



**The ITrain  
Collective**

# **Navigating the Web - Netscape 3**

***Instructor Manual***

***August 1998***

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## P R E F A C E

The Navigating the Web Instructor manual is part of a series of Internet training (ITrain) materials developed by the ITrain Group 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 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. The materials 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 Navigating the Web Instructor manual will enable you to teach basic Internet concepts. A key component of the ITrain package is the Instructor Notes, a separate 30 page document which provides useful guidelines on how to deliver effective training. It is crucial that you read this in conjunction with the Navigating the Web manual.

These materials are distributed under the OpenContent License (<http://www.opencontent.org/>) the full text of which can be found on page 52.

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. 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		

## PLANNING TO DELIVER THE NAVIGATING THE WEB 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.

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

This course is designed to be conducted in one day. It is composed of 22 segments. The following table outlines the sections within the Navigating the Web course 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 participants working on their own, or in pairs and the instructor acting as a coach.

Be certain to allocate time for the leader-led sections. The self-study sections are more flexible. The number finished in a course will depend on the speed with which individual participants complete them.

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## ***Planning summary***

When instructors are planning to conduct training, it is important that they gain an overview of the course they 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; nevertheless, in making you own plan. One way to make your personal plan would be to photocopy this plan and modify it to suit your person needs. If you obtain the MS-Word file of this course plan, you will be able to make whatever modifications you wish, to this plan — and the entire course.



	Topic	Key points	Time
1.	Introduction	<b>leader-led:</b> Introduce yourself. Explain prerequisites. Hand out student Manuals.	5
2.	Introductions and expectations of participants	<b>leader-led:</b> Sets the tone of the course, (interaction), deals with expectations, links this course to the other ones. By introducing each other, participants get more involved and learn more about each other.	30
3.	Course Objectives	<b>leader-led:</b> Instructor explains the course objectives	10
4.	Information sources	<b>leader-led:</b> This is a discussion led by the instructor(s). The purpose of this unit is to set up a conceptual framework for doing activities later in the course; to show the benefits, to motivate learners.	10
5.	Basic terminology and concepts	<b>leader-led:</b> Basic terminology is a building block for a more in-depth understanding. In advance of the course, instructors will need to set up participants' computers to open an appropriate Web site when participants launch Netscape.	20
6.	Understanding URLs	<b>preferably self-study:</b> Understanding URLs will help participants grasp some of the inner workings of the Web.	5
7.	Toolbar and pull-down menus	<b>preferably self-study:</b> his largely conceptual section gets people ready to complete the next ones which are 'hands-on'; we do not expect learners to have memorised the icons by the end of this session; we want them to know generally how they work and what is available	15
8.	Navigation	<b>preferably self-study:</b> The main ways of navigating in Netscape are by links, scrolling and buttons (forward, back and home).	10
9.	Bookmarks	<b>preferably self-study:</b> Experience with adding bookmarks, organising, and customising.	15
10.	Searching the Net with a search tool	<b>preferably self-study:</b> Review different search tools and a list of URLs for later reference.	15
11.	Search do's and don'ts	<b>preferably self-study:</b> Review different suggestions about using search tools.	15
12	Doing searches on the Web	<b>preferably self-study:</b> Do searches using Yahoo and AltaVista, or another search tool and compare results.	15

	Topic	Key points	Time
13	Dealing with error messages	<b>preferably self-study:</b> Information on five error messages and strategies to deal with them.	15
14	Saving information you find on the Net	<b>preferably self-study:</b> Discusses different ways to save information and teaches how to save on a hard drive and set up folders.	15
15	Internet security	<b>preferably self-study:</b> A general overview of Net security.	10
16	Shortcuts using Netscape	<b>self-study:</b> Keyboard shortcuts are wonderful ways to save time. Participants are given a list of shortcuts and they select shortcuts that they think will be useful to them.	10
17	Information on the Web	<b>leader-led:</b> There are many different ways to use the Web, depending on the type of work you do and your interests. We will look at two areas: Information on the Web and Bibliographical Research. We do a search at the IDRC site.	15
18	Drawbacks of electronic sources	<b>leader-led:</b> participants discuss frustration, finding sources, exaggerated expectations, the need to learn computer skills and advice on using electronic sources.	15
19	Advanced topics	<b>preferably self-study:</b> deals with changing the toolbar in Netscape, using the location field, using the go menu, using Help, not loading images automatically, clearing cache ..	30
20	Does your organisation need a Web sites ?	<b>leader-led:</b> Communications strategies consider several factors and based on them, a strategy maps out a plan for individuals and organisations to communicate. The plan is built on answers to a questions asked directly or indirectly. To help you decide the role of the Web in you communications strategy; we will list many of the questions that need to be answered in the process of creating a communications strategy.	15
21	Review	<b>leader-led:</b> Participants select three main things they have learned in the seminar. Reviewing these in their notes or this manual helps prepare participants to explain one of them to the group. Also includes a discussion of preferred learning styles.	30
22	Evaluation forms, etc.	<b>leader-led:</b>	10
	<b>Total</b>		310

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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 participants get involved and learn more.

**Bold** text in the manual indicates key words that instructors and participants will find on their monitor screen when software is running.


### 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 participant 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.

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



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

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



This margin icon indicates an exercise that participants are to complete.



This margin 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		
	high	medium	low	leader-led	self-study	high	medium	low

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. Information sources								
5. Basic terminology and concepts								
6. Understanding URLs								
7. Toolbar and pull-down menus								
8. Navigation								
9. Bookmarks								
10. Searching the Net with a search tool								
11. Search dos and don'ts								
12. Doing searches on the Web								
13. Dealing with error messages								
14. Saving information you find on the Net								
15. Internet security								
16. Shortcuts using Netscape								
17. Information on the Web								
18. Drawbacks of electronic sources								
19. Advanced topics								

Topics	Students' level of interest			Delivery method		Level of difficulty		
	high	medium	low	leader-led	self-study	high	medium	low
20.Does your organisation need a Web sites ?								
21.Review								
22.Evaluation forms, etc								

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

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

32. Topics that should be added.

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33. Topics that should be removed.

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34. Describe the materials you added.

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35. Other comments.

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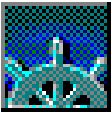
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## **COURSE NOTES**

The notes that follow 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 instructing including answer material for questions that instructors are to ask students.

This manual is designed for a course in which participants can access the Internet. If participants do not have access to the Internet, they may nevertheless use this manual in their course and complete the exercise that require access to the Internet after the course when they do have access to the Net.





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## 1. Introduction



*While participants 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 Navigating the Web. In this course you will learn how to use Netscape navigator to browse the Internet.

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 dialogue 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.

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



## 2. Introductions and expectations of participants



*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 interviewed expect to learn from this course?

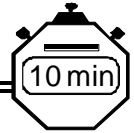
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*Instructor should note what participants hope to learn so that this list can be reviewed at the end of the course. A flip chart or white board can be used for this purpose. The flip chart is best because the list can be taped to the wall. If using the 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

**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

**i** Why important in our training

2) explain basic terminology and concepts of the World Wide Web

**i** you need to understand WWW terminology and concepts before you can function effectively with Netscape

3) effectively use icons on the toolbar and items in pull-down menus

**i** need to practice to learn the skill; build up confidence

4) perform basic Netscape Navigator tasks

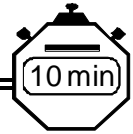
**i** practice here so we know we can do it later, on our own

5) interpret and deal with basic Netscape Navigator error messages

**i** so we save time and reduce frustration

6) state the strengths and weaknesses of the browser Netscape Navigator and the World Wide Web

**i** so we can have reasonable expectations of Navigator and thus work effectively and efficiently with it.



## 4. Information sources

**i** *This is a good segment for customization, depending on local situations and the people in the classroom. This is a discussion led by the instructor(s). The purpose of this unit is to set up a conceptual framework for doing activities later in the course; to show the benefits, to motivate learners. Issues that will come up: Netscape can save time by locating and retrieving resource material quickly. Saves money because there are no library fees. Faster than a library and meetings. But — and this is important — Netscape and the Web do not evaluate information. Some information on the Web is misleading.*

1) What sources of information do you consult?

**i** *students will name information sources like (libraries, newspapers, magazines, reports, colleagues, television, radio*

2) What are some of the positives aspects and negative aspects of some of the information sources you now consult?

**i** *cost, availability, accuracy, currency, and others identified by students*

3) What information is available on the Web?

**i** *Web sites from organisations, news, library catalogues, information placed there on Web sites by individuals*

4) To what extent can the Web be used as an information sources?


