



**The ITrain  
Collective**

**Using Email -  
Eudora Light 3**

***Instructor Manual***

***August 1998***

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## P R E F A C E

The Eudora Light Instructor manual is part of a series of Internet training 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 Group consists of a small group 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 Eudora Light Instructor manual will enable you to teach basic and advance email concepts and applications using the Eudora Light 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 Eudora manual.

These materials are distributed under the OpenContent License (<http://www.opencontent.org/>) the full text of which can be found on page 47.

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 to prepare and conduct ITrain sessions. Each item in the checklist is explained in a 30 page document called Instructor Notes. It is an integral part of the ITrain programme and you should 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		



## **PLANNING TO DELIVER THE EUDORA COURSE**

Time to start planning our session. That is an important point — planning is an essential ingredient of solid training. Later in this manual we include a session plan. However, the plan is not cast in concrete. 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 for each section 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.

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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 sections within the Eudora course and indicates the amount of time we have estimated for teaching them. There are two major leader-led components where the instructor speaks to the group. They occur for approximately the first two hours of the course and the last hour-and-a-half. The rest of the course is self-study, with students working on their own, or in pairs and the instructor acting as a coach.

One important step you can take to manage your time is to ensure that you allocate at least an hour-and-a-half for the last three activities.



## 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>Topic</b>	<b>Key points and issues</b>	<b>time</b>
1.	Introduction	<b>leader led:</b> Introduce yourself. Explain prerequisites. Hand out student Manuals.	5
2.	Introductions and expectations of students	<b>leader-led:</b> Allow students 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 students in a discussion about how they communicate now and help them evaluate how they might do it with email.	20
5.	Creating an outgoing message	<b>preferably self-study:</b> Lay out the steps for composing an email message. Students practice.	20
6.	Queuing and sending a message	<b>preferably self-study:</b> You explain how to use the queue button and the send button and how to work online and off line. Explain the could not connect error-message.	20
7.	Checking for incoming mail	<b>preferably self-study:</b> In order for students to check their mailboxes for incoming messages, you will need to place one there or students will have to send messages to each other.	10
8.	Reading mail	<b>preferably self-study:</b> Students learn to open their in-mail box and read their mail.	5
9.	Replying to a message	<b>preferably self-study:</b> students reply to a message and identify the icon that indicates they have replied; an	15

	<b>Topic</b>	<b>Key points and issues</b>	<b>time</b>
		opportunity to add local material. Includes forwarding a message.	
10.	Sending attachments	<b>preferably self-study:</b> Students write a short attachment using WordPad or Notebook, join it to an email message and send it to themselves; an opportunity to add local material.	10
11.	Receiving and accessing attachment	<b>preferably self-study:</b> Students open the attachment they have sent themselves.	15
12.	Anatomy of a mailbox	<b>preferably self-study:</b> Students interpret the status of messages in their mailbox using a table of symbols explained in the manual.	15
13.	The main toolbar and menu commands	<b>leader-led:</b> A review for students to ensure they understand and remember the meaning of key icons. They have been using these icons in earlier sections of this manual.	20
14.	Mailing lists	<b>leader-led:</b> Note, this is a leader led section. The instructor leads students in a discussion about electronic mailing lists. If there is a live hook-up, students can check out the liszt.com site.	20
15.	Managing your messages	<b>preferably self-study:</b> Deals with deleting, transferring and copying messages; as well as filters. Students set up Eudora to warn them when they are deleting unread messages. They practice transferring and copying messages.	20
16.	More about attachments	<b>preferably self-study:</b> Concentrates on garbled accents, garbled attachments, decoding, MIME, and UUencoding.	15
17.	Using an address book	<b>preferably self-study:</b> Students use the address book feature to create a group and add the addresses of members, if they know them.	15
18.	Signatures	<b>preferably self-study:</b> Students learn how to add their signature to a message.	10
19.	Email etiquette	<b>preferably self-study:</b> Students learn standards for email composition. They compare two composed messages to a standard for email etiquette.	20
20.	Configuring Eudora	<b>preferably self-study:</b> Students learn to configure Eudora for their personal settings.	10
21.	Keyboard shortcuts	<b>preferably self-study:</b> Students review the list of shortcuts and select ones that they might use.	10
22.	Using email in your environment	<b>leader-led:</b> This is a key section in which instructors are to help students see the relevance of email in their own work environment.	15
23.	Review	<b>leader-led:</b> Students select three main things they have learned in the course. They review these in their notes or	30

	<b>Topic</b>	<b>Key points and issues</b>	<b>time</b>
		their manual and be prepared to explain one of them to the group.	
24.	Evaluation: to be completed by students	<b>leader-led:</b> Students fill out a form. An important activity since it gives the instructor feedback on what students felt about the session.	10
	<b>Total time</b>		<b>390</b>

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## Conventions used in this manual

The format of text used in the Eudora manual that follows indicates who it is intended for. *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 raised. 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 Eudora 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 them 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 a section to the text beside the icon and to give an immediate visual clue about the meaning material contained in the section



**Customisation:** *When you see a box like this you are strongly encouraged to modify the current topic, to make it relevant to students.*



In the instructor manual, the following icon indicates the estimated time to deliver the section between these icons

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



This one indicates an exercise that students are to complete.



This icon 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: \_\_\_\_\_

\_\_\_\_\_ 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:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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
--------	-----------------------------	-----------------	---------------------

*ITrain - Using Email - Eudora Light 3*

	high	medium	low	leader-led	self-study	high	medium	low
1. Introduction								
2. Introductions and expectations of students								
3. Course objectives								
4. Introduction to email								
5. Creating an outgoing message								
6. Queuing and sending a message								
7. Checking for incoming mail								
8. Reading mail								
9. Replying to a message								
10. Sending attachments								
11. Receiving and accessing attachment								
12. Anatomy of a mailbox								
13. The main toolbar and menu commands								
14. Mailing lists								
15. Managing your messages								
16. More about attachments								
17. Using an address book								
18. Signatures								
19. Email etiquette								
20. Configuring Eudora								

*I/Train - Using Email - Eudora Light 3*

Topics	Students' level of interest			Delivery method		Level of difficulty		
	high	medium	low	leader-led	self-study	high	medium	low
21. Keyboard shortcuts								
22. Using email in your environment								
23. Review								
24. Evaluation								

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

Questions	Ranking					
	disagree			agree		
	1	2	3	4	5	6
25. The introductory notes for instructors were helpful.						
26. The introductory notes for instructors were easy to read.						
27. The layout of the manual made it easy to follow.						
28. The words used in the manual were easy to understand.						
29. The explanations in the manual were easy to understand.						
30. The manual was the right length.						
31. The graphics of the manual were easy to read.						
32. These course materials helped me teach the Internet.						
33. The training was what I thought it would be.						

34. Topics that should be added.

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35. Topics that should be removed.

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36. Describe the materials you added.

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37. Other comments.

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## **COURSE NOTES**

The notes are very similar in both the instructor manual and the student manual. The difference is that in the instructor manual there are some additional notes for instructors, including answer material for questions that instructors are to ask students.



