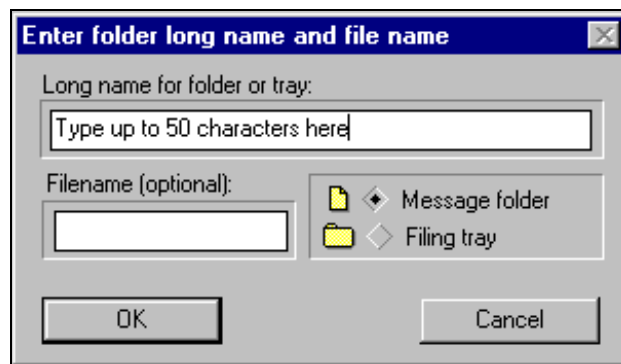


The folder selector shows all the mail folders stored in Pegasus Mail, with the exception of the new mail folder which can only be accessed via the Button Panel or **File, Read new mail**. Folders in green contain unread mail. The first number at the extreme right of each line in the folder selector represents the total number of messages in the folder. The second one indicates the number of unread messages in the folder.

### ***Creating a mail folder or tray***

To create a mail folder or tray, click on the **New** button, shown above.

**Figure 13**     ***Dialog box to name a folder***



A dialog box will appear asking you for a name for the folder or **Long name ...**. You can enter a name in the name field up to 50 characters. Choose a name that reflects the contents of the folder. There is also a field for an optional short name in the field called **Filename (optional)**. If you leave it blank, Pegasus Mail will generate a name for the folder for you. This is usually the safest approach. If you prefer to create a filing tray — a specialised type of folder which can contain other folders or trays, but not messages — check the **Filing Tray** control to the right of the dialog box. Click on the **OK** button to accept the names you have given and Pegasus Mail will create the folder for you and add it to the list.

## Renaming and deleting folders

Renaming an existing folder is similar to creating a new folder. You can change the long name without any restriction at all. It is best to not change the short name of a file or tray. To rename a folder select the **Rename** button.



**Figure 14** Dialog box to name a folder



To delete a folder, highlight it and click the **Delete** button. Deleting a folder is a permanent step, so be careful when doing it. A tray can only be deleted when it no longer contains any other trays or folders.

## Your turn



Create a folder. Rename it. Delete it.

## Open

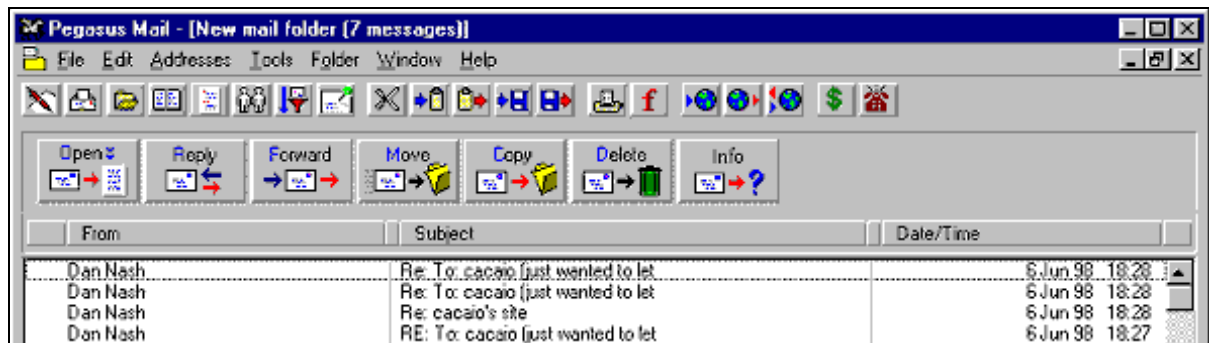
To open a folder and work with its contents, highlight the folder in the folder list and select the **Open** button, or double-click on the folder name. Folders open in their own window.



When you select the **Open** button, a Window opens as illustrated below.






**Figure 15** The Window that appears when a folder is open



### The status of messages

The following table shows the symbols associated with messages and their meaning.

<i>Symbol</i>	<i>Meaning</i>
blank	The message has not been read.
	The message has been read.
	Message includes an attachment.
	Message has been replied to.

### Your turn

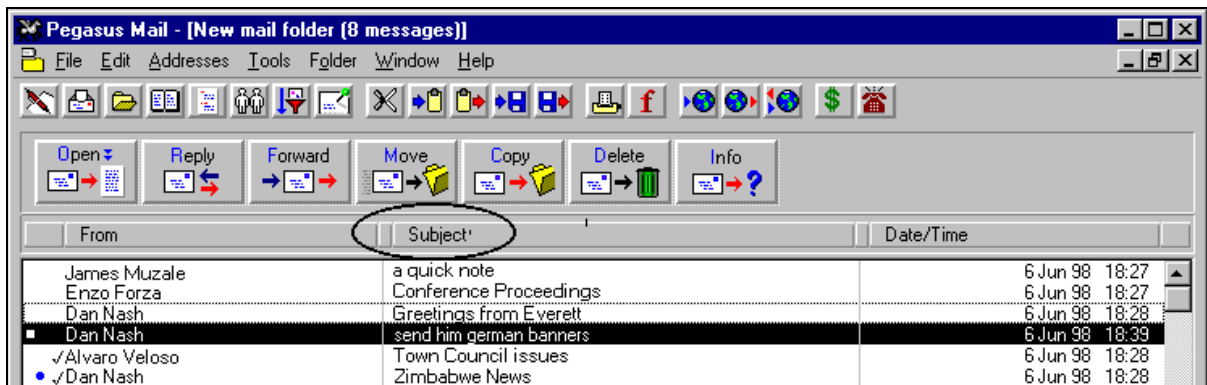


Review the messages in the folder shown above and determine their status.