**i** *there is information on the Web on just about any subject you can identify you need to be able to find information*

- *you may need to separate commercial information form other information*
- *you need to evaluate the information*
- *most likely you will need to translate the information from English if you wish to use it in another language*




## 5. Basic terminology and concepts


- 1) When you are learning something new it is important to grasp basic terminology?

 *Yes, most definitely.*

- 2) Why is it important that we grasp basic terminology?

 *Basic terminology is a building block for a more in-depth understanding. If you do not have solid building blocks, you will never gain a solid understanding.*

### Opening Netscape and a Web site

 *In advance of the course, instructors will need to set up participants' computers to automatically open an appropriate Web site when they launch Netscape. It could be the site of a local ISP, IDRC or a document (and links) that are saved to a hard drives or a LAN. If possible, it would be excellent to set up a Web site for the specific training course. Instructor will also need to set up the Netscape icon on the desktop of each computer for the following exercise.*

In order to experience Netscape first-hand we are going to open the programme. Do this now by double-clicking on the Netscape Navigator icon on your desktop.



3) What do you see when Netscape opens?



*When participants open up the site, encourage them to look around,*

- *see the entire screen. Top. Bottom. Both sides.*
- *Have them explain some of the things they see. Ask if there is someone who knows the right word for these things. Tell them the correct word for the things they are describing. Words like Web site, URL, toolbar, icons, menu, dialog boxes, scrollbar, fields, pull-down menus, and perhaps bookmarks, link, error message, and HTML tags.*
- *Tell them we will learn about the things they see. As you lead participants through the questions that follow, refer them to the Web site that they have open on their screens.*

4) What is the Web from a researcher's point of view?



*From a researcher's perspective the Internet means information, contacts, and influence.*

- *The Internet is like a public encyclopaedia. People make information available to public access through the Internet.*
- *(Refer participants to the Web site open on their computers.*
- *It should show links to Web sites participants can use.)*
- *Most Internet services work through a special language or protocol called TCP/IP (Transmission Control Protocol/Internet Protocol). It allows communication among a system of worldwide interconnected computers. These machines are connected by cables, phone lines, high-speed data lines and satellites.*

5) How does the Net work?



*Refer to the diagram that is in the overview course*

- *Ask students to explain what they see.*
- *Users like you and me decide what we want to do on the Net. For example, get and receive information. We convey our wishes to our computers through the keyboard. Computer software makes our computers do what we want them to do. We hook up our computers to the Internet through modems, phone lines and the like. The Internet makes it possible for different types of computers to share information, or communicate with each other. And hopefully through these steps we achieve what we set out to accomplish. In other words we find the information we set out to obtain. (Refer participants to the Web site open on their computers.)*

6) What if the World Wide Web (WWW), or Web?



*The Web is part of the Net.*

*The Net is the road. The Web is what is on the road — information and people.*

*The Web is a convenient way for people to communicate ideas.*

*It is like a library. It organises information. It makes information available.*

*You have to find the right information for your needs and consult it, as you do in a real library. This information may be text documents, graphics, sound files, and video.*

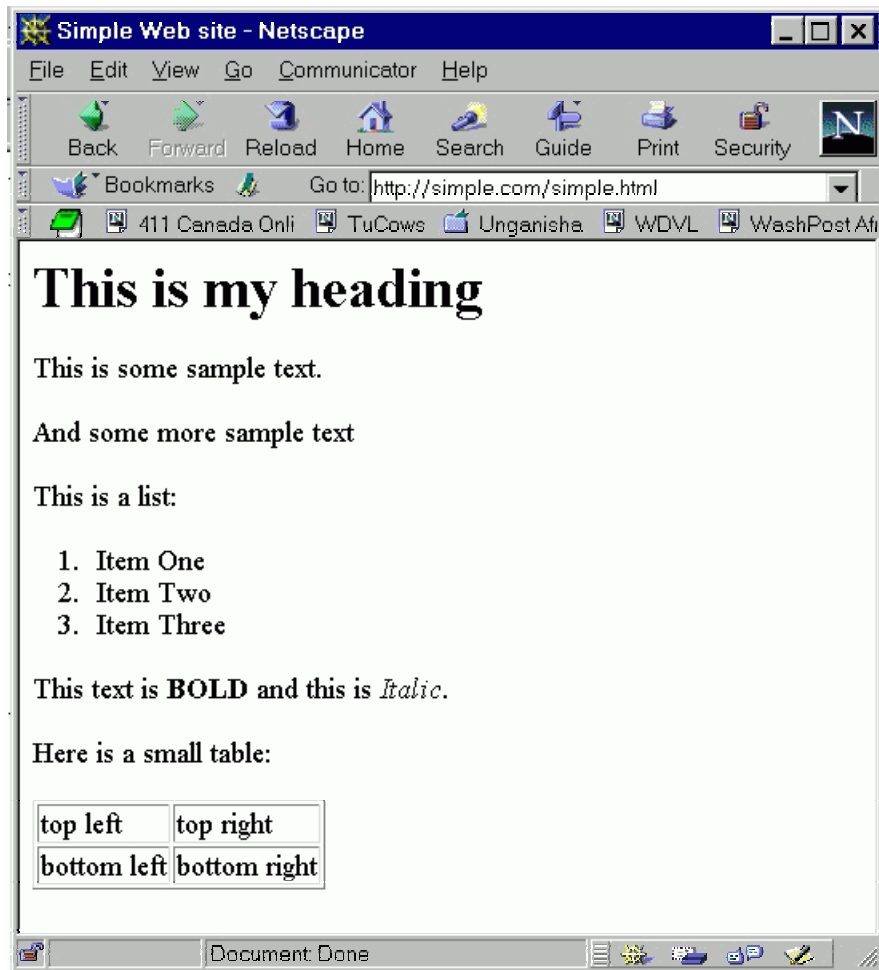
*Web software creates all of these different types of files in a very effective way. Therefore Web files take up small amounts of disk space compared to similar files in other software like word processing software. (Refer participants to the Web site open on their computers.)*

7) How does the Web work? Select **View, Document Source**.



*The HTML(Hypertext Markup Language) tags that you see with **View, Document Source** generate the document you see on your scene.*

Figure 1 - A Simple Web Site





**Figure 2      HTML tags for the simple Web site**

```
<!DOCTYPE HTML PUBLIC "-//W3C//DTD HTML 3.2 Final//EN">
<HTML><HEAD><TITLE>Simple Web site</TITLE></HEAD>

<BODY>
<H1>This is my heading </H1>

This is some sample text. <p>
And some more sample text <p>

This is a list:
<ol>
<li>Item One
<li>Item Two
<li>Item Three
</ul>

This text is <b>BOLD</b> and this is <i>Italic</i>.
<p>
Here is a small table:<p>
<table border="1">
<tr><td>top left</td><td>top right</td></tr><tr>
<td>bottom left</td><td>bottom right</td></tr>
</table>

</body>
<html>
```


8) What is HTML (Hypertext Markup Language)?



*HTML is a language for formatting text and graphics on the Web.*


- *You tag text with these simple codes.*
- *Don't worry, we are not going to try to make programmers out of you.*
- *However, it is important that you understand the basics of the Internet and the Web and HTML is at the core of it. Your course looks at this in more detail later.*
- *If you have ever looked at the coding of a WordPerfect document, you have seen codes similar to HTML. (Refer participants to the Web site open on their computers and briefly point out one or two simple HTML codes.)*

9) What are the special features of HTML?

 *The special features are the simple, attractive formatting, the possibility to include graphics and the use of hypertext.*


- *Hyperlinks are a way of linking one piece of text on the Web to another — anywhere in the world.*
- *Commonly, these hyperlinks appear on your screen as coloured, underlined text. Instructor could have students click on a hyperlink now. (Refer participants to the Web site open on their computers.)*

10) How does one navigate the WWW?

 *You move around or navigate Web documents using **links**.*


- *This is a short form for hyperlinks. Most Web documents contain links to other Web documents.*

11) What are links or hyperlinks?

 *Links are convenient ways to indicate sources of information.*

- *They are like buttons you push to retrieve information which people and institutions have placed on the Web.*
- *They help you 'surf'.*
- *Links can be created in text or pictures (that computer people call 'graphics').*
- *Text links are a different colour (usually blue) from the rest of the text. You can tell when your cursor is over a link because it will appear as a small hand. Invite people to do this now.*

12) What is a Web site or Web page?

 *A Web site or Web page is a place on the Net where an individual, institution or business has placed information.*

- *Each document on the Web has a unique address.*

- *If you look in the location window you will see the address for the Web page now on your screen.*
- *What does it say? (Refer participants to the Web site open on their computers.)*

13) How do you reach a Web site or Web page?