## 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 Eudora Light 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 in a pull-down menu, how to use a button bar, how to maximise and minimise a window, as well as how to read and select items in a Windows dialog box. If you do not meet these requirements, we have developed a computer handbook you can use to upgrade your skills.

This manual is a reference for your personal learning. Feel free to make notes in your personal copy.



## 2. Introductions and expectations of students

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



*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 introduced have?

---



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

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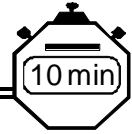
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*Instructor should note what students hope to learn so that this list can be reviewed at the end of the course. A flip chart or white board can be used for this purpose. The flip chart is best because the list can be posted on the wall of the classroom and the instructor can refer to the list when student's concerns are addressed during the course.*



### 3. Course objectives

The objectives of the 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 their work

**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 understand basic email etiquette and conventions

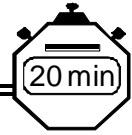
**i** *you practice here so you will do it right after the course*

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?

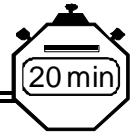
**i** *Electronic mail. Messages sent via the Internet or a local network. If students do not know what email is, the instructor could briefly show the Eudora main screen [here](#).*

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. 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 participants to give examples from their experience.*



---

## 5. **Creating an outgoing message**

An outgoing message is a note you send to someone else. There are two simple ways to create an outgoing message. You can either select **Message, New Message**. Or select the new message icon. Once you make this selection, a new message window will display.

The first thing you do when you write a message is type in the recipients' email address. You will do this in the **To** field.

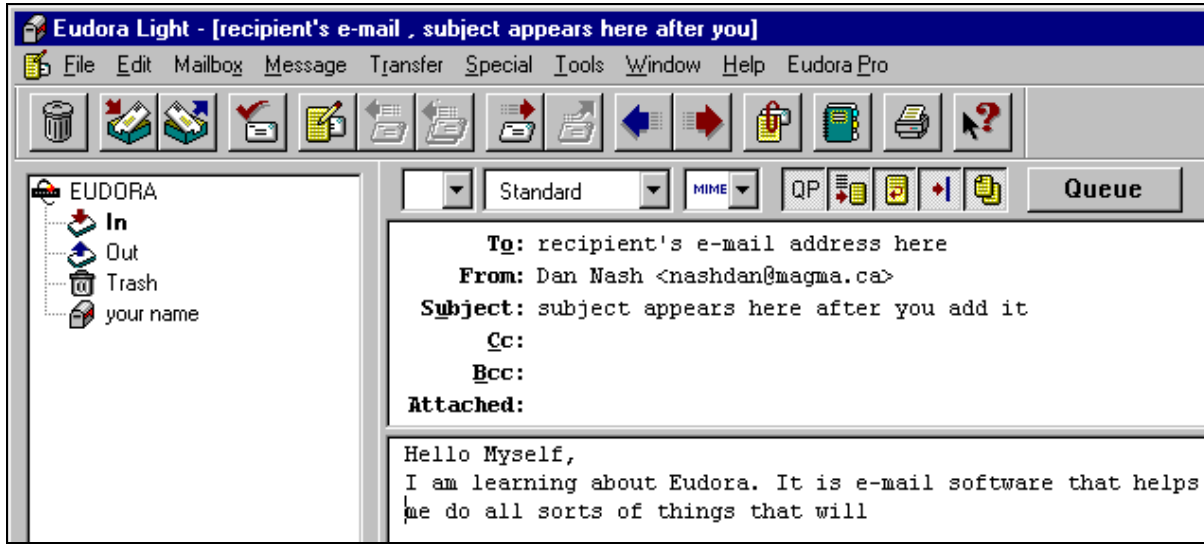
Notice that the **From** field is automatically filled in, bearing your name and address (or the address that the email package is configured to). This is the address that will notify the receivers who the message is sent from.

Before composing your message, it is important that you indicate what your message is about. You can do this by moving your cursor to the **Subject** field. To do this, you can press the Tab key or use the mouse. In the **Subject** field, write a word or a short sentence describing the essence of your message.

Now that you have completed the basic components of your message, you begin writing the message. To do this, move the cursor past the remaining **Cc**, **Bcc**, and **Attached** fields. Place the cursor in the large area below them. Write your message there. When you finish writing the message, the composition window should look something like the following example.

To send the message you have finished composing, simply hit the **Queue** button which appears on the right hand side of your message window."

**Figure 9 A sample outgoing message**



### Your turn



Compose three messages using the steps explained above. You should write to yourself, the instructor, another student, and an external person, if you have an 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 (explained above). When you have finished composing a message press the Queue button to place them in the outgoing mail basket.

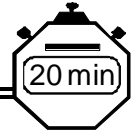


*Instructor will need to provide email addresses so that students can send a message to the instructor and other students. These should be written on the white board or flip chart.*

### Tip: sending copies of your correspondence



If you use the **To** line to address your email you are inviting a person to reply. If you use **Cc** (carbon copy) a response is not expected. Using **Cc** is a good ways to inform several people at the same time. If you insert an email address after **Cc** the person with that address will receive a copy of your message. The main recipient or recipients of your email message will know you have done this because the information will show on their message.



## 6. Queuing and sending a message



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 off-line. Online means that you are connected to the Internet and off line means you are not connected to the Internet. It is most efficient to compose your messages in an off-line mode. To put the message you just composed in the queue, click on the **Queue** button or select **Message, Queue For Delivery**. (Both options are available when you are composing a message. Your message is saved in the **Out** mailbox and marked with a letter **Q**.)

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. Place the message in the outgoing area by Queuing it.
3. Connect to the Internet and send your queued messages; To send all of your queued messages, select **File, Send Queued Messages**. Check your mailbox for incoming mail.
4. Disconnect from the Internet.
5. Read your new messages (if any).
6. Reply to messages or compose new messages. Back to Step 2.

### Tip: send button



If you see a send button instead of a queue button, your system is configured to send email immediately. This will cause errors if your computer is not connected to the Internet when you click on the button.. The best way is to follow the queuing instructions explained above. If you need to re-configure your system to do this you should consult, **Tools, Options, Sending Mail**, and uncheck **Immediate send**.



### Tip: sending message



When you send a message a window displays the progress of the transmission. See Figure below.



**Figure 2      The process of your transmission**



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

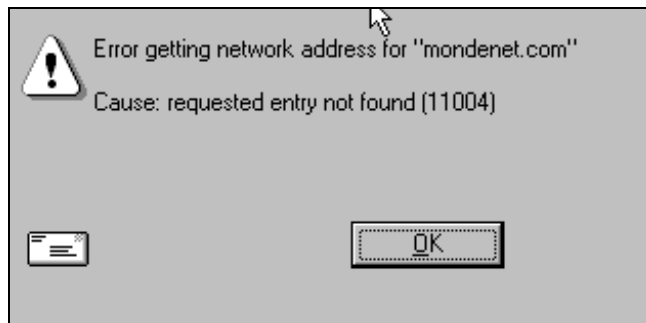


If you receive an error message like the one below or others write down the error message that appears. This information will help others assist you if your problem persists. You should however try to deal with the error message first. Possible reasons for getting an error message are:

- you are not connected to your ISP which you must be in order to send and receive messages on the Net;
- your version of Eudora 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. In most cases you will find the error. Take your time and be careful.

