The ITrain Collective

Overview of the Internet

Instructor Manual

August 1998

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PREFACE

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

The training materials are a result of a needs analysis conducted in November and December of 1997 and subsequent consultations with experts and users, including field testing. 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 Overview 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 Overview manual.

These materials are distributed under the OpenContent License (http://www.opencontent.org/) the full text of which can be found on page 27.

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 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
Preparing to conduct an ITrain course		
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		
Conducting ITrain courses		
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 OVERVIEW 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.

Timing of sections

This course is designed to be conducted in one day. It is composed of 14 segments. The following table outlines the sections within the Overview 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.

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 your 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 to the entire course.

	Topic	*Key points*	*Time*
1.	Introduction	Welcome participants, explain prerequisites, distribute manual	5
2.	Introductions and expectations of participants	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	Instructor explains the course objectives	5
4.	Components of the IDRC Internet Training programme	Instructor explains the four components of the programme.	5
5.	The Internet: your perceptions	Give participants a chance to start hearing and using some of the language of the Net, vent their frustrations if they have any and start to think about the Net in an informed, objective light. This unit also helps participants see how the pieces fit together. Deals with both the physical elements and the software	15
6.	Internet Structure	Build a design of the Internet step-by-step	10
7.	Internet Services and Software	A discussion about e-mail, mailing lists, the Web and related topics	10
8.	Understanding email	Explain an email address.	15

	Topic	Key points	Time
	addresses		
9.	Understanding Web page addresses	Explain a universal resource locator, URL.	15
10.	Demo instruction of email	Very general demo by instructor of how email is used. If equipment is available, a few participants use it with considerable assistance. Could include, for example, toolbar, new message, address, inbox and replying to a message.	15
11.	Demo instruction of the Web	Very general demo by instructor of how the Web is used. If equipment is available, a few participants use it with considerable assistance. Could include, for example, a URL, a Web site, a hyperlink, a clickable image and a search tool.	15
12.	Demo instruction of a mailing list	Very general demo by instructor of how mailing lists are used. If equipment is available, a few participants use it with considerable assistance. Could include, for example, a question and the responses it elicited.	15
13.	Internet security	Answers basic questions about Internet security.	10
14.	Distribution of a Computer Handbook	Explain what is in the handbook.	5
15.	Tour of facility (optional)	Point out the main pieces of equipment, so that people have a clear mental picture of the pieces of the Internet puzzle.	15
16.	Hands on practice	Every student uses the Internet, for a short period of time in performing a simple task.	15
17.	Conclusion	Participants discuss how the Net applies to their work.	10
18.	Evaluation: to be completed by participants	A short but important activity to get feedback for future revisions.	10
	Total estimated time in minutes		210

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.

Also 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.

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			Level of difficulty		
	high	medium	low	high	medium	low

Topics	Students' level of interest			Level of difficulty		
	high	medium	low	high	medium	low
1. Introduction						
2. Introductions and expectations of participants						
3. Course Objectives						
4. Components of the ITrain programme						
5. The Internet: your perceptions						
6. Internet Structure						
7. Internet Services and Software						
8. Understanding email addresses						
9. Understanding Web page addresses						
10. Demo instruction of email						
11. Demo instruction of the Web						
12. Demo instruction of a mailing list						
13. Internet security						
14. Distribution of an Internet handbook						
15. Tour of facility (optional)						
16. Hands on practice						
17. Conclusion						
18. Evaluation: to be completed by participants						

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

Questions	Ranking				
1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 agree strongly					
	1	2	3	4	5
15. The introductory notes for instructors were helpful.					
16. The introductory notes for instructors were easy to read					
17. The layout of the manual made it easy to follow.					
18. The words used in the manual were easy to understand.					
19. The explanations in the manual were easy to understand.					
20. The manual was the right length.					

Questions	Ranking				
1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 agree strongly					
21. The graphics of the manual were easy to read.					
22. These course materials helped me teach the Internet.					
23. The training was what I thought it would be.					