*All you do is tell a browser to take you to the address you want.*

- *The long way to do this is to type in the entire address.*
- *There are also shortcuts that we will look at in the course.*

14) What is a URL, pronounced U - R - L (Uniform Resource Locator).

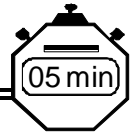


*The characters you just read out are a U - R - L.*

- *A URL is an address of a file or document on the Web..*
- *They follow strict rules.*
- *If you get deeply into using the Web you will learn to interpret these addresses. Once again it is not hard to do. Just takes a little time. (Refer participants to the Web site open on their computers.)*

**Figure 3**      **Location window showing a URL**



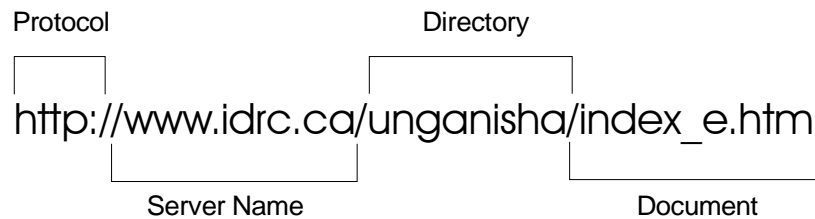


## 6. Understanding URLs

Every Web page, every document on the Web has a unique address. URLs contain letters and number understood by the Web. We can also understand what URLs mean. Understanding URLs will help you grasp some of the inner workings of the Web. In the long run you may be able to use this information to help you find useful information on the Web. We will explain more about this later when we discuss error messages, especially a 404 error.

Typically we use URLs to fetch a specific Web site. However, every item on the Net, whether it be a Web page, a graphic image, a sound file — whatever, has its own URL. We see the parts of a typical URL below and we provide explanations.

**Figure 4 The part of a URL**



### Protocol

Indicates which convention a browser will use to access the Net. Http stands for a Web sites, ftp for FTP sites, gopher for gopher sites and file for a file on your computer.

### Server name

Typically refers to a physical machine. In URLs for Web sites, this portion usually begins with www. Technically this section ends with a forward slash but you can usually omit it if you are not referring to a specific document.

### Directory

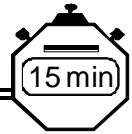
This part points to specific directories on a Web server where a document is stored. Forward slashes are used to separate directories.

### Document

This refers to an HTML document and it typically ends in .htm or .html.



*URLs are an important topic. In order to learn to identify and explain the functions of parts of a URL, participants need to practise using the information laid out above. To do this, post some URLs of local significance. Ask participants to identify and explain the functions of parts of the URLs you post.*



## 7. Toolbar and pull-down menus

1. What is the toolbar in Netscape?

**Figure 5**      **The toolbar in Netscape Navigator**



*The Netscape toolbar is a group of buttons or icons that give you easy access to your frequently used Netscape Navigator commands.*

2. If you do not know what the icons on a toolbar mean, how can you find out? First question: did we do it in the email course? Second question: how do we do it in Netscape Navigator?



*In the Eudora Light and the Pegasus course we explained how you can use your mouse cursor and the yellow help boxes to learn what icons mean. It is different in Netscape than in Eudora and Pegasus Mail. In Netscape the name of the icon is normally written on it. In Netscape you can alter your icons on the toolbar so they show text only, icons only or text and icons. You can also show no icons. Your set-up might get changed, so let's look at how to alter the set-up of your toolbar in Netscape.*

### **Your turn: nine main icons**



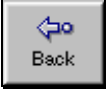








There are nine main icons in the default view of Netscape Navigator 3.x. To learn what the icons are — read what they say and select each one. Note your answers below.



*Instructor reviews the answers that participants state. Answers are to include explanations of what the icons do as well as the one word noted on them. Instructor encourages students for having right answers. If participant answers are incomplete, the instructor adds from the explanations below.*

## The meaning of icons on the toolbar

**Figure 6** The nine icons on the main toolbar of Netscape Navigator

Icon	Function	Icon	Function
	<i>Back</i> Displays the previous page in the history list — if there is a previous page.		<i>Open</i> Lets you enter a URL to display the specified page in the content area.
	<i>Forward</i> Displays the next page in the history list. Especially useful after you have used the back icon explained above.		<i>Print</i> Prints the current Netscape page.
	<i>Home</i> Displays the home page designated in the general preference panel.		<i>Find</i> Lets you specify a word or phrase to locate within the current Netscape page.
	<i>Reload</i> Redisplays the current Netscape page, reflecting any changes made prior to the original loading		<i>Stop</i> Halts any ongoing transfer of page information
	<i>Images</i> Loads images into pages.		

You are now beginning to know what the nine icons of the main Netscape toolbar mean. You will use them during the remainder of this course and learn them that way.

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

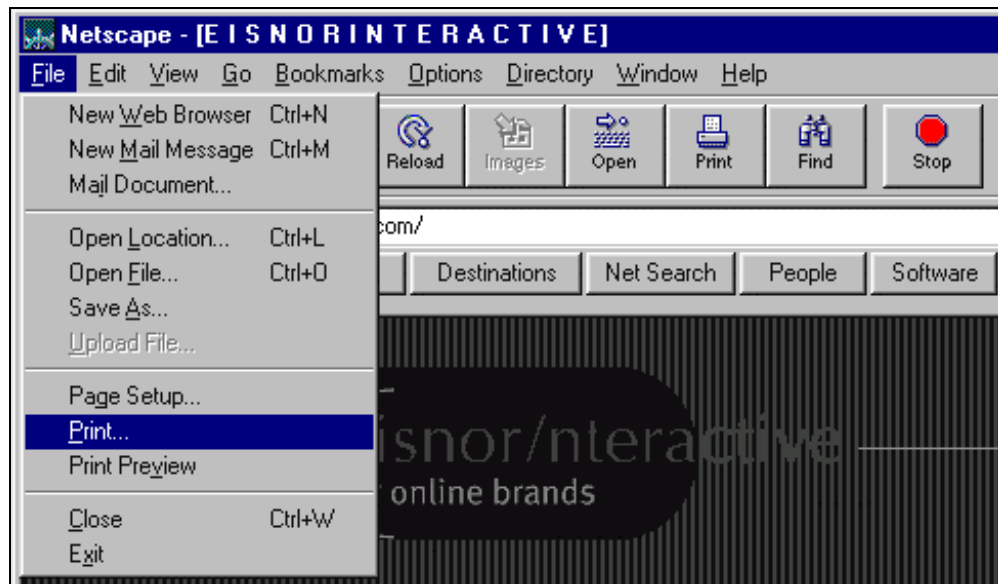
## Menu commands

The icons on the toolbar that we have reviewed above will help you perform main tasks in Netscape. However, there are additional commands that you will use. You can access over 60 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 **P**rint. Which icon is represented by this same command?



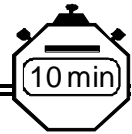
*The icon with the printer and the word print written under it, third from the right.*

**Figure 7 Pull-down menus in Netscape**



## Icons or menus?

We will use both icons and menus as we learn about Netscape Navigator 3.x. If you understand icons and pull-down menus you have more options. You should decide which one you find easier 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, learn the shortcut keys now. However, we recommend that you avoid confusion by waiting to learn shortcuts later.



## 8. Navigation

**Customization:** before the course starts. You should have a local Web site ready for demonstration. You could, for example, set up a Web site for students that each of them could use to test scrolling, the buttons, home, hyperlinks and other things.



If taught in a leader-led session, instructor should show task being performed using the tool bar and the menus.

In order to navigate in Netscape, you will need to open a Web site. Click on the home icon in order to do this.



The main ways of navigating in Netscape are by links, scrolling and buttons (**forward**, **back** and **home**). We looked at links above. Now we will take a close look at scrolling and the three buttons.

### Scrolling

Most web documents contain more information than can be presented on one screen. To see the rest of the document you use the scroll bar on the right-hand side of the window. Clicking on the downward pointing black triangle will scroll down. Clicking on the upward pointing black triangle will scroll up. You can also pick up the sliding button in the middle of the triangle buttons and reveal more of the screen that way.



### Back, forward and home buttons

You can move backward and forward through links you have just visited using the **Back** and **Forward** buttons.



If either **Back** or **Forward** are “greyed out” you do not have access to them because you have not visited sites that you can return to.

Clicking on the **Home** icon will always take you to the page that was been designated as your start up page.



### Your turn: navigation



Use the three buttons in the upper left-hand corner (back, forward, and home) and the scrollbar to navigate in a common Web site or Web sites identified by your instructor.