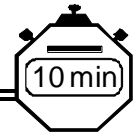
**Figure 3      Error message: could not connect**



**Your turn**



If you have more time, try composing, queuing and sending a few more messages.



## 7. Checking for incoming mail

Mailboxes for electronic mail are housed on computer servers. The server, where your electronic mail is stored, is often called a POP server. POP stands for Post Office Protocol and this is the standard that allows you to retrieve your mail from a server.

### Checking for mail

You can check for new mail at any time by selecting the check mail icon.



### Using your password

Each time you open Eudora and check mail for the first time, you need to enter a password for your POP account. You can have Eudora store and use your password automatically. However if you do that anyone who accesses your computer can also access your email.

### Your turn



Check for new mail by selecting the check mail icon.

Double-click on the inbox icon. In your list of messages, you should select a message or two and read them. Use the next message icon to open the next message.

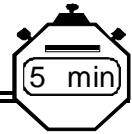


*Make sure that either you have placed messages in the students' mailboxes (or sent messages to them) or that the students have sent messages to each other at this point.*

### Tip: email security



Your password does not protect your messages once they are on your PC. Unless a message has been sent with some type of security it is just plain text which many programs can read.



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## 8. Reading mail

Eudora stores all your email messages on your computer. You will find your incoming messages in your **In mailbox** and your outgoing messages in your **Out mailbox**. You can also set up folders and new inboxes within these mailboxes in which you sort your messages. To access your mail and read it *select* **Mailbox, In** or the “Open In Mailbox” icon.



*Open In mailbox*

To read your mail, open the **In mailbox** as described above and double click on any part of any message.

### **Your turn**



Open a message in your In mailbox.



## 9. Replying to a message

Many of the email messages you send will be written as replies to someone. Writing a reply is easy to do.

To reply to a message you have opened and have read, select **Message Reply** or you can select the reply icon on the toolbar. When you select the reply icon Eudora displays a new message window. It will have the original sender's address automatically placed in the **To** field of the header. Replies also place the subject of the message you received on the subject line adding **Re:** for *regarding* before the subject. All of the sender's original text is quoted in the message body. You should edit this text and only leave key phrases. You may also remove all the quoted text. You will then add your additional text that replies to the incoming message.



*Reply*

### Tip: codes in the outbox



Messages that have been replied to are identified with an "R" next to the original message in the **In mailbox**.

### Forwarding a message

From time to time you will receive an email message that you would like to send or forward to someone else. To forward the current open message select the forward message icon. A new message with the original sender's text quoted in the message body will appear. After entering the intended recipient's email address in the To: line, queue the message in the normal manner and send it.



*Forward*

### Tip: distinguishing your new message from the original message



Typically email software automatically places a > before the text that was in the original message. Text with the > sign before it is often referred to as *quoted* text.

### Your turn



Reply to a message in your inbox. Even if the only message you have is your own message you can reply to it. Watch for the > marks to indicate text of the incoming message.



## 10. Sending attachments



*Instructor should prepare in advance a document or program to be sent as an attachment or have a word processor on each machine to allow users to create their own attachments.*

Normally when you write an email message you can say everything you wish to say in a short message. However, you might have additional information to send. For example, that information might be a report that exists as a document you wrote with word processing software.

To attach a file to an outgoing message select the Attach File icon. The **Attach File** dialog box will be displayed. Locate the file you want. Select it. Click on the **Open** button to attach the document to the current message. You can add as many attachments as you wish to a message.



*Attach  
File*

### Your turn



Use the document that the instructor has prepared for you or compose a message in WordPad or Notepad. You can put any text you like in the message. Write a short email message to yourself attach the file, then queue and send the file to yourself.

### Tips: attaching files



Here are a few tips about attaching files:

- 1) 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.
- 2) If you cut and paste text into your email, check the text you pasted to ensure it is all there and is easy to read in the email message.
- 3) 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.



*At this point you should make sure that everyone understands the concept of cutting and pasting and demonstrate it if necessary.*



---

## **11. Receiving and accessing attachment**

Email can be sent from many different kinds of computers and from different kinds of software. Sometimes problems occur in sending email from one system to another. As a result people occasionally experience problems accessing attachments and in reading their email messages.

Normally, Eudora automatically decodes and saves attachments in the **Attach** directory in your Eudora Directory. The location of the attachment will be indicated at the bottom of your email message. You can easily open an attachment when you are reading an incoming message by double-clicking on the attachment name. If you have the program that the attachment was created in, (e.g. Word, WordPerfect, WordPad, Notepad) that program opens and the attachment appears. If your computer is not certain of the format of the attached file, it will prompt you to identify the program.

Your turn



Open the attached file you sent yourself above by clicking on the file name at the bottom of your email message.



## 12. Anatomy of a mailbox

Mailboxes store your messages: incoming and outgoing. To open a mailbox, select **Mailbox**, and chose the box you wish to access. Or double-click on it in the Mailboxes window to the left of your screen.



### Messages

Each line in a mailbox window represents a message and is called a message summary. To select one or more message summaries, use one of the following options:

- ✓ To select one message, click on it.
- ✓ To select two messages and all the summaries between them, select a summary, hold down **Shift** and select another summary.
- ✓ To make “disjointed” selections, hold down **Ctrl** and select individual summaries.

### Your turn



Read the table about status that follows. Compare the symbol explained in the table to what appear in the figure above. Decide what the status of the two messages is in the mailbox below.

**Figure 4** What is the status of the messages?

EUDORA

In

Out

Trash

your name

S	P	A	Who	Date	K	Subject
			Eudora	11:21 AM 2/6/97	3	Welcome
F			RubéQ==n Gallo	01:13 AM 6/4/98	2	Re: quienes



*The first message has been read. The second message has been forwarded.*

### **The status column**

This column displays the message status. The following table shows the symbols associated with messages and their meaning.

<b>Symbol</b>	<b>Meaning</b>
•	The message has not been read (all mailboxes except <b>Out</b> ), or is 'queueable' but has not been queued (Out mailbox only).
<blank>	The message has been read (all mailboxes except <b>Out</b> ), or can not yet be queued because it has no recipients (Out mailbox only).
<b>R</b>	Reply has been chosen for the message.
<b>F</b>	Forward has been chosen for the message.
<b>D</b>	Redirect has been chosen for the message.
<b>S</b>	The message has been sent (outgoing messages only).
<b>Q</b>	The message is queued to be sent (outgoing messages only).
<b>T</b>	The message is queued to be sent at a specified time (outgoing messages only).
-	The message was transferred from the Out mailbox before being sent.

### **Setting up new mailboxes**

If you receive a large number of messages, it will be helpful to set up additional mailboxes. Eudora lets you create mailboxes and folders to put messages in.