24. Topics that should be added.

_____

_____

25. Topics that should be removed.

_____

_____

26. Describe the materials you added.

_____

_____

27. Other comments.

_____

_____

C OURSE NOTES

The notes in the section that follows will help an instructor prepare to deliver a course about an overview of the Internet. These notes are very similar in both the instructor manual and the participant manual. The difference being that in the instructor manual there are some additional notes for instructors, including answer material for questions that instructors will be asking.

05 min

1. Introduction

i *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 An Overview of the Internet. In this course you will learn about the ITrain Internet training programme and key concepts about 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 from pull-down menus, how to use a button bar, how to maximise and minimise a window, as well as how to select items from a Windows dialog box. If you do not meet these requirements, we have developed a computer handbook which you can use to upgrade your skills.

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

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

i *Somewhere early in the programme instructors should introduce themselves, briefly outlining their background and personal interest in the course.*

30 min

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 or her using the questions suggested below. Next, ask each student to present to the class the person they interviewed. To optimise 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.

_____

_____

_____

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

_____

_____

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

_____

_____

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

10 min

3.   *Course objectives*

> ⓘ*Instructor states each objectives, adding the information in the boxes, as required. The objectives below are written in terms of what students will be able to do at the end of the session. In other words, they will be able to explain the components and the nature of the ITrain course.*

1) Explain the components and nature of the ITrain Internet Overview Course.

> ⓘ *So we can have reasonable expectations of what lies ahead and know what we will learn*

2) Explain Internet myths and realities

> ⓘ*So we are not prejudiced by what we have heard already about the Net*

3) Explain the structure of the Net.

> ⓘ*With a better idea of the components of the Net, students will be able to diagnose problems when they occur.*

4) Explain the benefits of the Net.

> ⓘ *So we can have reasonable expectations of what the Net does*

5) Explain different ways to access the Net.

> ⓘ *So participants will be able to explain different ways to connect with the Internet.*

6) Explain the functions of email, mailing lists and the World Wide Web — in general terms

> ⓘ *With a general idea of how the Net functions; we can understand specific situations.*

So participants will have an overall view to help them understand a variety of situations.

05 min
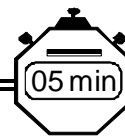
4. Components of the IDRC Internet Training Programme

The programme includes four main components:

- **An overview of the Internet**: This half-day course deals with the structure of the Internet, myths and realities, the physical Internet, uses of the Net, local services and demonstrations of email, the Web and mailing lists.

- **Using Email** : this one day course covers uses of email, qualities of good email messages, and key email features. It includes information about mailing lists. It comes in two versions: one for Eudora Light 3.0 and the other for Pegasus Mail 2.5.

- **Navigating the Web**: explains uses of the Web and how to use Netscape Navigator 3.x.

- The programme also includes a 30-page **Computer Handbook**. Among other things, the handbook provides support to help people meet the Windows prerequisites for the email and browser course.

Tip: using this manual

This participant manual and similar ones in the other IDRC courses follow the flow of the course. Areas with lines are for participants to complete exercises and record their notes, if they wish.

ⓘ *Early in the course, the instructor should create a jargon sheet where he or she notes each new word that might give trouble to participants. Participants may also add points to this list at breaks.*

---

15 min

5. The Internet: your perceptions

The Internet is different from other means of communication. The first time people hear about it they might have difficulty understanding what it is. Also, some people get confused about what the Internet does and what it does not do.

ⓘ *This section is meant to provide an opportunity for the instructor and students to assess what students already know and understand about the Net. The following questions can generate a good deal of interactivity. They can be used in different ways. People could jot down their replies in their workbooks. The instructor asks for an answer. When someone answers a question the instructor can ask another participant if they agree. This will create discussion about these questions, which is the purpose of this section.*

---

1) What have you heard about the Internet, or the information highway?