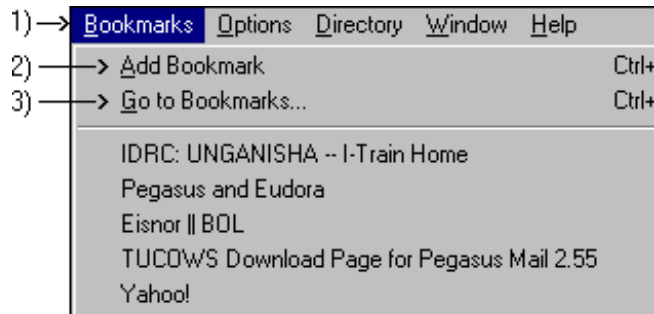




## 9. Bookmarks

As you use the Web you will find sites that you want to revisit. You do not have to write down the URL for those sites. You can use Netscape to record your favourite spots for you in a Bookmark file. Once you arrive at a site that you want to save, click on 1) **Bookmarks** on the menu bar, then 2) **Add Bookmark**.

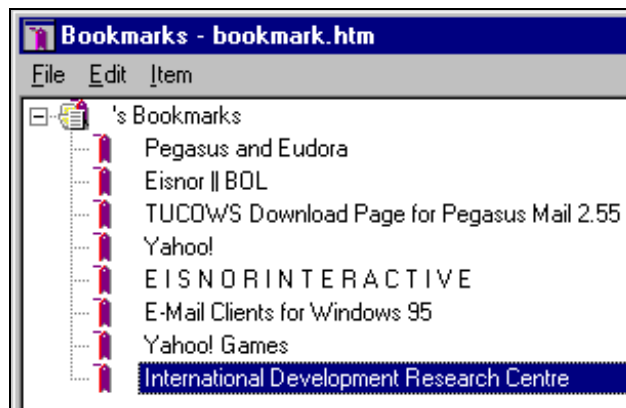
**Figure 8 Organising your bookmarks**



### Organising your bookmarks

When you have collected several bookmarks, you will need to organise them. To start to organise your bookmarks, select 3) **Go to Bookmarks**, pictured above. After you do that a box similar to the following appears.

**Figure 9 Organising your bookmarks**



### **Customising your bookmarks**

You may customise the bookmark folder that appears above by selecting **I**tem, **I**nsert **F**older . . . You may select the bookmarks you do not want and press the **D**ele~~t~~e key. If you make a mistake and delete a bookmark you want to retain, click on **E**dit then **U**ndo.

To move a bookmark to a folder, click on the bookmark and drag it to the folder.

In the diagram above, the cursor arrow is poised to move the **I**nternational **D**evelopment **R**esearch **C**entre bookmarks to the **I**DRC training bookmarks.

### **Tip: keyboard short cut to set bookmarks**

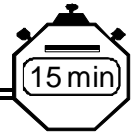


To bookmark pages quickly, select **Ctrl+D**.

### **Your turn**



Use the links on the page you have open to take you to Web sites. Bookmark them. Set up folders to store them. Move bookmarks between folders. Once you have reorganised your bookmarks select **Ctrl+B** and view them. Delete the bookmarks you created.



## 10. Searching the Net with a search tool



**Customisation** You can modify this information and exercise to suit local examples. You can also show other search engines used locally.

When a library has a large number of books to store and retrieve, the organisers set up a cataloguing system. Using the catalogue, users can find the information they need. It is the same thing with the WWW. There are hundreds of millions of Web pages available to you. Undoubtedly, some of these pages contain information you could use in your research. But how do you find what you need? That is why we have search tools! They act like information retrieval tools and techniques used in libraries.

### Summary of search tools

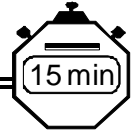
Search tools are constantly changing. They develop new techniques for finding information. New tools are developed. If you chose a well-respected search tool, chances are it will keep up-to-date and provide you good service. We have listed some of the better-known tools below, along with their URLs.

Search tools	URLs
AltaVista	<a href="http://www.altavista.digital.com/">http://www.altavista.digital.com/</a>
Excite	<a href="http://www.excite.com/">http://www.excite.com/</a>
HotBot	<a href="http://www.hotbot.com/">http://www.hotbot.com/</a>
InfoSeek	<a href="http://www.InfoSeek.com/">http://www.InfoSeek.com/</a>
Lycos	<a href="http://www.Lycos.com/">http://www.Lycos.com/</a>
Yahoo!	<a href="http://www.Yahoo.com/">http://www.Yahoo.com/</a>

If you want to learn more about search tools and keep up-to-date, there are several things you can do. From time to time computer magazines review search engines and you can read some of their articles on the Web. A few are accessed from <http://www3.zdnet.com/>. This site and others have their own search tools that allow you to search their sites for information you require. Another way to get information about search tools is to consult sites such as <http://www.clark.net/pub/lschank/web/helpsearch.html> or <http://www.searchenginewatch.com/>. If you start browsing these later sites — which are very rich — remember what the purpose of your visit is. Try not to get sidetracked.

### Three simple steps to do a search

1. type in [www.altavista.com](http://www.altavista.com)
2. type word pattern in the text box
3. click the button marked search, seek or go (whatever applicable)



## 11. Search do's and don'ts

You will reap more benefits from your Net searches if you follow a few simple tips. Here are some suggestions.

Suggestions	Explanations
1. Read the site's "how to use" section.	No matter how wonderful a search engine is, you must use it the way it was designed to be used.
2. Be precise.	Precise searches help the engine pinpoint the most relevant documents. For example, if you want to find information about a book, search the title of the book rather than the name of the author.
3. Be patient.	You might have to try out a few different searches if your first attempts are unproductive.
4. Check your spelling.	It sounds obvious, but even the best spellers make mistakes.
5. Use capitalisation where necessary.	Don't conduct a search on South Africa by typing south africa — a common error.
6. Learn simple tools to help do searches	use +, - and "" for effective searches
7. Learn about each tool.	Learn how each search engine approaches its query. Tools are always changing. As you consult the information with each tool, you can learn about other language sites, national sites and mirrored sites that work faster in your area.



*Customisation: The next page contains an example of two searches. It is given as an example. Undoubtedly you can come up with a search that is more appropriate for a specific target audience. We invite you to do that. You are about to teach a fairly complex topic. Do you remember what we said in the introduction of this manual about the steps in teaching software? 1. Instructor demonstrates and explains. Learners observe. 2. Learners explain, instructor demonstrates. 3. Learners explain and do. 4. Instructor provides feedback.*



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## **12. Doing searches on the Web**

We have seen that there are several search engines on the Web. We have also read about searching techniques. Web searching is an evolving field. Search tools are not perfect and perhaps they will never be. New search tools are developed. Existing tools change. And you will learn new techniques as you try new approaches. By the way, if you find a site that purports to give you all the latest information about search engines — beware, chance are the information is out of date.

One way to get a good idea of what different tools offer is to compare the results from different search engines. You will find that there is not one comprehensive search engine. They all give different results.

### **Yahoo**

Yahoo compiles its lists of Web sites using humans, not robot-computers. Here is how you would look up health care in South Africa using Yahoo.

Type **Yahoo** in the Netscape location field. Netscape adds the additional characters to complete the URL, if it ends in “com”. So you will see **http://www.yahoo.com/** in your location bar.

From the Yahoo menus select **Countries**, under **Regional**.

Under countries select **South Africa**.

In the next menu select **Health**.

Now you can explore among the sites that Yahoo offers.



**Customisation** *An instructor will want to customise the following example for the country in which the course is being given.*

### **AltaVista**

AltaVista uses spiders to catalogue Web sites. As well, people register their Web sites with AltaVista.

Type in the required elements of the URL: **altavista.digital**. Navigator will complete the rest. We have selected AltaVista because it is reputed to give a large number of replies to requests for information

AltaVista recommends that we try natural language queries first. We typed the following in the search text boxes: **What is health care in South Africa?** The number of document registered in Alta Vista matching this query was 5,401,314.

With adding **rural** AltaVista found 19,559,511 documents.

When we got more specific by requiring that the words be in close proximity with the following query, “heath + care + South + Africa”, we retrieved 15 documents. The more precise “health + care + rural + South + Africa” gave us no hits.

### **Your turn**



Chose a topic that is important in your work. Do a search in Yahoo and another search engine, such as AltaVista. Compare your results.



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## **13. Dealing with error messages**

When Netscape Navigator does not find what you are looking for, the Web sends you back short, sometimes confusing messages. It helps to understand these messages and to know what you can do. Here are some thoughts.

### ***General approach to error messages***

Here are a few steps you take with all error messages.