## Sorting messages in your mailbox

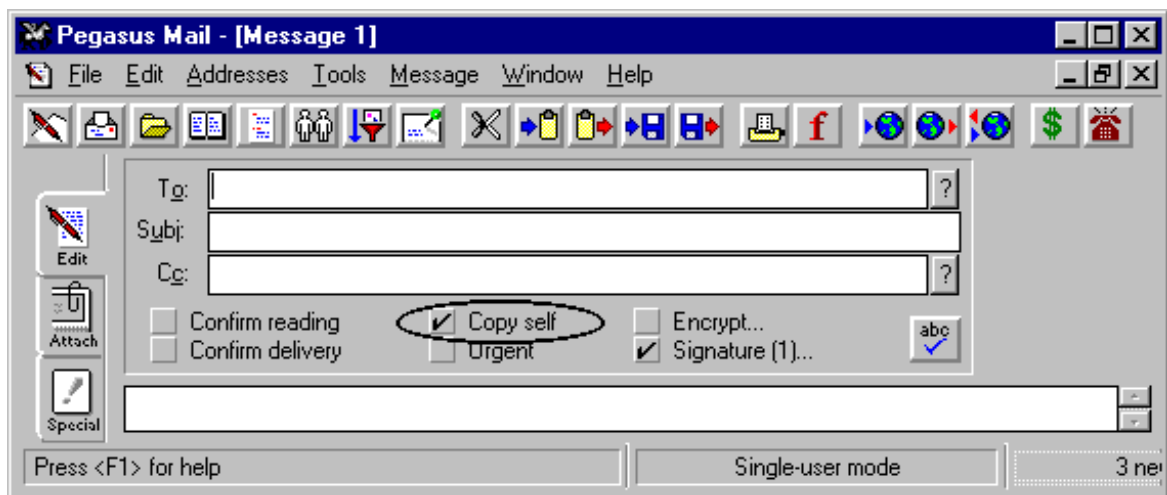
On this page we are illustrating examples of messages being sorted three different ways. In the first graphic, messages are sorted according to **From** (who sent them), in alphabetical order. In the second graphic the messages are sorted according to **Subject**. The message about **RCPT: test** comes first because it is first in alphabetical order. And in the third graphic, sorted by date, why does the message from **Carol Vlassi** come last?

Figure 16 Sorting messages in your mailbox



### ***Keeping a copy of your messages***

Pegasus does not automatically keep a copy of the mail messages you send. You have to select this as an option. If you decide to keep a copy of the messages you send — a good idea — check the **Copy self** box in the message-editing window as illustrated below. Pegasus will place a copy of your message in a folder called **Copies to self**, which it creates automatically.

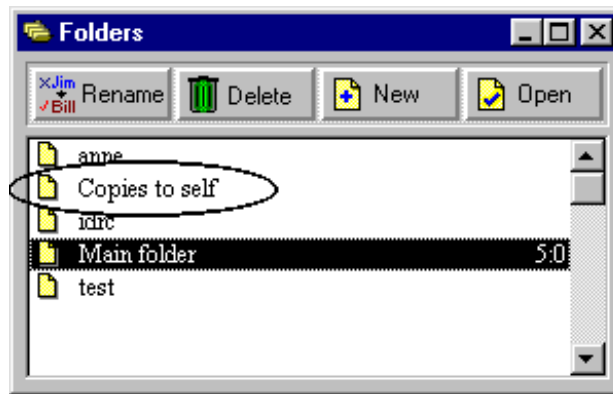


**Figure 17**    ***Ensuring you have a copy of messages you send***

### ***Tip***



The copy self control is 'sticky'. Meaning that Pegasus remembers this setting from message to message and between sessions. In other words, setting it once ensures that copies are kept until you change the setting.



**Figure 18**    *The copies to self folder*

**Tip**



If your **Copies to self** folder becomes too full, you can force Pegasus to create a new folder by renaming the existing one. Note that you must change the short name as well as the long name when doing this.

**Your turn**



Compose a simple message. Make certain that you check the **Copy self** box. Send the message. Look for the **Copies to self** folder. Open it and read your message.



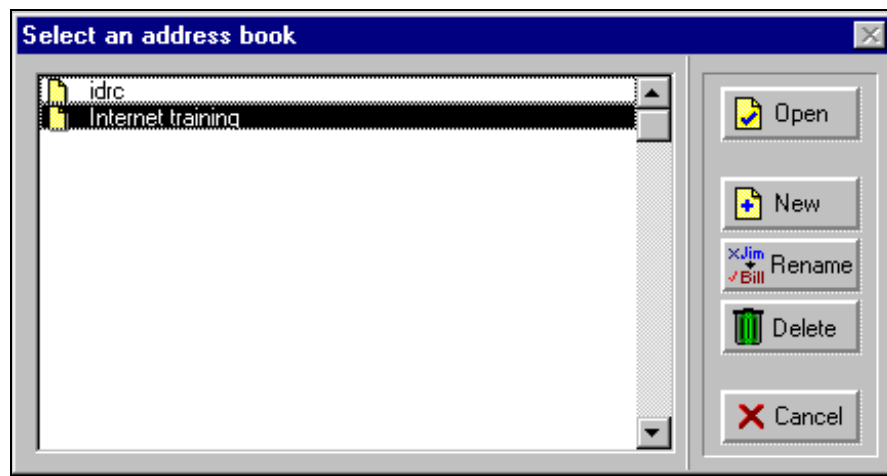


## 16. Using an address book

Pegasus's address book helps you to accurately input and retrieve your email addresses. It can automatically address the messages you send. You can create as many address books as you wish.

### The address book selector

When you click on the address books button the address book selector window will open. In this dialog box you can create new address books, rename existing ones and delete address books you no longer require. The selector shows a list of all the address books available to you.



**Figure 19** The address book selector

To create an address book, select the **New** icon.

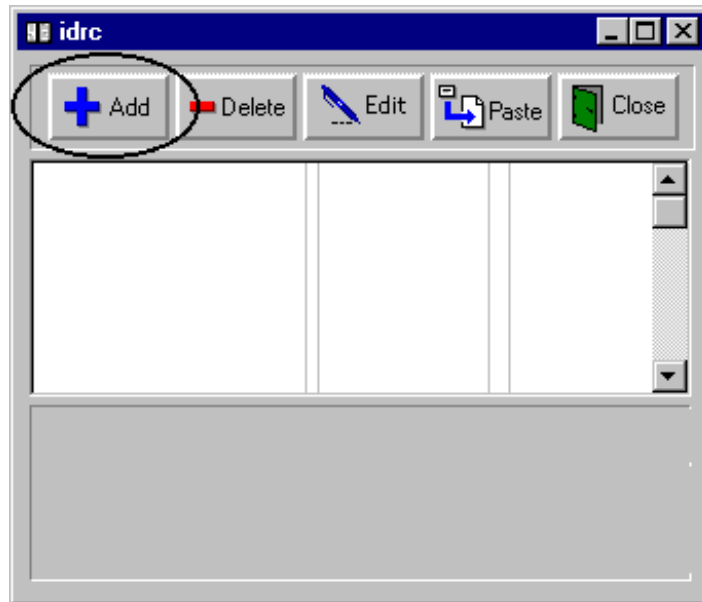
### Naming address books

When you create an address book in the selector, you can give it any name you wish up to a maximum of 50 characters. Usually it is best to leave the short name field blank and allow Pegasus to choose a filename for you.