ⓘ *You can expect a variety of information here.*

- *The main idea is to try to help people put things in perspective.*
- *The Internet is neither all good nor all bad.*
- *It is a tool. Like all tools it cannot be used for everything. It does some things well.*
- *Other things it does not do so well.*

---

2) Is it costly to use the Net?

ⓘ *There are ways to trim your costs when you use the Net.*

- *We examine some strategies in the IDRC Internet courses.*
- *For example, you can be cautious about the amount of time you are connected.*
- *Only connect to send your messages, not to write them.*
- *If you are careful about your surfing activities you will not normally need to spend excessive time on the Web.*

---

3) Do you need sophisticated equipment to use the Net?

---

i *It depends on what you wish to do.*

- *For email access your present computer is probably more than adequate.*

- *You will need a modem to connect to a phone line.*

- *You must also subscribe to an Internet service provider, sometimes called an ISP.*

- *For accessing the World Wide Web, you will need a fairly powerful computer.*

- *You can access the Web with a 486 processor in your computer, but a Pentium processor is better because it is faster.*

---

4) Is the Internet a reliable source of information?

---

i *The Internet is a good source of information.*

- *however it is generally not reviewed before it is place on the Web*

- *therefore some of the information on the Web will not be reliable*

- *accordingly you need to verify your sources*

- *for example, does more than one source suggest the same information*

- *also, check who placed the information on the Web and when*

- *in general if you are patient and careful about what you do, the Net will probably provide you with pertinent information, at very little cost*

---

10 min
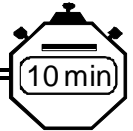
6. Internet structure

ⓘ *Point out the physical elements of the Net that can be seen in the classroom, on participants' computers.*

- *address operating systems and Net connects of participants*

- *show how it is difficult to say who owns the Net*

- *Illustrate a user and a system, linkages to ISPs, explain different ways to go online: modem, LAN, dedicated line. Use a diagram if possible.*

Figure 1 The physical components of the Internet

The physical Internet

The physical components of the Internet are normally:

1) a computer

ⓘ *runs the software you need*

- *the computer you use now is probably adequate for email and it may be fast enough for the World Wide Web*

- *Windows-based is easier*

---

2) your modem

ⓘ *makes it possible to send information over the Net*

- *faster is better, especially for downloading software*

- *explain what modems are used locally and what speeds local ISPs offer*

- *you can use a modem with your existing phone line*

- *modem takes over the phone line and makes a busy signal for a caller trying to contact you via the telephone*

---

3) wires, cables

---

i *make sure your wires and cables are plugged in correctly*

---

4) telecommunication services (telephone lines, high-speed data lines, satellites)

---

i *you don't have much influence over these*

•*Supplied by the telephone company or Internet Service Provider (ISP)*

---

5) host computers called servers

---

i *Users don't have much influence over these*

• *Supplied by the telephone company or Internet Service Provider (ISP).*

Tip

Understanding these physical components is a building block for understanding how the Internet works and solving problems when they occur.

---

i *Ask participants questions to determine whether they can apply the principles of this section to their individual situations, for example:*

• *ask what kind of modem they have (internal or external).*

• *Ask who their Internet service provider is.*

• *Ask whether they have email or a browser.*

• *Ask if they have had problems getting connected.*

• *If they have had problems getting connected, ask them why they think that might be.*

---

10 min

7.   *Internet services and software*

There are many Internet services and software packages including Email, the World Wide Web, Gopher, FTP, Chat, and Newsgroups, among others. In the ITrain Programme we will concentrate on:

1) Email and the email software Eudora and Pegasus

i *Email stands for Electronic mail.*

- *Messages sent from one computer to another.*
- *The Internet does this through telephone communication systems.*
- *In an office you can do it through a Local Area Network (LAN).*
- *It is used to send correspondence, electronic files, and software.*
- *Some of the advantages of email are: faster than normal mail, less expensive than telephone calls and faxes, easy to use, automated functions eliminate keystrokes, easy to correspond globally when you want, easy to store correspondence, easy to find correspondence.*
- *Access and send information when you want to.*

2) How could you use email?