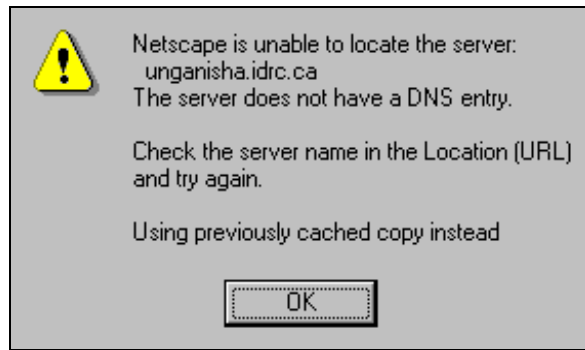
1. Read the message carefully.
2. Accept that error messages are part of dealing with the Web
3. Repeat the action you did that led to the error message in the first place.
4. If the message repeats itself — write it down. That way you will be able to spell out the nature of your problem to someone helping you.
5. Check the basics. Are you hooked-up? Did you type accurately?
6. Try again.

If the problem persists, check the notes in this manual; decide if you need help.

If you need help, call your ISP, a colleague, or a friend.

### ***No DNS entry***

You might receive the message below after you type a URL in a browser's location toolbar. It means that your server did not locate the site you are searching. This may be due to factors such as the connection between servers is too busy with other Internet traffic, or you typed the URL incorrectly. If you check the address you typed and you find it is accurate, this error message might also mean that you have lost your telephone connection. Follow the steps recommended at the beginning of this section. You could also use a search tool to look up the name of the site. For example, in the Lycos query form type in the name of the company or site you are searching. This will find a new URL if the Webmaster has moved the site — a distinct possibility if the site is successful and has now established a new domain name.

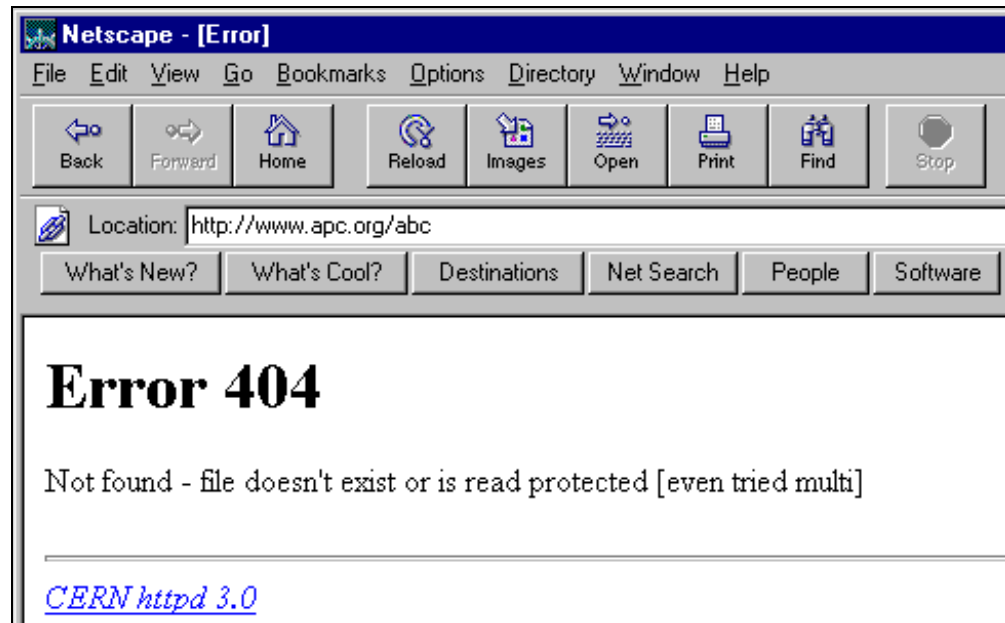


**Figure 10**     **Error message: no DNS entry**

### **404 error**

You type a URL in the location toolbar of your browser. Your browser unsuccessfully searches for the URL. You receive the following error message.

**Figure 11**     **Error message: 404 error**



This means your server located the site (the computer) that the URL is associated with but not your specific URL. You can try to change the ending of the URL, or go to a higher level of the Web site by shortening the URL. For example, if you searched Netscape.com/downloads/ and got an error message, you could back up to Netscape.com and see if there is a link to the resources you need or you could try typing 'download' instead of 'downloads'.

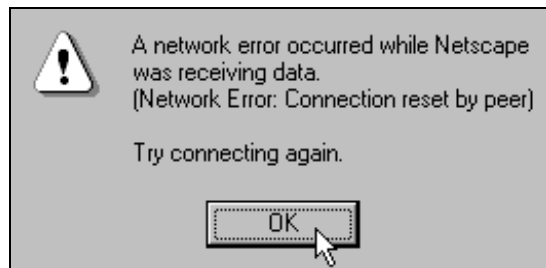
### **Connection reset by peer**

You are trying to access a site. The error message below may appear on your screen. This message simply means you either clicked the "STOP" button or moved on to another link before the server finished sending its data.

The error is usually the result of your reacting to a slow connection to the Net. If you missed a page you would like to see, the best approach is to try again. Select the reload icon.



**Figure 12**     **Error message: Network error: Connection reset by peer**

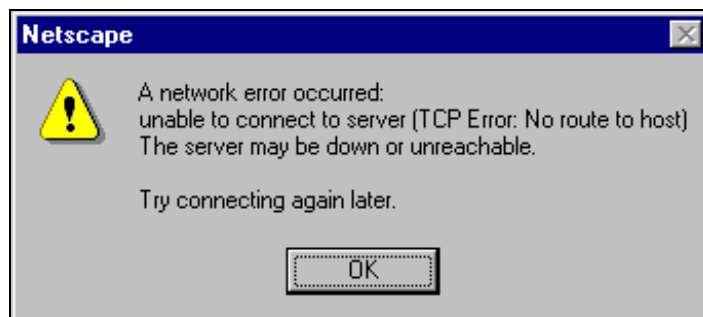


### **Network error**

When you see the message below there is a good chance you are not connected to your Internet Service Provider. Look for the icon of computers and green blinking screen on the bottom right corner of your screen. If there is not one, connect to your service provider.



**Figure 13**     **Error message: network error**



### **Unable to dial-up**

When you see this message below, you should first of all try again to dial. If that does not work you should check the configuration for the software you are using. Is it set up to provide you access to your Internet Service Provider?

**Figure 14**    **Error message: dial-up**



### **Your turn: error messages**



The best way to learn about error messages is to make some intentional mistakes. Go ahead. Change a few characters in the URLs. Try connecting to the Web when you are not hooked up. Make some errors. Compare your error messages to the ones you have just read about. Practise coping with error messages by following the nine steps laid out above.



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## **14. Saving information you find on the Net**

When you find good information on the Web you could print it, but what if you lost your copy? You could also bookmark the site, and then the next time you are on the Net You could access it again. These are good ideas. While you are at it why not save the information to your hard drive? If you save a page from the Web to your hard drive, you can access it later when you are not on-line or send it via e-mail to a colleague or client. If you save your Net treasure as an HTML file, you or anyone else can view it anywhere in the world using a Web browser. (This applies to text. We explain how to save graphics in the next table.)

There are several ways to save text from the Web. You can copy the text and paste it into a word processor. Highlight the text in the file by clicking and dragging your mouse over the desired text, then press the **Ctrl + C** keys (both at the same time). This will save the text to the Windows Clipboard. You can then open Word or WordPerfect and paste the text into a document using the **Ctrl-V** keys. Finally you can e-mail the document and its URL to yourself or to someone else by selecting File/Mail Document and filling in the requested information.

Here are a few thoughts about saving information you find at Web sites.

**Q Where do I save files I find?**

**A** Set up folders that explicitly describe the subject. You have 255 characters to do this. Two dozen is plenty.

**Q How do I save my treasures?**

**A** The same as saving a file in any Windows application. You can use Ctrl +S.

**Q What should I name the files?**

**A** Like setting up folders, you have 255 characters. You can use bank spaces to separate words in the file name.

**Q What characters can I not use?**

**A** \/: \*? “ ‘ < > and | are forbidden.

**Q What about extensions?**

**A** You can add a three-letter extension. Alternatively, you can let the software do it. It works well to let the software decide.

**Q How do I save images on Web sites?**

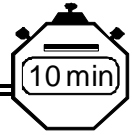
- A** All you do is right click on the image and select **Save Image As . . .**. Be sure to store them in a folder that is clearly labelled.
- Q** **How do I find the files after saving them?**
- A** If you are looking for files you worked with recently, Windows offers the last 15 in the **D**ocuments section on the **S**tart menu. **F**ind on the **S**tart menu will also help locate a folder or file.

