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INTRODUCTION TO THE INTERNET  MODULE 1:
Basic Internet concepts and navigation

Summary, challenges, and instructional strategies

This unit introduces the idea of the Internet, explaining in simple terms what it is, how it works, and how individuals gain access with browsers. It introduces websites and website navigation, explains web addresses, and offers exercises and practice in these skills.

The two key challenges to this module are students having difficulty navigating websites and typing in web addresses.

Website navigation can be difficult as students easily get lost, clicking on links and losing track of where there are and scrolling down the page and losing sight of the menu. Conducting demonstration website explorations while talking through the steps outloud will allow the instructor to emphasize the importance of always coming back to the Home page (“Now I’m going to look for the Home tab, to get back to the main page for this website”) and scrolling to the top of the page to see the menu (“I notice that I can’t see the menu any more, and this can be confusing. The reason is that this is a long web page and I have scrolled to the middle of it. I can notice this by looking at the scroll bar. If I scroll up to the top, the menu will be visible again.”)

Typing in web addresses can be especially difficult for those without good keyboarding skills. Additionally, the correct and incorrect use of spaces and punctuation in a web address is often confusing to beginners, who are likely to follow text-based conventions in their typing, adding spaces between words and omitting underscores and other important punctuation. You can address these challenges in several ways: making students aware of the importance of accuracy when entering web addresses; calling attention to particularly misleading elements (the almost invisible underscore that looks like a space); and providing sites with relatively simple web addresses for first practices.

Check all links before class and substitute different websites for exploration depending on the audience, community interests, and timely topics.
Presentation and Text
Introduction to the Internet  Module 1

Slide 1

We will also be looking at Home Pages and using browsers to help us understand some of these essential Internet elements and tools.
It is important to let people in the class express their interests in the Internet and its uses. This can allow instructors to get a sense of student interests and to adjust the class to those interests, to the degree this is possible.

We’ve heard how important the Internet is for various functions and elements of your lives. Before we begin, we’d like to show you a brief video that show how much the Internet can impact lives for all people. This video shows how a traditional village in Ukraine, that relies on the cultivation of tomatoes to support its inhabitants, used the Internet to improve those traditional practices. The video is in Russian, with subtitles, so it may be difficult to catch all of the dialogue.

We’ve seen what advantages the Internet can bring to a community. Many of us have already come to take the Internet for granted in our lives, even if we are not frequent users. So let’s take a moment to talk about just what the Internet actually is.

The Internet consists of "interconnected networks" of computers linked together to form a larger network known as the Internet.
Understanding the Internet

The Internet is accessed through large computers known as servers. These large servers provide the information to our computers. These servers are all linked together in the Internet, also known as the World Wide Web.

When you are on the Internet, you are basically sharing files that have been produced as websites or web pages with a large network of other institutions, organizations, and other Internet users.

One way you might think of the Internet is to picture it as a large file cabinet that is shared by many, many users. When you are on the Internet, you have access to all the information in the file cabinet.
It’s important to understand that the Internet allows you to see ONLY those files that have been created and stored as web pages and are intentionally shared. This includes government documents, sharing information on the Internet.

Many of us worry that using the Internet allows others to see personal information that is on our computer. So it’s important to understand that the Internet allows you to see ONLY those files that have been created and stored as web pages and intentionally shared. This includes government documents, files from your library catalogue, your teacher’s web assignments.
as well as those photos, videos and music that have been posted for Internet display and sharing.

Unless you have turned your private documents into web pages or posted them on a public website, no one will have access to the personal files on your computer, even when you are on the Internet.

So what you won’t find on the Internet are personal documents from any computer, such as business records, personal papers, or letters, unless someone has intentionally posted them on a website, blog, or public forum.

In order to access the Internet, you need to be using a computer that is connected to the Internet.

You can learn how to get connected to the Internet at home by contacting your local Internet Service Provider.

You can also gain more information about this by taking our module “Setting up a Computer and Connecting to the Internet.”
Once you are connected to the Internet, your computer will need a browser in order to access the Internet. Browsers are software applications designed to allow access and communication between the Internet and a computer.

You can think of a browser as a pathway to a particular place on the Internet. It is the tool that allows your computer to connect to the Internet, access websites, and "read" information from the web.

Some prefer to think of a browser as a form of transportation that takes one to Internet locations, just like a taxi takes one to street locations.
There are a variety of browsers, each with slightly different features. Internet Explorer is the most commonly used. Mozilla Firefox is the second most common browser. Some people who use certain programs or sites often, prefer Firefox because it works better with those sites. Google Chrome is a relatively new browser. It is very fast, but still untested in other ways. Safari is the browser that is used on Macintosh computers. Since Macintosh computer systems are set up differently, they need a different browser in order to effectively interface with the Internet. Opera is new and used by only a few people. Many say that it is the fastest and has the largest memory capacity, but all browsers are extremely rapid and all are constantly improving their speed and capacity.

Each browser may be slightly better at different tasks, but they are all very similar. Which one we use depends a bit on our needs and a bit on our personal tastes.
The three most popular browsers and the ones you are most likely to encounter are IE, Firefox, and Chrome.

**Internet Explorer** is the most popular browser for accessing the Internet. The Internet Explorer browser comes installed with the Windows Operating System.

Other systems, such as **Mozilla Firefox**, are available through the Internet for free. **Google Chrome**, also free through the Internet, is a relatively new browser recently released by Google.

Most major computer industry and software companies are competing to create the most popular browser for strictly financial reasons.

In these trainings, we will use the Internet Explorer browser to access the Internet.