Here are two ways to create mailboxes and folders:

- Select **Mailbox, New**.
- In the Mail box window right click on **EUDORA** and select **New**.

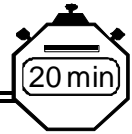
### **Your turn**



Set up a mailbox using your first name as the title of the box.







### 13. The main toolbar and menu commands



**Figure 5 The main toolbar in Eudora Light 3.0**

1) What is a toolbar?

**i** The main toolbar is a group of buttons or icons that gives you easy access to your frequently used Eudora commands.

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

**i** 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?

**i** Opens the in mailbox that Eudora has set up for the email you have received.

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

**i** Place the arrow created by your mouse inside the rectangle around the second icon, place your finger on the left mouse key and single click.

#### Your turn













The main toolbar icons in Eudora are visible when the inbox is open. To learn what the icons are first of all open your inbox by clicking on the inbox icon. Next move your cursor over each icon by moving your mouse. Read the yellow box that appears explaining the function of each icon. Note your answers below.

**i** Instructor reviews the answers that students have, encouraging them for having right answers. When students give their answers, the instructor either adds the explanation indicated below or ask students to guess what the bubble help means.

## The meaning of the main icons on the toolbar

**Figure 6 The 15 icons on the main toolbar of Eudora Light 3.0**

<b>Icon</b>	<b>Function</b>	<b>Icon</b>	<b>Function</b>
	<i>Delete message(s)</i> <i>Transfer the current message(s) to the Trash mailbox.</i>		<i>Check mail</i> <i>Pick up new mail from the POP server.</i>
	<i>Open In mailbox</i> <i>Open the mailbox where incoming messages are stored until deleted or transferred to another mailbox.</i>		<i>Open Out mailbox</i> <i>Open the mailbox where messages you compose are stored, where queued messages are held until actually sent, and where copies of sent messages may be initially stored.</i>
	<i>Open Previous Message</i> <i>Open previous message in the inbox or out box.</i>		<i>Open Next Message</i> <i>Open next message in the inbox or out box.</i>
	<i>New message</i> <i>Open a new message composition window.</i>		<i>Attach File</i> <i>Attach a file to the current message or open a new message with the file attached.</i>
	<i>Reply</i> <i>Reply to the sender of the current message.</i>		<i>Forward</i> <i>Forward the current message to someone else.</i>

You now know how to determine what an icon means. There is no need to memorise all of these icons now. You have been using them during the course and learning them that way.

Let's look at another way to get Eudora 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 Eudora. However, there are additional commands that you will use. You can access over 70 commands from pull-down menus. As an example select **F**ile from the menu bar and observe the menu that drops down. (Pictured below.) Notice **C**heck **M**ail. Which icon is represented by this same command?

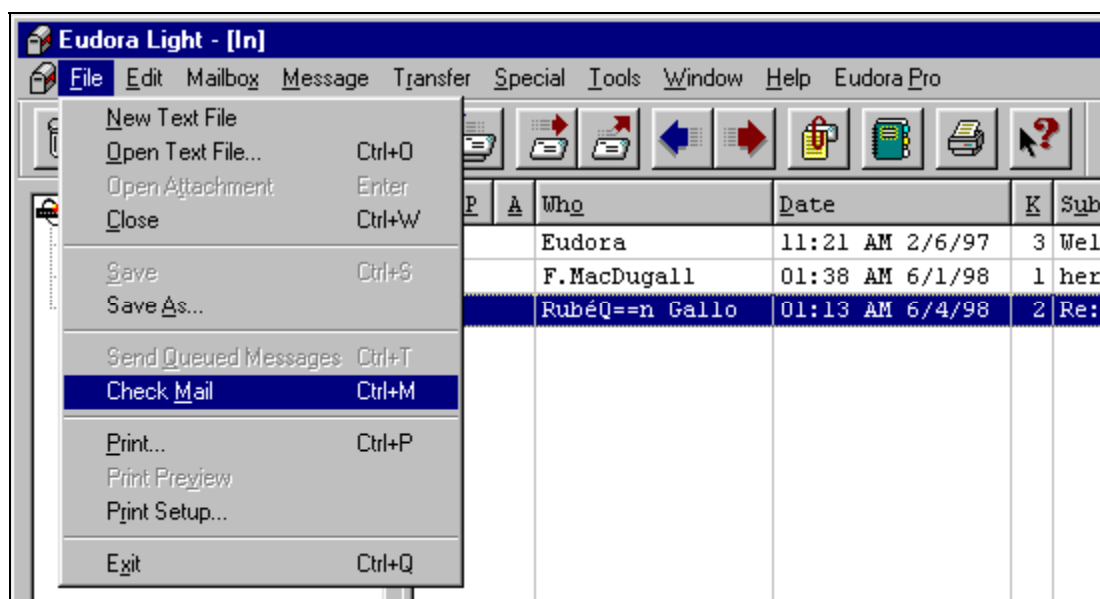


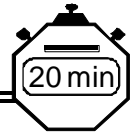
*The icon with the check mark. The fourth one from the left on the toolbar. The picture of a letter and a check mark.*

## Icons or menus?

We are using both icons and menus as we learn about Eudora. You should decide which one you feel more comfortable with and use it. At the end of the course we will give you a third option: shortcut keys. If you can handle learning three approaches at once go ahead, use the shortcut keys now but we recommend that you avoid confusion by leaving the shortcuts to the end of the course.

**Figure 7 Eudora commands from menus**





## 14. Mailing lists

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

1) What are mailing lists?

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

2) What do mailing lists do?

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

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

**i** *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?

**i** *A mailing list is an automatic message sending program that stores a list of the email addresses of all the people interested in a particular discussion. Students "subscribe" to the list. Each mailing list has a unique email address (e.g. devel-l@american.edu). Each time a message is posted to the list address, everyone subscribed to the mailing list receives the message.*

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 quickly share files and other information with a select group of people.*
- 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 by all subscribers using a Web browser.*

*Subscribers to a list can access list messages when it is convenient to them. This is particularly relevant where list member live in different time zones.*

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 are of interest. You can learn about mailing lists at the following sites: <http://www.liszt.com> (over 70,000 lists).*

*If possible the instructor should pre-identify some lists that the students may be interested in joining.*

7) How do you join a mailing list?