When you find information on the Net that you wish to keep, you can also email it to yourself or someone else. That way it is referenced in an email inbox. To do this you need to configure your browser, and of course, you or another person accessing the information will also need a browser.

### ***Your turn***



Using the Web site set up by your instructor, download a file. Create a director to save it in following the suggestions listed above. Also save a Web site that is open. Set up a folder to save it in. Save it as both an html and text file.



## 15. Internet security

Should you make purchases via the Web? Should you type your credit card number into the Web order forms? Here are some of the facts that we must consider about Web purchases.

**Q What is the source of the problem?**

A Information travelling between your computer and a server can be routed through many computer systems. Any one of these computer systems could capture and misuse your information.

**Q What could happen?**

A Each of these computers could eavesdrop and make copies of your information. An intermediary computer could even deceive you and exchange information with you by misrepresenting itself as your intended destination.

**Q Is there a complete solution?**

A Security technology does not protect you from dishonest or careless people with whom you might do business. The situation is similar to telling someone your credit card number over the telephone. You have to decide whether you trust the person and the company.

**Q What can I do?**

A Protect yourself by dealing with secure sites. Your software has security warnings that you can turn on to indicate if sites are secure. (Unfortunately, people are not rushing to register their sites as being secure.) Symbols on browsers indicate if sites are secure. For example, in Navigator, a closed lock indicates a secure site.

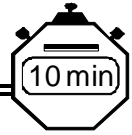
**Q What is the next step?**

A You can learn about Security in Netscape from **Security** under **Help**.

**Tip: security status**



How can you tell when security is in effect? You can tell when you have a secure connection by looking at the location (URL) field. If the URL begins with https:// (instead of http://) the document comes from a secure server. The key image in the bottom left corner also indicates a secure site. If the key is broken, the site is not secure. If it is intact, the site is secure.



## 16 . Shortcuts using Netscape

Keyboard shortcuts are wonderful ways to save time. A particularly good one in Netscape is **Ctrl + D** which creates a new bookmark. 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.

**Ctrl + A** select all

**Ctrl + B** select all

**Ctrl + C** copy to clipboard

**Ctrl+V** Paste from clipboard

**Ctrl + D** add a bookmark

**Ctrl + X** Cut to clipboard

**Ctrl + F** find text in a document

**Ctrl +O** open file

**Ctrl + I** show image

**Ctrl +L** open location

**Ctrl + N** open new Web browser

**Ctrl + S** save the open document

**Ctrl + W** close

**Ctrl +F1** reload

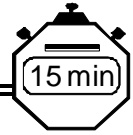
**F3** find again

**Alt + <** go back

**Alt + >** go forward



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.



## 17. Information on the Web

**i** ***Customisation:** This is a visualisation exercise in which students reflect after doing concrete things in the earlier sessions. It picks up the theme of reflection that was event in earlier segments such as #4 in which we looked at sources of information.*

As we said before, the Web is like a library where you can find information on just about anything. The Web has plenty of information. However the quality is unpredictable. Whereas knowledgeable people review articles before they are published in learned journals such a process is not a requirement for publishing on the Web. Nevertheless most of the Web's information is dependable. And many reputable organisations post information to the Web. However, some of the information on the Web is not reviewed. Such information may be of dubious quality.

1. What kind of information do you think you find on the Web?

**i** *You may find up-to-date information. If you are looking for the latest discussion paper in 1995, you may find it. If you are looking for material from the 1970s you probably will not find it. You will find there is a predominance of information from the United States. The Internet is not yet a fully global service. You will find a certain amount of academic writing, including some electronic academic journals. The information is largely written by men, who dominate in using the Web. Men write the information about subjects that interest them, including — unfortunately— pornography.*

2. Who places information on the Internet?

**i** *Individuals and organisations that have ideas to share, or products and services to sell place their information on the Internet. These include government, international organisations, newspapers, academics, and development organisations — just about anyone or any organisation you can think of.*

3. Bibliographical research refers to using the Web to find books, articles and speeches in support of your research. How could you use the Web to do bibliographical research?

**i** *No need to travel to libraries. You don't need to note down references by hand. Using the Web you can access on-line libraries and see what is available. You can access CD-ROMs on line and do research.*







## 18. Drawbacks of using electronic sources

### Frustration

1. What would you see as a source of frustration for people using the Web?

**i** *The Internet can seem very slow to use. Information transmits slowly because there is a lot of traffic on the Internet. Connections between computers break down. In these conditions you need to be persistent. The slowdown or breakdown in communication may only last a few minutes or hours. Also, the Internet is very volatile - information is put on and removed quickly, and the data you saw last week may have been removed or moved to another site. This is a good reason to save a copy to your hard drive.*

### Finding sources

2. What would you think could be a problem in finding sources?

**i** *Some electronic sources do not advertise themselves very well. Getting to know the Web is like getting to know any group of people — some may be interesting to talk to, some may have information that is useful to you. However, you will need to talk to them to find out who has the information you need. A good solution to finding sources of information is to have a links page. IDRC has a good one at <http://www.idrc.ca/library/world/world.html>.*

### Exaggerated expectations

3. Can I find everything I need on the Web?

**i** *Though the Web stores huge amounts of information it represents a fraction of what exists. The Web is best to use early in your research for exploring what sort of information is available in your field.*

## Learning Web research skills

4. What advice would you have for people learning computer skills?



*Be patient. Many paths can get you to the information you need. Be creative.*

## Advice on using electronic sources

5. What advice would you have for people who are going to use electronic sources?



*Become familiar with electronic sources early in your research. Bear in mind that getting up to speed with computers requires an investment of your time. If you leave your computer search to the last minute you will probably experience frustrations. So plan ahead.*

*Don't expect one source to be comprehensive*

*Electronic sources add to other research avenues you have available. No one information source is comprehensive. Use Internet information to support other information.*

*Don't worry - you can't break anything!*

*When people are new to computers they worry about making mistakes and damaging the machine. Don't worry. Computers are resistant. Electronic information is well protected. The worst that can happen if you get stuck is that you have to switch the machine off and start again.*

*Assume that all documents are copywritten.*

*Do not accept what you read on the Web as being the absolute truth. Think critical about everything you read on the Web.*



## 19. Advanced topics (optional)

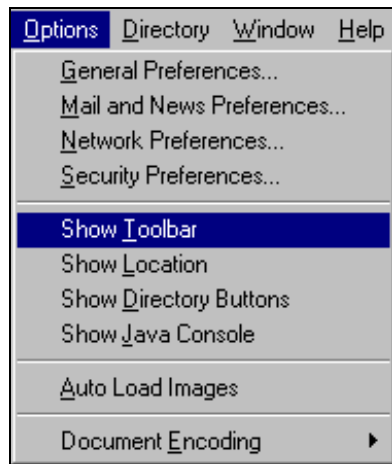
**i Customisation** *These topics are to be covered if there is time and if students are at the required advanced level. Otherwise, this information is to be used as a reference.*

### Changing the toolbar in Netscape

We are going to show you how to alter your toolbar for three reasons. First, you might have a strong feeling that you prefer one approach. It could be no toolbar, text only, icons only or text and icons. Secondly, if you would like to see more on your screen, you can eliminate the toolbar and other elements of the Netscape window and see more of a Web site you have opened up. And the third reason is that someone using your computer might change the set-up. If you know how to change it back, you will probably feel more comfortable when you use Netscape — and that is important.