### Adding an entry to your address book

To add an entry to your address book select the address book icon, select the book in which you would like to place your entry. The following box appears.

**Figure 20**     *Adding an entry to your address book*



Select **Add**. A data-entry dialog will open, pictured below. Fill in the fields. Click the OK button.

**Figure 21**     *Address book data entry*

A screenshot of a dialog box titled 'Edit address book entry'. The dialog box contains several input fields and buttons. The fields are: 'Name (alias):' (with a text box), 'Key:' (with a text box), 'Dept/Company:' (with a text box), 'Post address:' (with a text box), 'Street address:' (with a text box), 'Phone:' (with a text box), 'Fax:' (with a text box), 'E-mail address:' (with a text box), and 'Notes:' (with a text box). The 'Name (alias):' and 'E-mail address:' fields are circled with dashed lines. On the right side of the dialog box, there is a large empty rectangular area, a 'Set picture...' button, and two buttons at the bottom: 'OK' (with a green checkmark icon) and 'Cancel' (with a red X icon).

## Tip

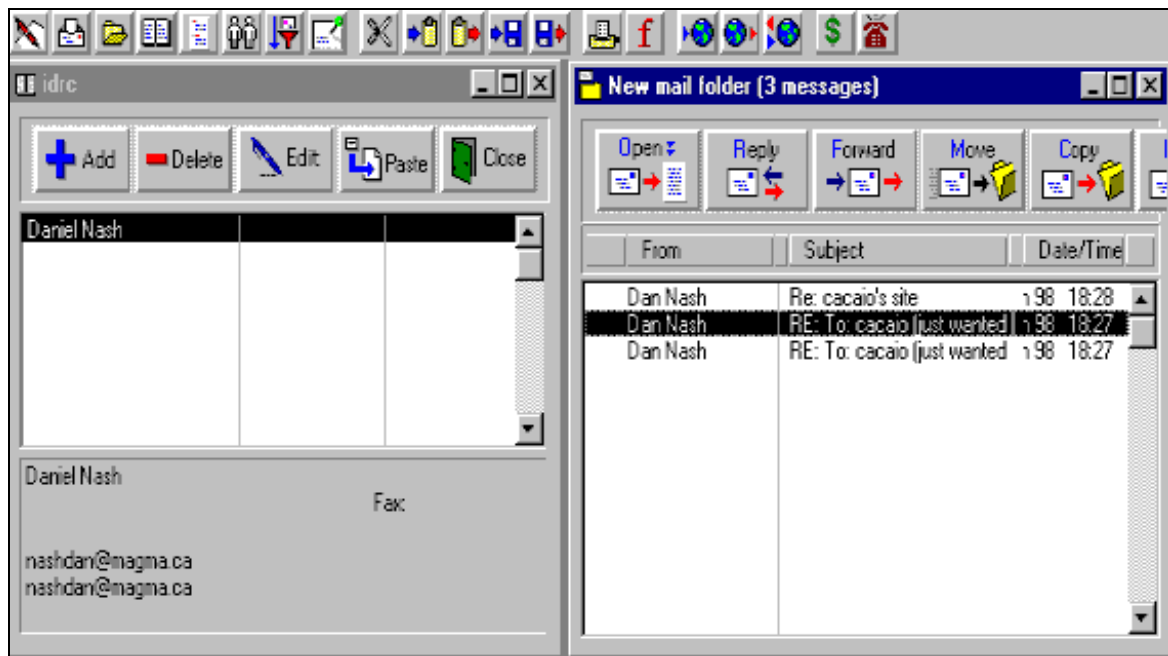


The **Name (alias)** and **Email address** fields are the only two fields that you **must** fill in the **Edit address book entry dialog box**.

## Adding a new address automatically

You can add an email address automatically to an address book by following these steps. 1.) Open the address box dialog box. 2.) Select an address book by double clicking on the name of an address book. 3.) Drag the message from the folder and drop it onto the address book window.

In the illustration below, the message from **Dan Nash** was dragged from the **New Mail folder** to the **idrc address book**.

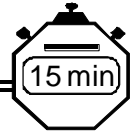


**Figure 22** Adding an address from a folder to an address book

## Your turn



Add the address of an email message to the address book as described above.



## **17. Keyboard shortcuts**

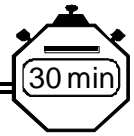
Keyboard shortcuts save time. A particularly good one in Pegasus is **Ctrl + N** which starts a new message for you. We have circled it below.

### **Your turn**



Review the shortcuts below. Select and circle the shortcut keys that you prefer. After selecting which shortcut key you prefer, try them out.

<b>Command</b>	<b>Function</b>	<b>Command</b>	<b>Function</b>
<b>Ctrl + A</b>	Select all	<b>F1</b>	Pegasus Help
<b>Ctrl + C</b>	Copy to clipboard	<b>F2</b>	Local users
<b>Ctrl + F</b>	Find	<b>F3</b>	Address book
<b>Ctrl + G</b>	Find again	<b>F4</b>	Logged in users
<b>Ctrl + H</b>	Show all headers	<b>Shift F4</b>	Enlarge window
<b>Ctrl + N</b>	New message	<b>F5</b>	Wrap long lines
<b>Ctrl + P</b>	Print	<b>F6</b>	Distribution list
<b>Ctrl + V</b>	Paste from clipboard	<b>Shift F10</b>	Options
<b>Ctrl + S</b>	Save current window	<b>F12</b>	Toggle monospace view
<b>Ctrl + W</b>	Read next message	<b>Enter</b>	Select the outlined button in any dialog, alert, or window, or open the selected messages.
<b>Ctrl + X</b>	Cut to clipboard	<b>Esc</b>	Stop any operation currently in progress.
<b>Ctrl + Z</b>	Undo		
<b>down arrow</b>	Move down one message in a mailbox (depends on your Miscellaneous Options).	<b>up arrow</b>	Move up one message in a mailbox (depends on your Miscellaneous Options).