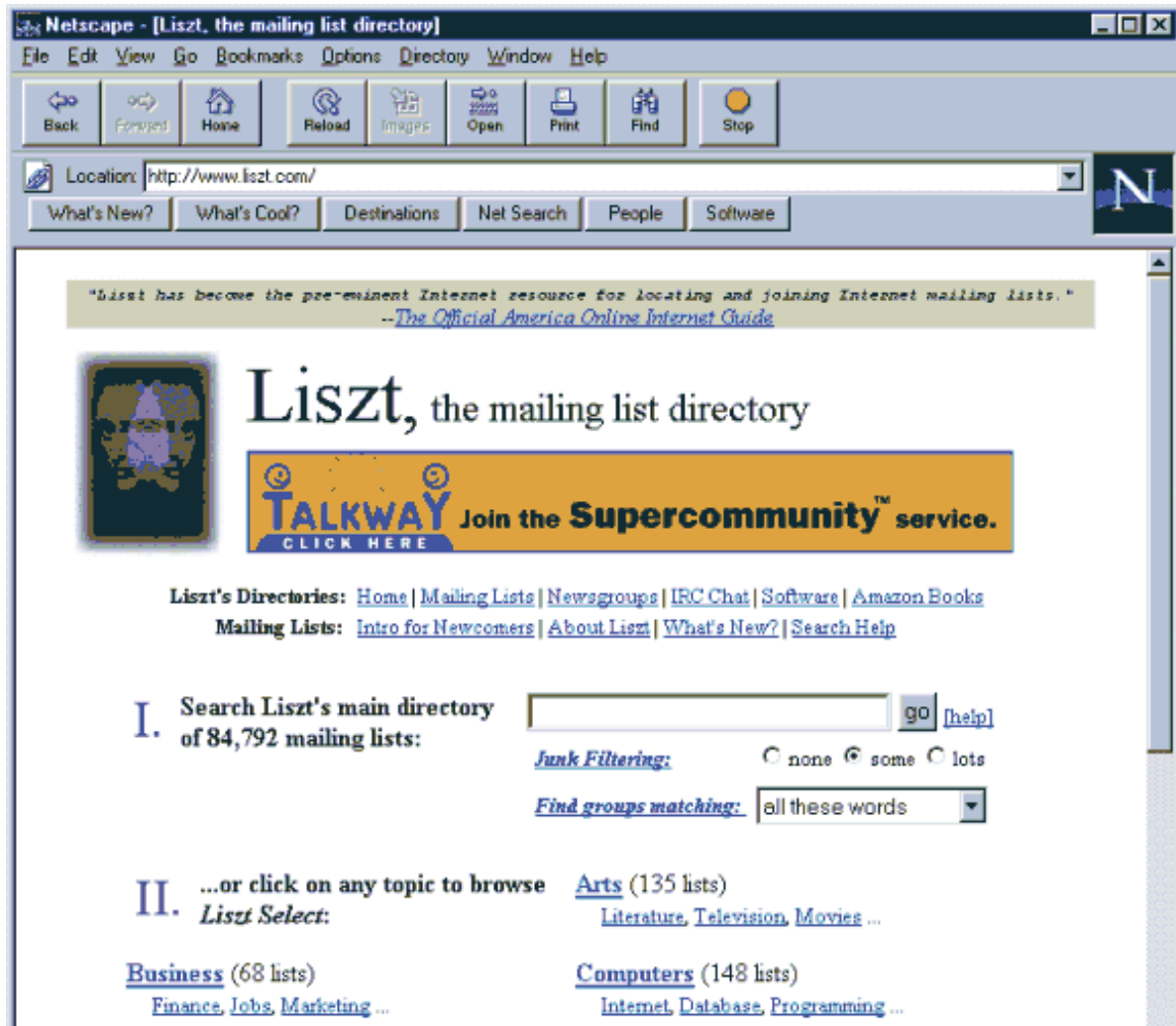


*If the 'listserv' program runs the list, join by sending an email message to the administrative address with the following: “**Subscribe** your last name your first name” in the body of the message. If your mailing list server software is 'Majordomo', do not include your name in the subscribing or quitting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

## 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 now. When the site opens for you it will resemble the following picture.

**Figure 9**      **The Listz home page**





## 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 that email might overwhelm you. However, learning to create additional mailboxes and learning to use the Delete, Transfer, and Copy functions can help you manage your messages.

### Deleting a message

Deleting messages in Eudora is a two-step process. First you put the message in the **Trash**, then you empty the **Trash**. (This process is a safeguard against inadvertent deletions.)

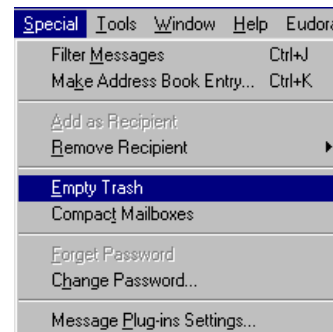


There are several ways to put a message in the **Trash**. You can select the message then select **Delete** from the **Message** menu, or press the Delete Message(s) Icon.



Delete Message(s)  
Icon

To delete the messages in the **Trash** mailbox (removing them permanently from your PC), select **Special**, **Empty Trash**.



You can set up Eudora to warn you if you try to delete unread, queued, or unsent messages. To do this, select **Tools**, **Options**, **Extra Warnings** and place checks in the first three boxes.

## **Transferring messages**

You can transfer messages to any of your mailboxes. Some of the ways to do this are.

- 1) Select the message(s) you want to transfer, next select Transfer, and the mailbox you wish to transfer the message to.
- 2) Select the message(s) you want to transfer, next right-click on it and select a mailbox from the transfer submenu.
- 3) In Windows 95 drag a message summary to an open mailbox.

## **Copying messages to mailboxes**

To put a copy of a message in another mailbox hold down the **Shift** key and use one of the transfer options above. This is useful if you want to file a message in more than one mailbox. In the earlier procedure only one copy remained of a message remained. In copying, you have more than one copy.

## **Filters**

Filters in Eudora help to manage your mail — automatically. You can set the filters you wish to use. For example, all mail from an individual could be automatically placed in a mailbox named after that person. The mail would be placed in that mailbox as it is downloaded to your computer. You manage your filters in the filter window.

To open the Filters window, select **Tools, Filters**. The Filters window is displayed. Filters you have created are listed on the left. To create or modify a filter, click on the New button or select an existing filter. Next, select the options for how you want the filter to be used.

## **Tip: undo**



You can undo mailbox transfers using the Undo command under the Edit menu.

## **Your turn**



Set up Eudora so that it warns you when you are about to delete unread mail, queued mail and unsent mail. Configure Eudora so that attachments will be automatically deleted when you delete messages. Practise transferring and copying messages. Play it is a good way to learn to use a computer.





## 16. More about attachments

Garbled messages are ones that you cannot read properly. One example of a garbled message is when some characters change. (See example below.) Another example that sometimes occurs in attachments is that you receive numbers and strange codes instead of words. Both can be fixed. So don't worry. But if you know that an attachment you are to receive is a short one, your best approach might be to ask that the sender uses cut and paste to place the text of an attachment into the email message.



**Customisation:** this segment present an excellent opportunity for an instructor to present local situations and to help students develop the skills and attitudes needed to deal with local situations.

### Garbled accents

*Let's say you send a message in French, as follows:*

*"Il est vraie que il n'a pas parlé. Il était malade."*

*Without any encoding, this might show up on your recipient's screen as:*

*"Il est vraie que il n'a pas parl?. Il ?tait malade."*

This 'é' in the original French message is converted to 'i' because SMTP (Simple mail Transfer Protocol) cannot handle special French character such as 'é'. This is because they are beyond the normal US-ASCII character codes. However, if you and your recipient both have MIME (Multipurpose Internet mail Extensions) — quoted-printable encoding would be used, and your text would show up properly.