#### No icons

**Figure 15 The options menu**

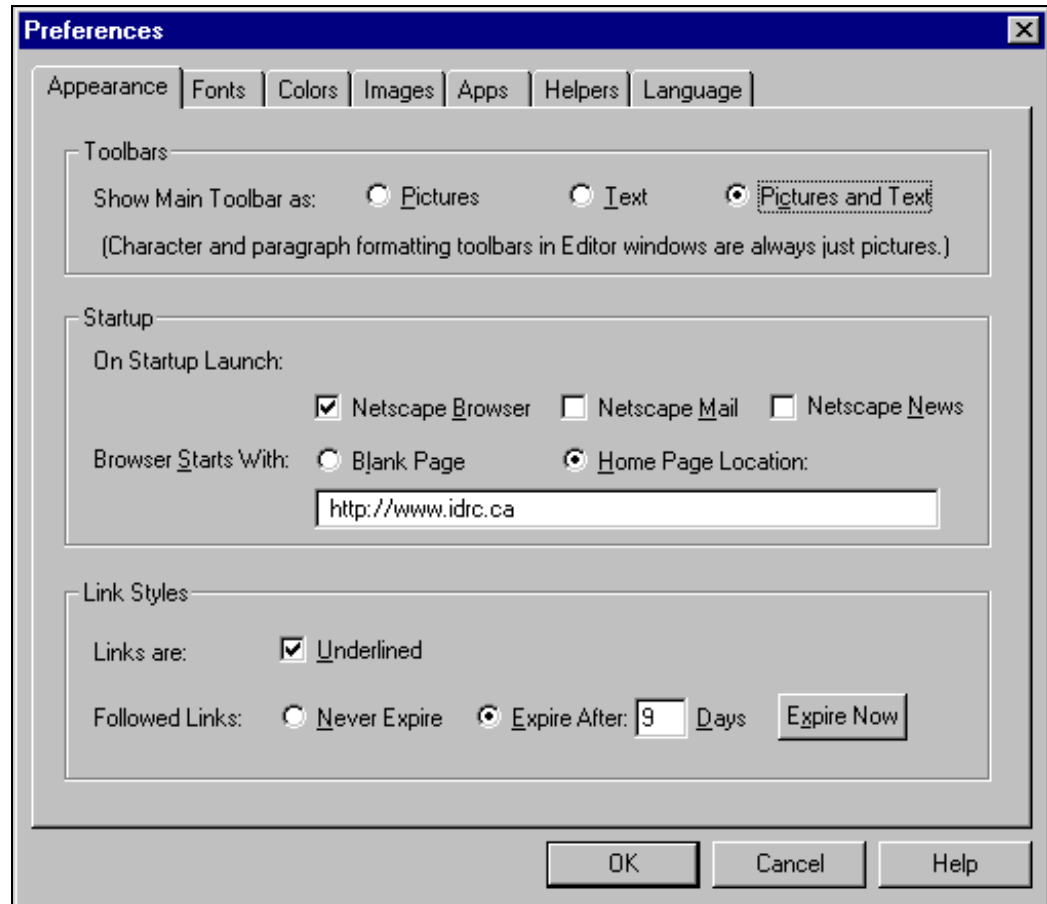


You can hide the toolbar by selecting Options, Show Toolbar. The toolbar is hidden when the check mark does not show. You can also hide the location bar and the directory buttons. Hiding them gives you a larger viewing screen and may speed up the retrieval of Web information.

### **Icons only, text only, text and icons**

You can alter the appearance of your toolbar by selecting Option, General Preference, Appearances and enabling options from the Toolbars menu.

**Figure 16**    **Changing your toolbar set up**



### **Your turn: changing your toolbar**



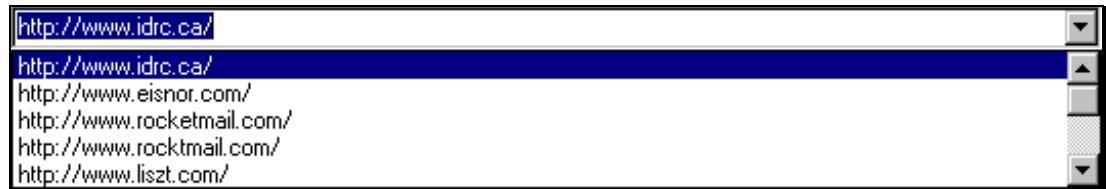
Note the current setting of your toolbar. Modify your toolbar. Experiment with no toolbar, text only, icons only, as well as text and icons. After experimenting, return Netscape to the set-up before you started experimenting.

## **Accelerating your navigation techniques**

### **Location field**

You can speed up the viewing of the last 10 URLs you typed in the location box by clicking on the down triangle. This list will probably include more than one session. You open the URL you wish by clicking on it.

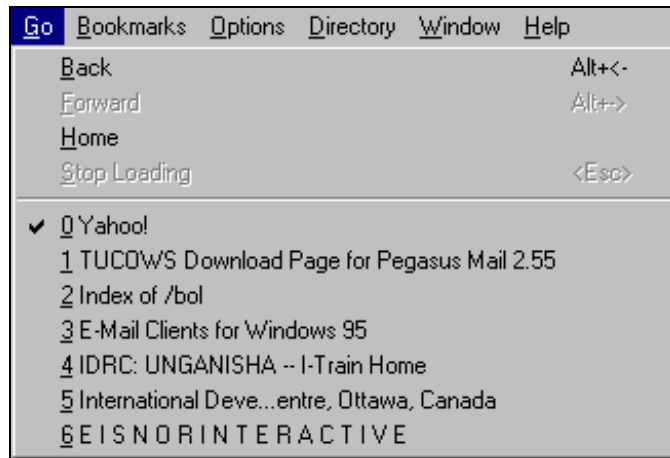
**Figure 17**    *The last 6 URLs below the location field*



### **Go menu list**

By clicking on **Go**, in the main menu you can view URLs you have visited in the current Netscape session. This list includes URLs you inserted in the location field and links you selected and clicked on. You open the URL you have selected by clicking on it.

**Figure 18**    *The last 6 URLs below Go*



## **Stop button**

From time to time it will seem like it is taking an eternity for a URL to load. You might suspect that your browser is not locating the URL you told it to find. When this happens you can stop the transfer by clicking on the stop button.



## **Reload button**

From time to time, a page will not load properly. In such a case, you can select the reload button to retrieve a fresh copy from the server.



## **Your turn**

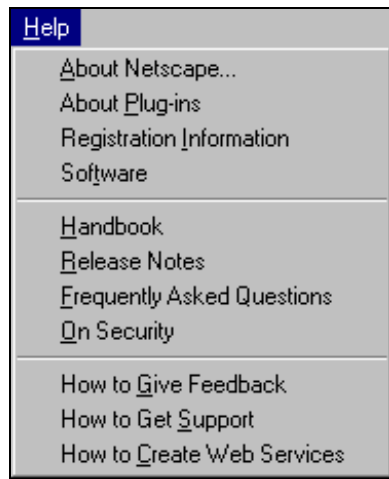


Try the different methods of accelerating your navigation explained above: using the location field, the go menu, the stop button and the reload button.

## **Help**

Help files can be the salvation of people learning software. There are several variations on Help in Netscape.

**Figure 19 Help pull-down menu in Netscape Navigator**



To access the various help options select Help. The files for the first two types of help are available on your hard drive so you do not need to be connected to the Internet. To access the remaining six types of help you must be connected to the Net. At Handbook you will find a complete Netscape manual that you can download. If you would like to access the Handbook information through a comprehensive index, go to the bottom of the document.

## Your turn

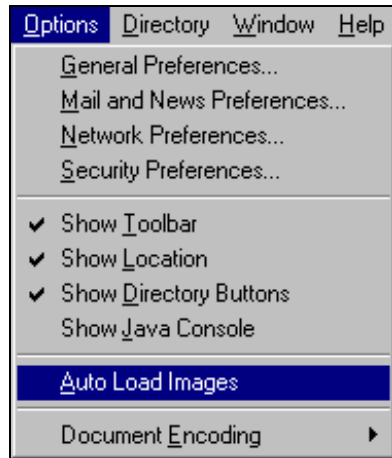


Access the various help options and explore them. How does this help compare to what was available in Eudora or Pegasus?



*Eudora and Pegasus have more complete help files, with graphics, and you do not have to go to the Internet to access them. The Netscape information is nevertheless helpful. If participants cannot access the Net during the training session, it would be a good idea to have on hand a copy of the Netscape **Handbook** so they can see what it is.*

## Optimising Netscape



There are several ways of speeding up Netscape. We will look at two. Auto Load Images and Cache.

### Not loading images automatically

The information you require from the Web is probably in text format, so you might not need images. Typically, images automatically load into pages. Images from the Net take much more time to load on your computer than text. So eliminating images, speeds up your browser performance. You can set Netscape to not load the images by selecting **Options, Auto Load Images**. If **unchecked**, images are **not** loaded and are instead represented by small icons. If you click on an icon, the single image it represents will load. If you would like to see all images, you need to select the images icon.



### ***Your turn: changing auto load images***



Set up Navigator so that images do not load automatically. Load a Web site that contains images. Click on an image icon. Observe. Click the image icon on the toolbar. Observe what happens. Reload the file again. What happens, now that you have loaded images once?

### ***Disk cache***

When you browse Web sites, Netscape can retain a copy of html files from sites you open. It stores this file in a cache. A cache is a place where computer information is stored temporarily. Navigator uses memory and disk caches to attempt to improve performance and reduce the amount of time you are connected to your Internet Service Provider. When you exit from a session the disk cache is maintained. This means that the next time you tell Netscape to access a Web site you have already visited, Netscape will first of all check to see if the file has changed. If it has not changed Netscape will access the version of the site that is stored on your hard drive — not the one on the Web. The good news is that Navigator retrieves a page faster from cache on your computer, than the Net. The not-so-good news is that files from Web sites take up space on your hard drive.