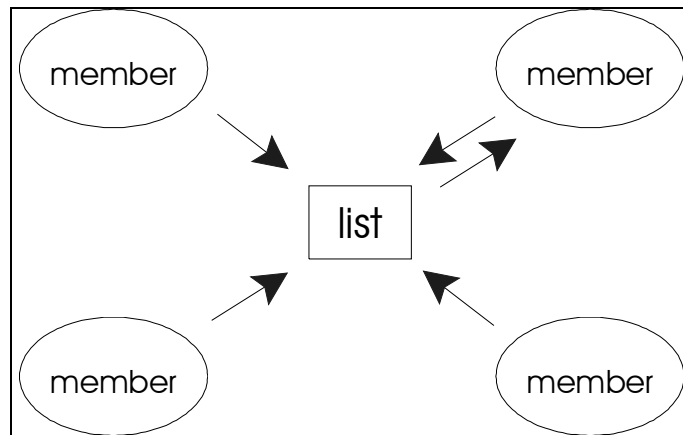


## 18. Electronic mailing lists

Mailing lists are also commonly referred to as lists, Internet mailing lists, LISTSERVS or discussion groups and sometimes confused with newsgroups. Let's take a closer look at mailing lists.

The following figure illustrates what normally happens when a member of a mailing list sends a message to the list. In simple terms, the list sends it to all members, including the sender.

**Figure 23**



1) What are mailing lists?



*Electronic mailing lists are dynamic on-line meeting places for the exchange of ideas, opinions and information.*

2) What do mailing lists do?



*Mailing lists allow any number of people with email addresses to communicate amongst one another on issues of common interest.*

3) There are two basic types of mailing list. What are they? What are the differences in the two types?





*The two types of mailing lists are private and public, also referred to as closed and open. Public mailing lists are open to anyone. They may have thousands of members and generate many messages daily. Private lists are typically smaller. They may have only a handful of members and a trickle of messages. Membership is controlled.*

4) How do mailing lists function?



*At the centre of a mailing list is its email address. When you communicate with a mailing list, you are writing to an email address. Mailing lists permit the exchange of electronic mail messages, or email, among a group of people. They use regular email software. However, there is a sizeable difference between lists and email. Whereas email messages are typically sent to one or to a few selected individuals, normally mailing list messages are automatically sent to all people who subscribe to the list. This may include thousands of people.*

5) What are the advantages of mailing lists?



*Electronic mailing lists are a cost-effective way to bring people with common interests together. Some benefits are:*

- 1. Subscribers use their regular email software, so if they know how to use email, they can benefit from a mailing list.*
- 2. All contact is through the Net, saving money on regular long-distance phone calls, conference calls, faxing, and travel.*
- 3. The ability to attach documents to email messages makes it easy to share files and other information.*
- 4. In terms of sheer numbers, you can communicate with more people on a list than it would be possible to meet face-to-face.*
- 5. All messages sent to the list can be archived on a centrally accessible Web site and can be accessed at any time by all subscribers using a Web browser.*
- 6. Subscribers to a list can access list messages when it is convenient to them. This is particularly relevant where member, or subscribers live in a different time zone.*

6) How do you find a mailing list in your area of interest?



*There are Web sites where you can search for lists in your area of interest. You can learn about mailing lists at the following sites: <http://www.liszt.com> (over 70,000 lists). Instructors can do background work here and identify mailing lists relating to the type of work performed by students. This information can be shared with students during the training session. An example of a question and reply through a list might also help students visualise the workings of a list. One option to expose students to mailing lists is to create a list for course students.*

7) How do you join a mailing list?



*If the 'listserv' programme runs the list, you can join by sending an email message to the administrative address with the following message: **Subscribe** your last name your first name. If your mail list server software is 'Majordomo', do not include your name in the subscribing or quitting messages. Instructor could demonstrate here with additional examples.*

**Using a mailing list**

During your training it might not be possible to subscribe to a mailing list. You might not have direct access to the Internet and you will probably not have the time or perhaps the skill to complete all of these steps.

**Selecting a mailing list**

You will find a search tool to help you find mailing lists at a Web site with the URL, <http://www.liszt.com>. Point your browser there. When the site opens for you it will resemble the following picture.



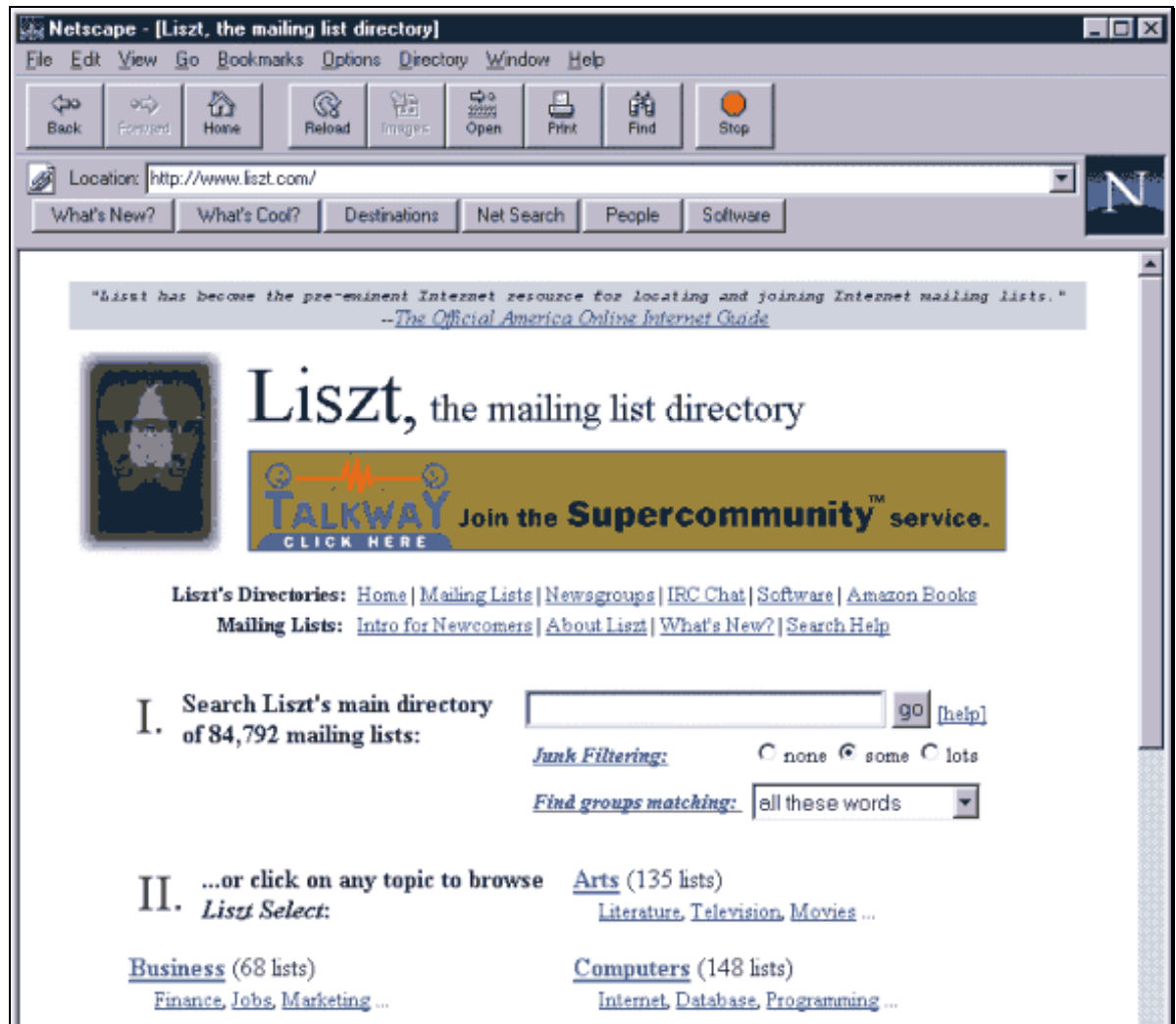
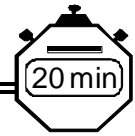