### Tip: MIME capability



You have MIME capability in Eudora so chances are that problems such as the preceding one occur either because the sender was not using MIME encoding. The simple solution is to ask the person to send the message using MIME encoding. It is becoming the universal standard.

### **Garbled attachments**

The characters in the box below are the result of incompatible configurations for sending and receiving attachments. Because Eudora Light cannot decode UUENCODED attachment, it simply displays the attachment as text characters. A typical UUENCODED attachment in Eudora Light 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. In this instance we converted the entire file with a software UUDECODING utility and the original attachment was miraculously restored.

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

### **Decoding a garbled attachment**

To decode an attachment that was not automatically decoded, open the message and select File, Save As to save the message as a text file. Next run the decoding utility appropriate for the encoding method that the sender used. Normally you use the open file option in your decoder to import and decode the garbled attachment. Decoding utilities can be found at various shareware sites on the Internet. You will find highly recommended decoding software in the Windows 95 Compression Utilities section of the TuCows Archive at <http://www.tucows.com>.

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

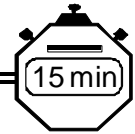
The reason that attachments cannot simply be sent as they are but need to be encoded for the Internet is because the Internet's mail standard (SMTP - Simple Mail Transport Protocol) was only originally designed to handle text messages. In order to send non-text files (i.e. binary files such as word processing documents, spreadsheets, software, etc.) 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. Eudora Light automatically converts your attachments into MIME format without any extra effort on your part. Virtually all Internet mail programmes now will seamlessly receive and decode MIME attachments. MIME is capable of encoding virtually any kind of file for the Internet from documents to sound to video.

## **UUencoding**

UUencoding is an older format for sending attachments via Internet mail. It is not as flexible as MIME and is no longer widely used on the Internet. However, there are still some mail systems on the Internet that send attachments in UUencoded format. To deal with these attachments you will require an additional utility to decode the attachments, as Eudora Light does not support UUdecoding. We give an example of how to do this above.

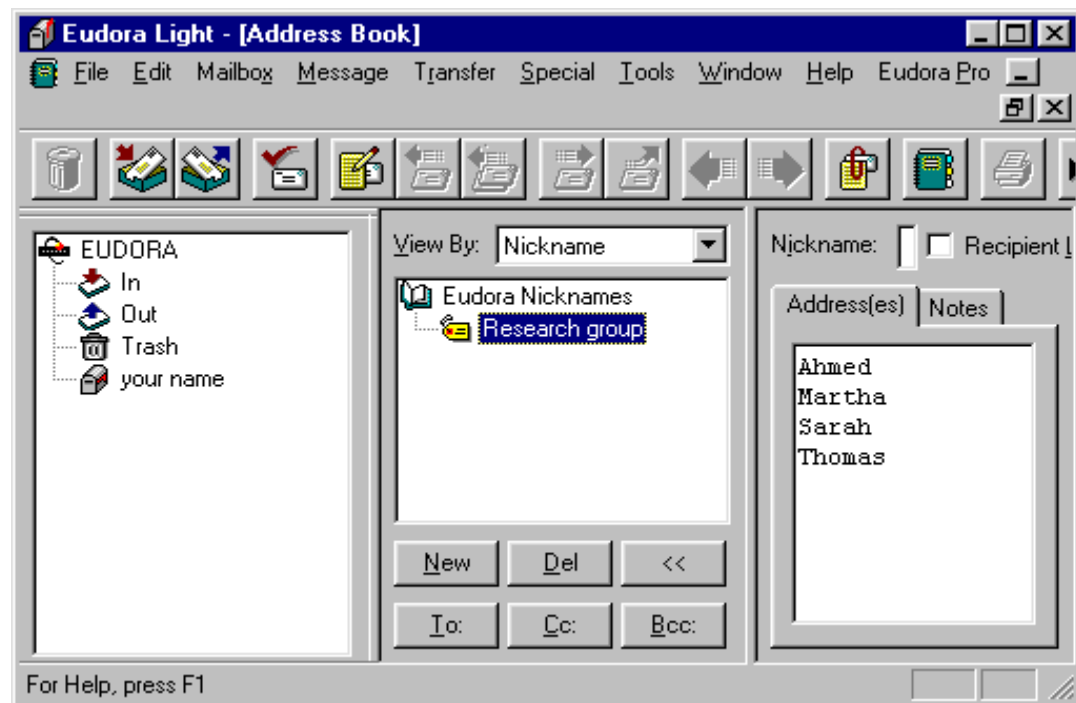


## 17. Using an address book

Eudora's Address Book helps you to accurately input and retrieve your email addresses. It automatically addresses the messages you send. Each entry in the Address Book includes a nickname for a person or group, their full email address(es), and any notes you care to add. Nicknames can be used to address a new message. Or you can use them in place of proper email addresses in the **To**, **Cc**, and **Bcc** fields of outgoing messages.

To open your Address Book, select the address book icon. The following dialog box will appear on your screen.

**Figure 9** Address book dialog box

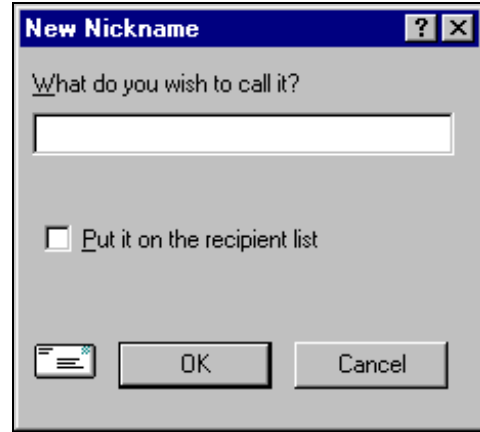


## Creating new entries

Figure 10 New nickname dialog

To create a new entry, click on **New** in the Address Book (see preceding diagram.) In the **New Nickname** dialog enter a Nickname for the entry. A Nickname (sometimes called an alias) is an easily remembered, shorter substitute for the email addresses in the entry. Select the **Put it on the recipient list** option if you want the nickname on the list for the present message. Click **OK** to create the entry. Next enter the email address information for the entry.

In the Address(es) tab, enter the complete email addresses of the people



### Tip: exact email address information



When completing the address(es) tab include only an email address. If you do not your email will be addressed incorrectly.

To save your changes to the Address Book, select **File, Save**.

## Changing and removing entries

To make changes to an Address Book entry (including changing the name of the entry, the nickname for it, and any information in the Notes tab), select the entry from the list and edit the fields as you wish.

## Addressing a message from the address book

You can open and address a new message from the Address Book using the **To**, **Cc**, and **Bcc** buttons.

To create a new message from the **Address Book**, select the entry to which you want to address the mail (hold down the **Shift** key to select multiple entries in sequence, or the **Ctrl** key to make disjoint selections). Then click on **To**, **Cc**, or **Bcc**. A new composition window is displayed with the selected nickname(s) inserted in the appropriate field.