You can influence the process described above in several ways. One is to modify the size of your cache. The default settings for cache are normally good. You can however, change the size of your cache to maximise its effectiveness. A larger cache is likely to enhance Navigator's performance, though allocating too much space can constrict other applications. You can normally set the size of the disk cache up to 5000 kilobytes. Be certain to leave at least 10% of your hard drive free.

To modify your disk cache select **Options, Network Preferences, Cache.**

### ***Your turn: change you disk cache***



Note what the disk cache setting are. Best write them down. Either change the disk cache settings and change them back or create new settings based on what your instructor suggests.

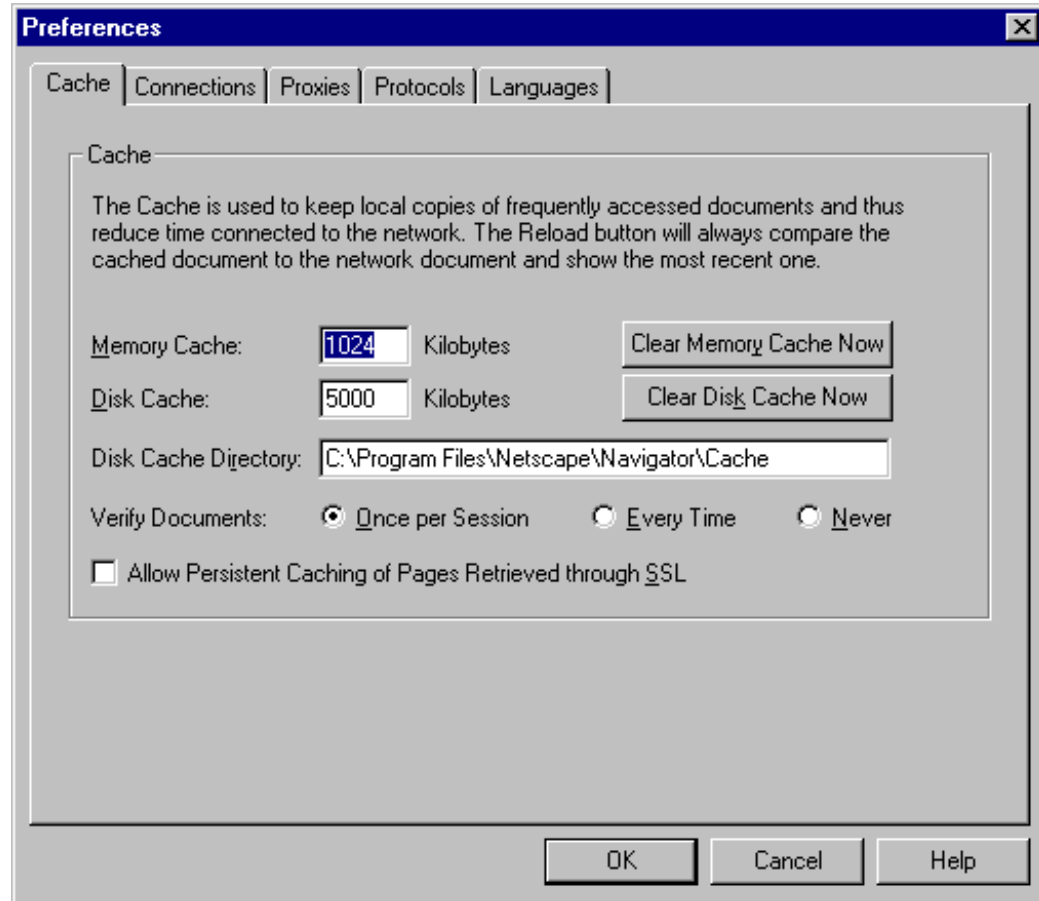
Do not alter the memory cache settings.



## Clearing cache

Your cache may become bloated and start to take up excessive space on your hard drive or it may start to act strange if servers provide inaccurate page modification dates. In such cases you can purge your cache by following these steps. Select **Options**, **Network Preferences**, **Cache**, **Clear Memory Cache Now** and **Clear Disk Cache Now**.

**Figure 20** Clearing cache



## Your turn



Clear your disk cache. Do not alter you memory cache.



---

## **20. Does your organisation need a Web site?**

We have learned about finding information on the Web and managing that information once you have it. We have also looked at HTML the tagging that makes Web sites possible. But do you or your organisation need a Web site? They can be an excellent way to communicate with people but there are costs associated with setting and maintaining up a Web site.

A Web site is a place on the World Wide Web with a distinct address called a Uniform Resource Locator or URL. A Web site provides information to anyone who wants to learn more about you, an idea or the products and services of an organisation you are promoting through the Web. In order to set up a Web site you need space on a server with access to the WWW, a little creativity, sound writing skills, and either knowledge of HTML tags or software that will do the tagging for you.

### ***If you do set up a Web site***

Make your site is worth visiting by providing information that is pertinent, clear and easy to access. Use bullets for emphasis. Make your site interesting graphically but do not exaggerate the number of pictures you use or the colours — because graphics slow down the transmission of your information. Test your site using low-end hardware to ensure that people with older equipment enjoy reasonable reception.

### ***A word of caution***

Setting up and managing a Web site can be a time-consuming activity. Many people comment that they never get time to update their site as much as they would like to. So be aware that having a Web site is an on-going commitment.

### ***Using a Web site to communicate***

A web site could be part of an organisation's communication strategy. Communications plans consider several factors and based on them, strategies and plans are developed for communicating with individuals and organisations. A communications plan is built on answers to questions asked directly or indirectly. To help you decide the role of the Web in you communications strategy; we will list many of the questions that need to be answered in the process of creating a communications strategy. You can consider these questions and collect you thoughts on whether you or your organisation needs a Web site.

***Your turn: deciding if you need a Web site***



This exercise may be done in a group or individually. Perhaps you will not be able to answer all of the questions included below and perhaps some are not relevant to your situation. If that is the case please go to the next question.

- 1) For which organisation are you developing a communications strategy for and considering a Web site?

---

- 2) What does the organisation do?

---

- 3) What does it communicate?

---

- 4) Why does it communicate?

---

- 5) With whom does it communicate?

---

- 6) What are the special considerations in communications between the organisation and the defined group or groups it communicates with? For example who has access to the Web?

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- 7) How frequently are the communications now?

---

8) How frequently should the communications be in the future?

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9) What are the financial costs associated with current communications?

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10) What are the costs in time of people in current communications?  
(telephone, fax, publications and the human resources associated with these tasks.

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11) Based on what we have seen in this Web course, how might the Web help the defined organisation to communicate?

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12) What would be the main role of the proposed Web site

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13) What would the site have to do in order to be certain it achieves the main role?

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14) What information would the site contain?

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15) If you decide to set up a Web site we have included some additional information below.

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16) Who can help you set up a Web site?

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17) Could your Web site be housed with somebody else's site?

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18) Who can help to maintain your Web site?

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19) Who can help you finance your site?

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20) What other consideration must you take into consideration in deciding whether to set up a Web site?

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## 21. 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.

**i** Give participants several minutes to select their three items. Use an innovative way for participants 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 participants stand so they remain engaged in the entire review exercise. After one person speaks, he or she passes the ball or whatever to the next person and they speak.

### Learning styles

In this course, we have experienced 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?

**i** When participants 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 the Internet you should look for ways to accommodate your learning style.



## 22. Evaluation: to be completed by participants

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.

Your name and address (optional)

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

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

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

Instructors(s):

---



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Please indicate you 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
1. Introduction								
2. Introduction s and expectations of participants								
3. Course Objectives								
4. Basic terminology and concepts								

*ITrain - Navigating the Web - Netscape 3*

Topics	Your level of interest			Delivery method		Level of difficulty		
	high	medium	low	leader-led	self-study	high	medium	low
5. Understanding URLs								
7. Toolbar and pull-down menus								
8. Navigation								
9. Bookmarks								
10. Searching the Net with a search tool								
11. Search dos and don'ts								
12. Doing searches on the Web								
13. Dealing with error messages								
14. Saving information you find on the Net								
15. Internet security								
16. Shortcuts using Netscape								
17. Information on the Web								
18. Drawbacks of electronic sources								
19. Advanced topics								



*ITrain - Navigating the Web - Netscape 3*

Topics	Your level of interest			Delivery method		Level of difficulty		
	high	medium	low	leader-led	self-study	high	medium	low
20. Does your organisation need a Web sites ?								
21. Review								

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

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

31. Topics that should be added.

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32. Topics that should be removed.

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33. Other comments.

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