Figure 24 The Liszt mailing list directory



## 19. **Difficult situations: receiving messages**

Earlier in this manual we discussed sending messages and attachments. Now we will turn to receiving messages and attachments. In this section we are going to learn about MIME, garbled attachments, decoding an incomprehensible attachment and some facts about encoding and decoding email messages.

Garbled messages are ones that you cannot read properly. This can occur when accented characters change. More often it can happen when receiving attachments when you get numbers and strange codes instead an attached document. Both can be fixed.

### **Tip: MIME compatibility**



Often these errors can happen when the sender's system is set for MIME and yours is not. The simple solution to remedy this situation is to check your encoding set-up. (Explained later.) Ensure you are set for MIME. Also, ask the sender to use MIME encoding.

### **Garbled attachments**

The characters in the box below are the result of incompatible configurations for sending and receiving attachments. When Pegasus Mail is set to MIME and a sender uses UUENCODING, Pegasus cannot decode UUENCODED attachment; it simply displays the attachment as text characters — as we see below. A typical UUENCODED attachment that is not properly decoded looks like row after row of nonsensical characters. The key to understanding what happened here is to recognise that this is an attachment that has not been converted. The following text comes from a real attachment. To correct the garbled text, we converted the entire file with a UUDECODING utility. Miraculously the decoding utility restored the original attachment.



*This section about garbled attachments and difficult situations offers instructors opportunities to insert examples reflecting typical situations for course participants. You can do this easily by loading examples of typical, local problematic attachments on student's computers.*

*Remember. To learn to use email, people need to use it. If you do add typical local exercises here, please provide adequate but not excessive time for people to practice using the new information.*

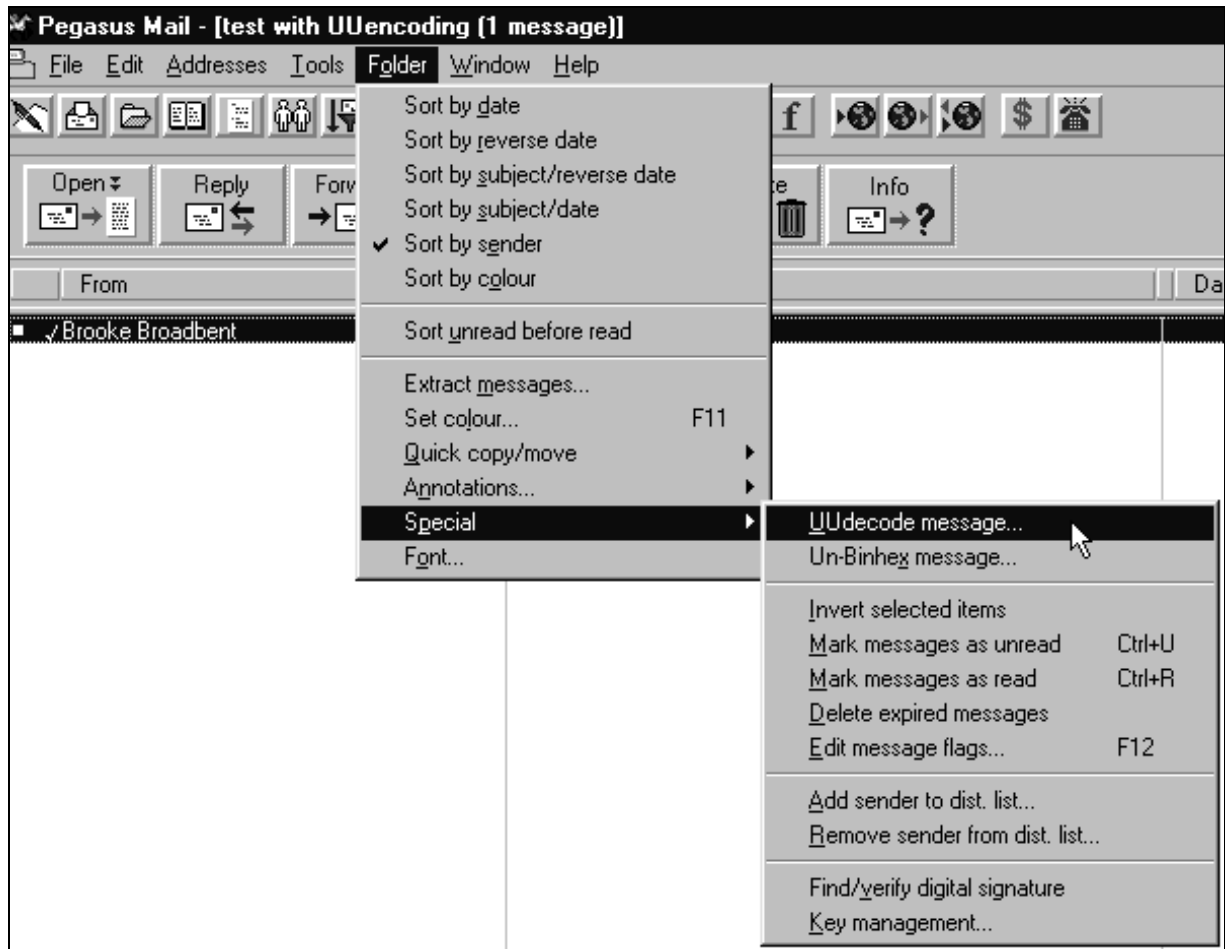
```
begin 660 test.doc
MT,\1X*&Q&N$
M` (0` $` (P` $` #^` " ` #`
M
$` /@`#`/[_`0`&`
M` (0` $` ( ` /@`#`/[_`0`&`
M` (0` $` ( `
```