3) Mailing lists

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

- *Subscribers to mailing lists , also called members, help each other solve problems, obtain information and make contacts.*
- *The two basic types of mailing lists are private and public, also referred to as closed and open lists.*
- *Large public lists cover very general topics.*
- *Membership of public lists is unrestricted. They may have thousands of members and generate dozens of messages daily.*
- *Private lists often focus on specific issues. They may have a small group of members and generate few messages daily.*
- *Membership of private lists is restricted. Private lists often discuss sensitive issues.*

4) How could you use mailing lists?

5) The World Wide Web or Web and the browser Netscape Navigator

ⓘ*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, or video.*

- *The Web is part of the Net.*
- *The Net is the road. The Web is what is on the road — information and people — or at least information about them and from them.*
- *The Web is a convenient way for people to communicate ideas.*
- *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.)*

6) How could you use the World Wide Web?

ⓘ*A browser is software that allows a computer to access information on the World Wide Web.*

- *A browser will access information on the WWW.*
- *Make your information available on the Web. Print and save what you find.*

7) What is the difference between the email and the World Wide Web?

ⓘ *With email you send and receive information, like letters. With the Web the information is there and you go and find it. It is like looking for information in a library.*

- *For emai, you use email software. For the Web you use software called a browser.*
- *Email is normally plain text. Web pages normally include colour and art work of some sort.*
- *You normally work more with your email in an off-line mode, just connecting to send and receive.*
- *With a browser and the Web, you normally need to be connected to the Internet to look for and retrieve Web resources.*

8) What software is needed to use the Web? How do software and the physical Internet relate?

ⓘ*Use the diagram of the Internet components to show the role of the operating system, the dial-up programme, the email software (POP, SMTP), the ISP, a LAN if*

there is one, a mail server and a mailbox on it, a Web site, browser software, a search engine and any other key elements there might be locally.
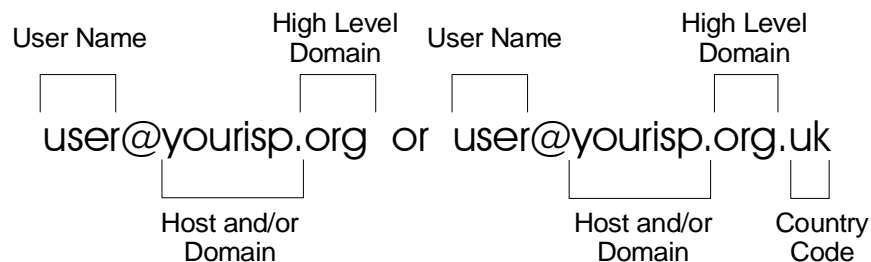
15 min

8. Understanding email addresses

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

Components of an email address

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

Figure 14   The parts of an email address

User Name | High Level Domain | User Name | High Level Domain

user@yourisp.org or user@yourisp.org.uk

Host and/or Domain | Host and/or Domain | Country Code

User name

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

@

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

Host and/or domain

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

Your turn

Review your personal email address or one assigned to you for this course or someone else's address. Indicate the user name, host or domain name and, if applicable, the country indicator.

15 min

9. *Understanding Web page addresses*

Every Web page, and every document on the Web has a unique address. These addresses are called U-R-Ls or Universal Resource Locators. 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.

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 — has its own URL. We see the parts of a typical URL below and we provide explanations.

Figure 15   The parts of a URL

Protocol   Directory

http://www.idrc.ca/unganisha/index_e.html

Server Name   Document
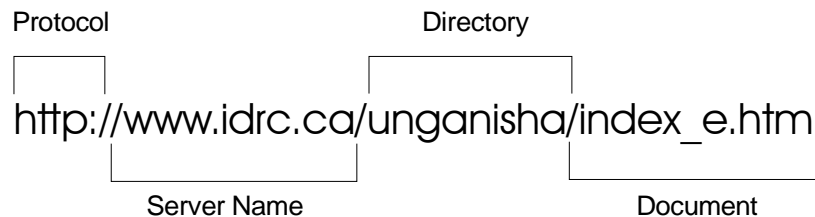
Protocol

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.