### Your turn



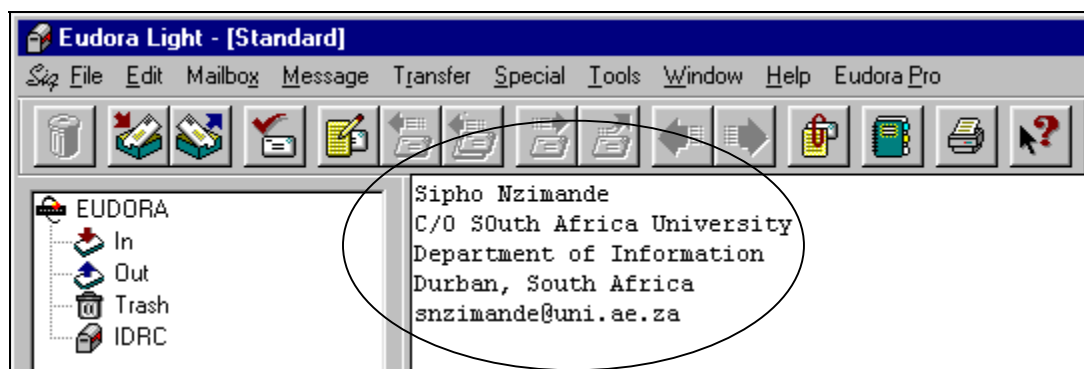
Create a group in the Address Book. Create and add the nicknames of three people. Add their email addresses if you know them.



## 18. Signatures

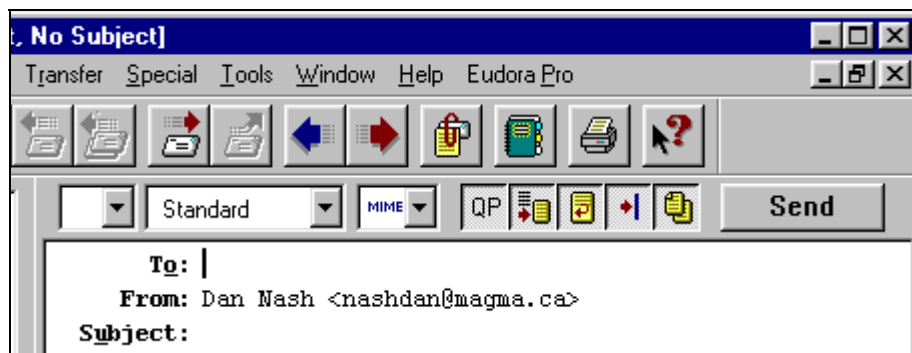
A signature is a few lines of text — your contact information — that you prepare. Once set up, Eudora adds your signature automatically to the end of every outgoing message. When people read your signature they learn who you are and can contact you by ways other than email. Also sometimes automated Internet communication service, called mailing lists do not include the senders email address in the sender information, so it is a good idea to place your email address information in your signature. If you do this other people will be able to communicate with your directly instead of going through the mailing list. The next figure illustrates a signature in Eudora.

To create your signature, select **Tools, Signature, Standard**. When the Signature window is displayed, you can complete it as indicated above. When finished composing your signature to save it select **File, Save As**. Give it a file name and Eudora will save your signature file.



**Figure 11** A signature file

To include a signature in an outgoing message, select **Standard** in the message window — indicated with a circle below. To send your Standard signature with every message you send, select **Tools, Options, Sending Mail, Use Signature**.



**Figure 12** Selecting the standard signature

**Tip: your invisible signature**



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



## 19. 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 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	<i>Yes</i>	<i>Yes</i>
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	<i>Yes</i>	<i>Yes</i>
3) Always include a pertinent subject title for the message. That way, recipients can locate the message quickly in their inbox.	<i>Yes</i>	<i>Yes</i>
4) Never send any messages that you would not mind seeing on the evening news.	<i>Yes</i>	<i>Yes</i>
5) Avoid capitalising since this is generally considered to be the Internet equivalent of SHOUTING!	<i>Yes</i>	<i>Yes</i>
6) Include your signature at the bottom of messages as well as your other contact information.	<i>Yes</i>	<i>Yes</i>
7) Do not use sarcasm, rudeness (flames) or complex humour. Without face to face communication, your joke may be viewed as criticism.	<i>Yes</i>	<i>Yes</i>
8) Do not assume that people will understand your reference to TV, sports, pop culture, or current events in your country.	<i>Yes</i>	<i>Yes</i>

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

### E-mail 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 **In mailbox** of students. These messages will seem more real than the one in a manual. They can also demonstrate errors. 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.

*It is a good idea to put a welcome message in every student's inbox.*

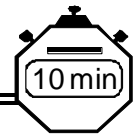
**E-mail message #2**

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

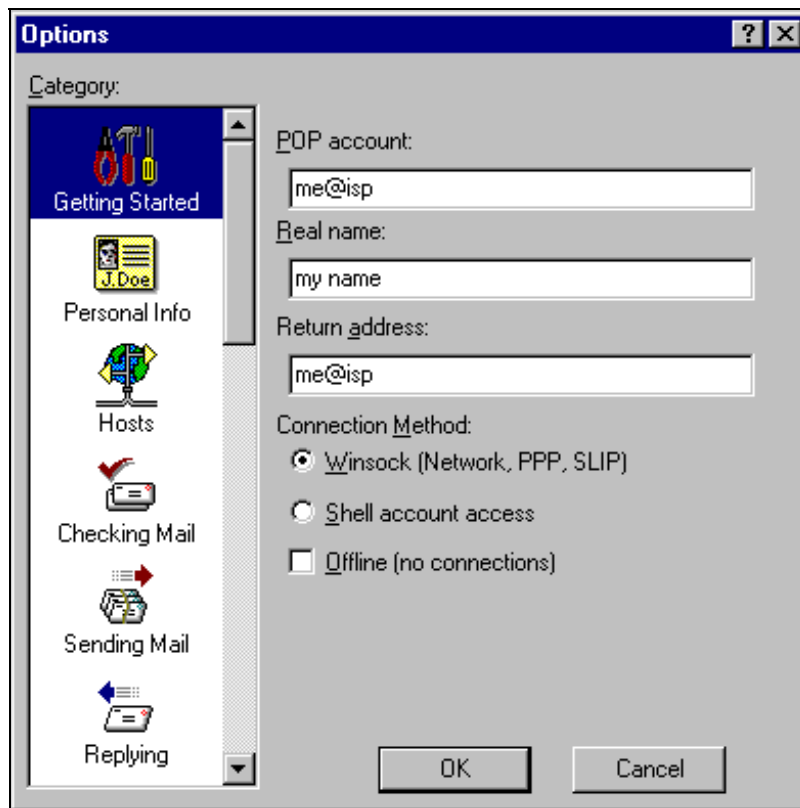
mdoumbia@univ.edu.sn



## 20. Configuring Eudora

If you have a new installation of Eudora, or if you are using a version that is not set up for you personally, you will need to set it up so that it connects to your internet service provider, uses your email address and automatically includes your name with email messages you send. To do this select **T**ools, **O**ptions, **G**etting Started.