### ***Decoding a garbled attachment***

Normally Pegasus automatically decodes any kind of attachment successfully. When Pegasus is unable to recognise an attachment, you will receive the following message.

```
* This message contains the file 'name of file', which has been
* uuencoded. If you are using Pegasus Mail, then you can use
* the browser's extract function to lift the original contents
* out to a file, otherwise you will have to extract the message
* and uudecode it manually.
```

If you receive a message like this, you can have Pegasus decode the attachment, as illustrated below by highlighting the message in the list and selecting **F**older, **S**pecial, **U**Udecoding. If you provide a filename when prompted, Pegasus will decode the message for you.



**Figure 25**     *Converting a Uuencoded attachment using Pegasus Mail*

### ***Some facts about encoding and decoding email messages***

Attachments cannot be sent as they are because they need to be encoded for the Internet. This encoding is required because the Internet's mail standard (SMTP - Simple Mail Transport Protocol) is designed to handle only text messages. In order to send non-text files (i.e. binary files such as word processing documents, spreadsheets, software, and others) via Internet mail, the files need to be converted into a text format and then reconverted back to their original format once they arrive.

### **MIME**

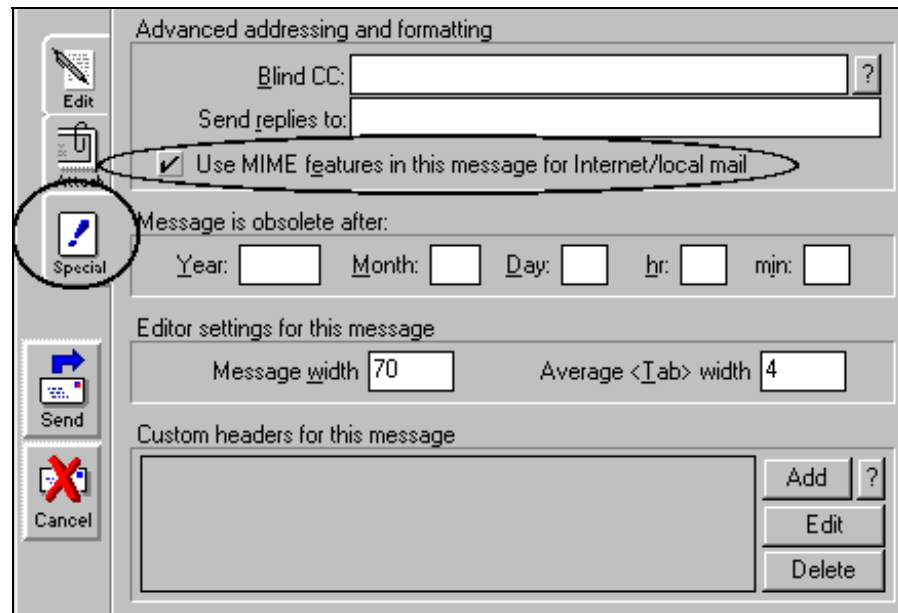
The most popular method for encoding attachment is called MIME. It stands for Multipurpose Internet Mail Extensions. Pegasus Mail automatically converts your attachments into MIME format without any extra effort on your part. Virtually all Internet mail programs now will seamlessly receive and decode MIME attachments. MIME is capable of encoding virtually any kind of file for the Internet including sound and video files.

## **UUencoding**

UUencoding is an older format for sending attachments via Internet mail. It is not as flexible as MIME and is not as widely used on the Internet. However, there are still some mail systems on the Internet that send attachments in Uuencoded format. Pegasus Mail has UUencoding capability.

### **Selecting encoding for a message and an attachment**

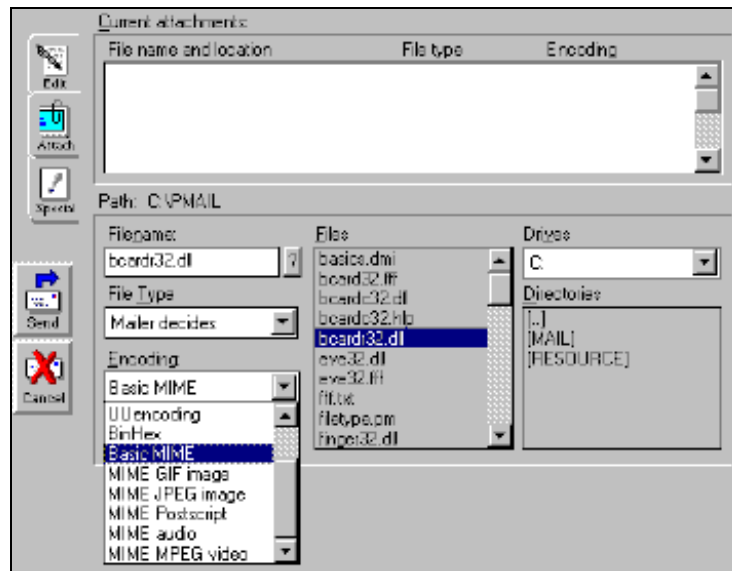
There are two places to select the encoding for email. For the encoding of messages, in the message composition window select **Special**. This will open up the box pictured below. Select **MIME** as indicated below.



**Figure 26**     **Selecting MIME encoding for a message**

### **Selecting encoding for an attachment**

For the encoding of attachments, in the message composition window select **Attach**. This will open up the windows pictured below. Select **Basic MIME** as indicated below.



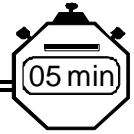
**Figure 27**     *Selecting MIME encoding for an attachment*

### **Your turn**



Start to compose an email message. Select **Mailer decides** for **File Type** and **Basic MIME** for **Encoding**. View the different options for **File type** and **Encoding**.