15 min
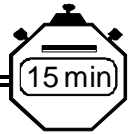
10.   Demonstration of email

Observe the instructor, listen closely to what is said and note tips on using email from the demonstration given by the instructor.

ⓘ*The instructor gives a very general demonstration of how email is used. The demonstration could include, for example, toolbar, new message, address, in box and replying to a message*

15 min

11.   Demonstration of the World Wide Web

Observe the instructor, listen closely to what is said and note tips on using the WWW from the demonstration given by the instructor.

ⓘ*Show Web sites. Don't explain how things are done. That comes later in the course. Explain that participants can write the URLs on the lines in their manuals and consult the Web sites at more length after the course. If a live connection is available, instructor demonstrates Web sites in action. If not, the instructor demonstrates Web sites by accessing html files with Netscape.*

Very general demo by instructor of how the Web is used. If equipment is available, a few participants use it with considerable assistance. Could include, for example, a URL, a Web site, a hyperlink, a clickable image and a search tool. It will speed up performance of the Web if you visit sites in advance and your software automatically places them in cache.

15 min

12.   Demonstration of a mailing list

Observe the instructor, listen closely to what is said and note tips on using mailing list from the demonstration given by the instructor.

ⓘ*Very general demo by instructor of how a mailing list is used. If equipment is available, a few participants use it with considerable assistance from the instructor. Could include, for example, a question and the responses it elicited. If you cannot subscribe to a mailing list, you might be able to visit the list's FAQ, Web site or other*

sources of information, or show an example of guidelines you receive after joining the list.

10 min
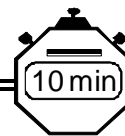
13. *Internet security*

Should you make purchases via the Web? Should you type your credit card number into the Web order forms? Here are some of the elements to consider when making purchases via the Internet.

Questions	*Answers*
1. What is the danger with buying through the Internet?	Information travelling between your computer and a server can be routed through many computer systems. It is conceivable that your information could be intercepted en route.
2. What could happen?	A computer can be used to eavesdrop and make copies of your information. An intermediary computer can be used to deceive you. It can misrepresent itself as your intended destination.
3. What can I do?	Protect yourself by dealing with secure sites that use encryption. Your software has security warnings that you can turn on to indicate if sites are secure. (Unfortunately, people are not rushing to use secure sights.) Symbols on browsers indicate if sites are secure. For example, in Navigator, a closed lock indicates a secure site.
4. Is there a complete solution?	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.
5. How can I learn more?	Connect to your ISP. Launch Netscape. Select **Help**, **On Security**. Or you could use an Internet search engine to find what is on the World Wide Web about "Internet security."

(05 min)

14. Distribution of a Computer Handbook

ⓘ*Explain that the handbook includes an overview of material in the course and also material that is not in the course. Distribute the handbooks. Open up the manual, go to the TOC. Draw attention to sections about*

- *starting and ending Windows 95,*

- *working with a mouse*

- *Launching Programs (parts of a window, opening a window from the task bar, maximising and minimising windows, scroll bars, switching between windows)*

- *Using help*

- *Managing files*

- *Windows Explorer*

- *Keyboard shortcuts*

- *Tips about using computers includes: Viruses, Backup, Optimising your hard drive, Learning to use computers, healthy computing, and a Glossary of terms with definitions for over 80 words.*

(15 min)

15. Tour of facility (optional)

ⓘ*If the training session is being held at an ISP, conduct a quick tour of the facility. Point out the main pieces of equipment, so that people have a clear mental picture of the pieces of the puzzle.*

Notes from a tour of an ISP facility.