**Figure 13** Configuring Eudora



In the **POP account** field, type your POP account name, an “@” sign, and the full name of the computer that is running the POP server. For example, if your assigned POP account name is “nmandela,” and the name of the computer where you receive email is “isp.com” type “namndela@isp.com” in this field.

Be sure to use your **POP account** — it is probably the same as your email address but it could be different. If your email address is different from your POP account put your email address in the **Return address** field of the **Personal Info** option (the icon under **Getting started**).

In the **Real name** field, type your real name. In our example, the real name would be Nelson Mandela. After you type it here, it will be included in the **From** field of your outgoing messages.

Specify a connection method. If you are using Eudora via TCP/IP software (e.g., a direct network connection, SLIP, or PPP), select **Winsock**. If your POP and SMTP servers are on the same computer, you do not need to specify an SMTP server. If they are not on the same computer, click on the **Hosts** category and enter in the **SMTP** field the full name of the computer running the **SMTP** server.

### ***POP and SMTP***

Here is some more information for people who want to know more about configuring Eudora. To send and receive messages, you must have an account on a computer running a POP (Post Office Protocol) server, and access to a computer running an SMTP (Simple Mail Transfer Protocol) server. Your incoming email messages are delivered to your POP account, where Eudora picks them up and transfers them to your PC. Your outgoing messages are sent to the SMTP server, which delivers them to your recipients.

You must provide basic information about your account, servers, and network connection before you can send and receive messages. We explain how to do this above.



## 21. Keyboard shortcuts

Keyboard shortcuts are wonderful ways to save time. A particularly good one in Eudora is **Ctrl + N** which starts a new message for you. We have circled it below and we invite you to review the list and circle other keyboard shortcuts that you think will be good to use.

Good shortcuts to start with are **Ctrl + D** (Delete), **Ctrl + M** (Check mail), **Ctrl + N** (New message), **Ctrl + P** (Print), **Ctrl + R** (Reply), **Ctrl + W** (Close message), and **Enter** (Select the outlined button in any dialog, alert, or window, or open the selected messages).

### Your turn



Review the shortcuts below and select the shortcut keys that you prefer. Circle the ones you select. After selecting which shortcut key you prefer try them out.

<b>Ctrl + O</b>	Open Out mailbox	<b>Ctrl + M</b>	Check mail
<b>Ctrl + I</b>	Open In mailbox	<b>Ctrl + N</b>	New message
<b>Ctrl + '</b>	Paste as quotation	<b>Ctrl + O</b>	Open file
<b>Ctrl + ;</b>	Find next	<b>Ctrl + P</b>	Print
<b>Ctrl + A</b>	Select all	<b>Ctrl + Q</b>	Exit Eudora
<b>Ctrl + C</b>	Copy to clipboard	<b>Ctrl + R</b>	Reply
<b>Ctrl + D</b>	Delete	<b>Ctrl + S</b>	Save current window
<b>Ctrl + E</b>	Send or Queue	<b>Ctrl + T</b>	Send queued messages
<b>Ctrl + F</b>	Find window	<b>Ctrl + V</b>	Paste from clipboard
<b>Ctrl + G</b>	Find again	<b>Ctrl + W</b>	Close message
<b>Ctrl + H</b>	Attach document	<b>Ctrl + X</b>	Cut to clipboard
<b>Ctrl + J</b>	Filter messages	<b>Ctrl + Y</b>	Directory Services

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<b>Ctrl + K</b>	Make Address Book entry	<b>Ctrl + Z</b>	Undo
<b>Ctrl + L</b>	Open Address Book		

<b>up arrow</b>	Move up one message in a mailbox (depends on your Miscellaneous Options).
<b>down arrow</b>	Move down one message in a mailbox (depends on your Miscellaneous Options).
<b>Enter</b>	Select the outlined button in any dialog, alert, or window, or open the selected messages.
<b>Esc</b>	Stop any operation currently in progress.
<b>F1</b>	Eudora Help.
<b>F2</b>	Rename the selected item in Mailboxes or Address Book.
<b>F3</b>	Find again.
<b>F7</b>	Toggle split windows in Composition and Address Book.
<b>Page Up</b>	Scroll up in the window.
<b>Page Down</b>	Scroll down through the window



## 22. Using email in your environment

**i** **Customization:** This is a key section in which instructors are to help students see the relevance of email in their own work environment.

**i** This section has two purposes. One is to deal with concepts. The other is to use the concepts. By having people think about the concepts and state them we are certain they have an intellectual understanding. However, an intellectual understanding is not sufficient if one is going to use the Internet effectively. You need to know how to do something — how to use the Net software. Therefore this exercise offers an opportunity for students 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?

**i** (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.

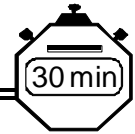
- 2) Now that you have identified uses of email, as a group select one that is important to you.
- 3) Now what will you need to do to use email effectively in the activity you selected?

**i** 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.



## 23. Review

You may review your notes for this activity. You are going to select three main things you have learned in the course. 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.

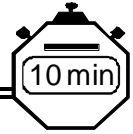
**i** Give students several minutes to select their three items. Use an innovative way for students to select the order of speaking. For example, throwing a soft ball to the person who speaks next is a way to bring some life to the selection of speakers. Have all students stand so they remain engaged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

### Learning styles

We have used several ways of learning in this course. 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?

**i** 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.

**i** Also good at this point to mention other software packages such as Pegasus, Netscape Mail, Outlook Express, etc. and explain to the students that the skill learned in one package can usually be transferred to other email software.



## 24. 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 your answers below with an **x** or a **check**.

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

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Topics	Your level of interest			Delivery method		Level of difficulty		
	high	medium	low	leader-led	self-study	high	medium	low
Introductions and expectations of students								
Course objectives								
Introduction to email								
Creating an outgoing message								
Queuing and sending a message								
Checking for incoming mail								
Reading mail								
Replying to a message								
Sending attachments								
Receiving and accessing attachment								
Anatomy of a mailbox								
The main toolbar and menu commands								
Mailing lists								
Managing your messages								
More about attachments								
Using an address book								
Signatures								
Email etiquette								
Configuring Eudora								
Keyboard shortcuts								
Using email in your environment								

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Topics	Your level of interest			Delivery method		Level of difficulty		
	high	medium	low	leader-led	self-study	high	medium	low
Review								

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

Questions	Ranking					
	<i>disagree</i> <i>agree</i>					
	1	2	3	4	5	6
24. The introductory exercise was helpful.						
25. The notes for students were easy to read						
26. The layout of the manual made it easy to follow.						
27. The words used in the manual were easy to understand.						
28. The explanations in the manual were easy to understand.						
29. The manual was the right length.						
30. The graphics of the manual were easy to read.						
31. This course will help me use the Internet.						
32. The training was what I thought it would be.						

33. Topics that should be added.

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34. Topics that should be removed.

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35. Other comments.

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Your name and address (optional)

---

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