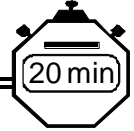


## **20. Additional sources of information**

### ***Email tutorials on the Web***

The following sites offer information that will help you understand email. You may use your Web browser to access the Web sites listed below.

<b>Site name</b>	<b>Address</b>
Newbie-U	<a href="http://www.newbie-u.com/email/">http://www.newbie-u.com/email/</a>
How to use the Internet for development research Hosted by Eldis: the British Library for Development Studies;	<a href="http://www.ids.ac.uk/eldis/train/train.html">http://www.ids.ac.uk/eldis/train/train.html</a>
The Internic 15 Minute Series	<a href="http://www.rs.internic.net/nic-support/15min/">http://www.rs.internic.net/nic-support/15min/</a>
Connected: An Internet Encyclopaedia	<a href="http://www.FreeSoft.org/CIE/index.htm">http://www.FreeSoft.org/CIE/index.htm</a>
TONIC	<a href="http://www.netskills.ac.uk/TONIC/">http://www.netskills.ac.uk/TONIC/</a>



## 21. Email etiquette



**Customisation:** This exercise could be modified to fit local conditions, software and issues.

The purpose of this section is to help you understand standards for email composition.

### Your turn



Your task is to review the following standards and after you have done that review the email messages that follow. Decide whether messages #1, and #2 match the criteria for good email messages. You can do that by indicating yes or no in the columns below.

<b>Criteria for writing good email messages</b>	<b>email messages</b>	
	<b>#1</b>	<b>#2</b>
1) Keep sentences and paragraphs short and to the point	Yes	Yes
2) When responding to a message, retain the original subject heading so recipient can follow a thread unless you are changing the subject from the incoming message	Yes	Yes
3) Always include a pertinent subject title for the message. That way, recipients can locate the message quickly in their inbox.	Yes	Yes
4) Never send any messages that you would not mind seeing on the evening news.	Yes	Yes
5) Avoid capitalising since this is generally considered to be the Internet equivalent of SHOUTING!	Yes	Yes
6) Include your signature at the bottom of messages as well as your other contact information.	Yes	Yes
7) Do not use sarcasm, rudeness (flames) or complex humour. Without face to face communication, your joke may be viewed as criticism.	Yes	Yes
8) Do not assume that people will understand your reference to TV, sports, pop culture, or current events in your country.	Yes	Yes

<b><i>Criteria for writing good email messages</i></b>	<b><i>email messages</i></b>	
9) Do not keep the body of the original text in your replies, except as absolutely necessary since the more text in a message, the longer it takes to download the message; the longer the recipient has to stay connected to their ISP, the longer one is connected to an ISP and the greater could be telecommunication and ISP charges — particularly in the developing world.	<i>Yes</i>	<i>Yes</i>

**Sample email messages for students to critique**

**Email message #1**

From: Sipho Nzimande snzimande@uni.ae.za  
Date: 27 Feb 1998 14:25:06  
Subject: Research findings  
To: mdoumbia@univ.edu.sn

Sir;

I understand that you delivered a paper at the third annual symposium on thatched roofs. I am very interested in this field and I would appreciate a copy of your paper. Please send me one as soon as possible.

Regards,  
Sipho Nzimande  
C/O University of South Africa  
Department of Information  
Durban, South Africa  
snzimande@uni.ae.za



**Customisation:** The simple email messages shown here will help to teach about email. However, as an instructor in a specific situation you can do a number of things to improve upon these messages. First of all you can place messages in the email inbox of students. These messages will seem more real than the one in a manual. They can also demonstrate errors. (We did not show errors in the manual, in order to avoid confusion.) You could show errors that do not meet the criteria of the table on the preceding page. For example, messages could be excessively long. You could show **SHOUTING**. You could include an entire received message in a reply. Or, more importantly, you could include any error that people normally make, in your experience.

*If you have time put a welcome message in every student's email inbox.*

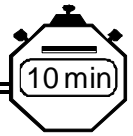
#### Email message #2

From: mdoumbia@univ.edu.sn  
Date: 05 Mar 1998 16:15:03  
Subject: Research findings  
To: Sipho Nzimande snzimande@uni.ae.za  
Sir;

Thank you for your inquiry. Nice to know there are people out there who are interested in my work. I will mail you a copy of my paper.

Regards,  
Mohammed Doumbia  
Etudes environnementales  
Centre national de recherche  
Daka, Sénégal

mdoumbia@univ.edu.sn



## 22. Using email in your environment

This section has two purposes. One is to deal with concepts. The other is to utilise these concepts effectively in your work environment. We would like you to identify situations where email could be used to make your work more efficient and where it can provide you with the information you need. This exercise offers an opportunity for you to use email again.



*The exercise is a good review because it treats several aspects of what students have been learning in the earlier sections.*

- 1) How do people you know use email? Or what are the uses of email?



*(1) You can set up a group of people with similar interests. They can share strategies and develop policy documents together. (2) You can use email to organise a meeting or to carry on the discussion of a meeting after the meeting ends. (3) You can use email to help a group of people work together to write a document.*

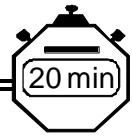
- 2) Now that you have identified uses of email, as a group select one that is important to you.
- 3) Now what will you need to do to use email effectively in the activity you selected?



*Answers will include such things as setting up your signature, creating an outgoing message, attaching a file to a message, receiving and retrieving attachment, perhaps handling a garbled attachment, managing your messages and using an address book.*

Now that you know what you have to do, go ahead and do it. Take the first steps to use email in your job by doing such things as setting up your signature, creating

an outgoing message, attaching a file to a message, managing your messages and using an address book — they way you will do it in your work.



## 23. Summary



*While you are instructing you may have noticed some topics that are giving difficulty to students. It might be any of the topics treated in this manual. Perhaps it is a specific menu, a concept or an icon. This instructional unit provides an opportunity to review any issues. One area that may be a concern, and a good topic to leave with students is the toolbar.*

### **The main toolbar and menu commands**

**Figure 28 The main toolbar or menu panel in Pegasus Mail**



- 1) What is a toolbar, a button bar or a button panel?



*A toolbar is a group of buttons or icons that gives you easy access to your frequently used Pegasus commands.*

- 2) If you do not know what the icons on a toolbar mean, how can you find out?