(15 min)

16. Hands on practice

ⓘ*Ensure that every participant uses a mouse, the keyboard or other simple tasks even if there is only limited access.*
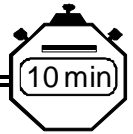
17.   *Conclusion*

Now that you have had a quick overview, where do you think the Internet might apply to your work? Consider email, mailing lists and the Web separately.

_____

_____

_____

_____

What are the types of things you will have to learn in order to achieve what you have identified above.

_____

_____

_____

_____

ⓘ*Respond to participants' concerns and goals and encourage them to be careful and patient in learning how to use the Internet.*

- *Include positive thoughts about software, Web, email, lists*

- *mention free public access locally as well as information about choosing an ISP (factors to consider in the last section of the manual)*

- *reference to software used by participants and that it is inexpensive or free*

- *ask again what use they would make of the Internet and whether they have learned that yet*

18. Choosing an Internet Services Provider

This section is a reference for you when it comes time to select an Internet service provider.

ⓘ *We have set up this section as a reference because the information will probably appeal to only a small percentage of participants in any one class. If that is not the case, and a majority of participants are interested in this topic, you could teach it or it could be a self-study segment, using the material included below.*

Choosing an Internet Service Provider requires you to weigh several factors. There is no such thing as the "best" Internet Service Provider. You need to weigh the importance of cost, performance, and technical support. There are several issues that standout as key differences between them. They are ratios, speed, and, of course, price:

1. Ratios

Ask what the user to line ratio is -- the ratio is how many lines the ISP has compared to how many users the are subscribed. If they have 100 users and only 10 lines, that is a 10:1 ratio.

2. Speed

If you have Internet access already, but are shopping around for a new ISP, be sure to visit their Web page and see how fast it loads compared to other local sites; this is a likely sign of how fast the ISP actually is. Find out what connection speed is offered. Does it at least equal your modem speed? What upgrades does the ISP have in mind.

3. Price

Just because an ISP is cheap doesn't mean it's not good. If all the information checks out, then go for it. Compare the prices to ratios to the other features and offers and make your choice on an overall basis.

Conclusion

Ask your questions — all of them, and get all the information you need from all prospective ISPs. Here are some suggested questions.

1) Is there more than one subscriber plan? What are the details?

2) What hardware will you require?

3) What is the ratio of lines to users.

4) What help desk services are available and other technical support.

5) Does the ISP provide a starter kit for the operating system you own? Does it come with a printed manual?

6) Can you use any Web browser and email package you choose?

7) Can you post your own Web Pages to the ISP's site?

10 min
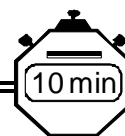
19. Evaluation: to be completed by participants

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. Please send your evaluation to the address provided in the introduction to this manual. Evaluation forms can also be filled out online at the ITrain web site: http://unganisha.idrc.ca/itrain/evaluation/

Your name and email address:_____

_____ Sex: male / female

Course name:_____

Duration in hours:_____   Date: _____

Location:_____
_____

Number and sex of instructors and coaches: -
_____

Number and sex of students:
_____

Describe in a few words your cultural background:
_____

_____
_____

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

	Your level of interest			Level of difficulty		
	high	medium	low	high	medium	low
1) Introduction						
2) Introductions and expectations of participants						
3) Course Objectives						

	Your level of interest			Level of difficulty		
	high	medium	low	high	medium	low
4) Components of the Itrain programme						
5) The Internet: your perceptions						
6) Internet Structure						
7) Internet Services and Software						
8) Understanding email addresses						
9) Understanding Web page addresses						
10) Demo instruction of email						
11) Demo instruction of the Web						
12) Demo instruction of a mailing list						
13) Internet security						
14) Distribution of an Computer Handbook						
15) Tour of facility (optional)						
16) Hands on practice						
17) Conclusion						

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

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

27) Topics that should be added.

28) Topics that should be removed.

29) Other comments.

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