*Simply place the arrow created by your mouse inside of the rectangle surrounding the icon.*

- 3) What does the second icon on the toolbar do?



*Allows you to read new email messages you have received.*



4) If you wanted to view the mail you received, what would you do?



*Move the mouse cursor over the second icon. Click the left mouse button once.*

### Your turn









We are going to learn the meaning of the main icons on the main toolbar. To learn what the icons are move your cursor over each icon by moving your mouse. Read the yellow box that appears explaining the function of each icon indicated in the table below. When the bubble help described above is not operational you can check the meaning of an icon by placing the cursor over an icon and selecting the right mouse button. A message will appear in the bottom left corner of your screen.





*Instructor reviews the answers that students have, encouraging them for being right. When students give their answers, the instructor restates the answer in other words in case there is some confusion about the meaning of the cryptic words in the bubble help. For example, when the reply is 'compose a new message' the instructor could say 'write an email message'. Instructors should also point out which icons are used the most. Pegasus mail is powerful email software that works in a large number of environments. As a result, the button panel is complex. Students, however, will normally use less than half the button bar icons.*

### The meaning of icons on the toolbar

**Figure 29 Key icons on the main toolbar of Pegasus Mail**

<b>Icons</b>	<b>Function</b>	<b>Icons</b>	<b>Function</b>
	<i>Compose a new message</i>		<i>Read new mail</i>
	<i>Open/manage mail folders</i>		<i>Open/manage address books</i>
	<i>Send all outgoing mail waiting in the mail queue</i>		<i>Check your POP3 host for new mail</i>

<b>Icons</b>	<b>Function</b>	<b>Icons</b>	<b>Function</b>
	<i>Check for new mail and send queued mail in one action</i>		<i>Print</i>

The toolbar, or Button Panel as Pegasus calls it, can appear either as a fixed toolbar beneath the menu bar, which is the default, or as a small floating window in either horizontal or vertical format. You can arrange the toolbar as you wish at **Tools, Options, Button panel settings.**

You now know how to determine what an icon means. There is no need to memorise all of these icons now. You will use the key ones during the remainder of this course and learn them that way.

Before we do that let's look at another way to get Pegasus to perform its work: menu commands.

### **Menu commands**

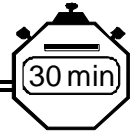
The icons on the toolbar that we have reviewed above will help you perform main tasks in Pegasus. However, there are additional commands that you will use. You can access over 65 commands from pull-down menus. As an example select **File** from the menu bar and observe the menu that drops down. (Pictured below.) Notice **Check host for new mail**. Which icon is represented by this same command?



*The icon with the globe and the red arrow tip pointing away from the globe. The middle globe, fourth from the end.*

### **Icons or menus?**

We have been using both icons and menus to learn about Pegasus. You can decide whether you prefer icons or menus and go with that approach. At the end of the course you were given a third option: shortcut keys.



---

## 24. Review

You may review your notes for this activity. You are going to select three main things you have learned in the seminar. Review these in your notes or this manual and be prepared to explain one of them to the group. We ask you to select three because someone else might select one of the points you have chosen. By choosing three items, there should be one left by the time your turn comes.

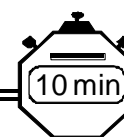


*Give students several minutes to select their three items. Use an innovative way for students to select the order of speaking. For example, students gently lofting a soft ball to the person who speaks next is a way to bring some life to the selection of speakers. Have all students stand so they remain engaged in the entire review exercise.*

We have had several ways of learning. There was the first part where the instructor led activities. Later, you were on your own, with the instructor available to help as needed. There were exercises, there was reading. What types of activities did you prefer?



*When students tell you what they prefer, explain to them that it is normal that people have different preferences. This has implications for learners. You will learn best when your styles are accommodated. Although most of us can adapt. When you are learning about software, you should look for ways to accommodate your learning style. What is it you — students — plan to do?*



## 25. Evaluation: to be completed by students

One important part of training is to receive specific feedback from people who use the materials. With that in mind we have created a questionnaire for your comments. Please treat this questionnaire as a guideline. Feel free to add comments about any areas you feel we have missed. Please send your evaluation to the address provided in the introduction to this manual. Evaluation forms can also be filled out online at the ITrain web site: <http://unganisha.idrc.ca/itrain/evaluation/>

Your name and email  
address: \_\_\_\_\_

\_\_\_\_\_ Sex:  
male / female

Course name: \_\_\_\_\_

Duration in hours: \_\_\_\_\_ Date: \_\_\_\_\_

Location: \_\_\_\_\_  
\_\_\_\_\_

Number and sex of instructors and coaches: -  
\_\_\_\_\_

Number and sex of students:  
\_\_\_\_\_

Describe in a few words your cultural background:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Please indicate you answers below with an x or a check.**

	Your level of interest			Delivery method		Level of difficulty		
	high	medium	low	leader-led	self-study	high	medium	low
1. Introduction								

	Your level of interest			Delivery method		Level of difficulty		
	high	medium	low	leader-led	self-study	high	medium	low
2. Introductions and expectations of participants								
3. Course objectives								
4. Introduction to email								
5. The main toolbar and menu commands								
6. Understanding email addresses								
7. Creating an outgoing message								
8. Sending a Queued message								
9. Receiving and reading your mail								
10. Reply to and forwarding messages								
11. Attaching a file to a message								
12. Receiving and accessing attachments								
13. Help								
14. Setting up your signature								
15. Managing your messages								
16. Using an address book								

	Your level of interest			Delivery method		Level of difficulty		
	high	medium	low	leader-led	self-study	high	medium	low
17.Keyboard shortcuts								
18.Electronic mailing lists								
19.Difficult situations: receiving messages								
20.Additional sources of information								
21.Email etiquette								
22.Using email in your environment								
23.Summary								
24.Review								
25.Evaluation: to be completed by students								

Please indicate the extent to which you agree with the following statements.

Questions	Ranking				
1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 agree strongly					
26. The introductory exercise was helpful.	1	2	3	4	5
27. The notes for students were easy to read					
28. The layout of the manual made it easy to follow.					
29. The words used in the manual were easy to understand.					
30. The explanations in the manual were easy to understand.					
31. The manual was the right length.					
32. The graphics of the manual were easy to read.					
33. This course will help me use the Internet.					
34. The training was what I thought it would be.					

35. Topics that should be added.

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36. Topics that should be removed.

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37. Other comments.

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