To open Internet Explorer, find the **icon** on the **desktop**.

To open the browser, double-click on the **icon**.

You may also have an Internet Explorer icon on your Taskbar. Internet Explorer will also be on the list of programs on your computer. Click on the Start button, open All Programs, and look for Internet Explorer on the list.
Internet Explorer will also be on the list of programs on your computer.
To open IE from the Start menu, click on the Start button, open All Programs,
and look for Internet Explorer on the list.

1. Click on the Start button.
2. Click on All Programs.
3. Use the scroll bar in the All Programs menu to find Internet Explorer.

When you first open your browser, you will be taken to a website.
If you are working at a school or library, the website will probably be the website of that institution.

Here we see a website for Santa Fe Community College.
If you are using a library public access computer, the website the comes up will probably be the library website.
If you are using a library at work, your institution or business website will come up.
When you look at a website, you are really looking at two things. In the center of the screen, you will see the website itself. Your browser has been set to open on the website of the Chile Pepper Institute at New Mexico State University. (Instructor – you will need to set this on Internet Explorer so that all computers open on the same web page)

But when you look at a website, you are really looking at two things. In the center of the screen, you will see the website itself and on the edges of the screen you will see a “frame” of browser tools. These tools are not part of the website, but are part of your browser, Internet Explorer. These tools help you move within and between websites.

First, let’s explore the website itself.
The first page that you see when you come to a website is called the Home Page. This is the front of the website, the introductory page, through which you can access lots of information.

The Home Page is like the cover of that book.

And like a book, a website is usually quite thick, with many pages, illustrations, and information.

Just as we expect a book cover to contain certain information about the book, the Home Page for a website should contain certain information.

We expect that all home pages will contain similar features.

First, each one should clearly indicate what institution or organization the website represents. This is like showing us the author of the book on the cover.
Second, each should provide a set of subheadings, called a menu.

A menu is like a book's Table of Contents. It lists the main areas of the website. We can think of these menu areas as similar to chapters.

So a Home Page has some features of a book cover, but also has a brief Table of Contents on the cover to indicate what topics are inside the website.

Each item in the menu will be a link.

A link is a shortcut that takes you to a new place in the website. If you click on a link, you will be automatically taken to a new area of information in the website.

Clicking on a link is like automatically turning to a new page in a book. Instead of turning pages, the website automatically takes you there.

If you place your cursor over a link, the words change color and your cursor changes into a hand.
Once you have clicked on the link, you are in a new area of the website.

This new area, or chapter, may have its own links to new sub-areas.

You can explore more links by clicking on new menu items or go back to the Home Page.
To go back to the Home Page, look for “Home” on the menu, place your cursor over the link, and click.

Make sure you are at the top of the page so that you can see all the links. Use the scroll bar to move to the top.

Practice opening and following links from the Home Page.
Use the back arrow to return to the Home Page.
Look for areas and sections relevant to your interests.

Remember that the Home Page is only a cover – an entire book of many pages lies beneath!
Slide 35

Remember - moving between links on a website is like turning from one section or page of a book to another. This movement from one area of a website to another is called **navigation**.

When we explore a website by opening links, we say we are **navigating** that website.

Slide 36

In order to fully explore any website, we need to use the browser tools that "frame" the view of the website. The top, side, and bottom portions of the browser all have different names and serve different functions.

Slide 37

The top section shows us Internet Explorer's **Navigation Tools**

The **back arrow** in the upper left hand corner of the screen will help you navigate within a website. As you open links, you can go back to your previous location in the website by clicking on the back arrow. The **back arrow** is active when it is a dark blue.
You can also explore with the **forward arrow**, directly next to the back arrow. It will move you “ahead,” once you have already opened another link.

The central, long box at the top of your browser is called the **address bar**. This is where you enter the “address” for any website you want to explore.

Websites occupy space on the Internet and each website has a unique locator. Even though a website can be accessed by anyone connected to the Internet from anywhere, doing so requires knowing the precise website locator, or address. Website addresses provide a unique identifier for each website and an exact set of directions for reaching the site.
A website address is called a **URL**, short for Uniform Resource Locator. The URL pinpoints the unique location, or address, on the Internet, of any Web page or document.

To access a website, you simply type the Internet “address” into the address bar.

The address consists of the letters and punctuation.

While navigating, a website address is broken down into several parts, each playing a specific role:

- **http://** These letters and symbols stand for Hypertext transfer protocol. They are the first letters for all addresses you will see in the address bar. When you type a URL into the address bar, do not use the http:// part of the address.
- **www.** Stands for “World Wide Web.” This part of web addresses is gradually disappearing and generally does not need to be typed into the address bar.
- **chilepepperinstitute** This is the name of the website.
- **.org** This is the type of domain you are visiting. Domain refers generally to the source and the type of the website - a business, an educational, or a government agency, for example.

These letters and symbols stand for **Hypertext transfer protocol**. They are the first letters for all addresses you will see in the address bar. **When you type a URL into the address bar, do not use the http:// part of the address.**

Stands for “World Wide Web.” This part of web addresses is gradually disappearing and generally does not need to be typed into the address bar.

This is the name of the website.

This is the type of **domain** you are visiting. Domain refers generally to the source and the type of the website - a business, an educational, or a government agency, for example.
Using web addresses

- Web addresses must be very exactly entered, or the Internet will not take you to the correct place.
- The difference of a single letter or punctuation mark will result in an error message or take you to the wrong website.
- There are no spaces in web addresses.
- Web addresses are case sensitive.

Practice exploring websites by typing the urls on your handout into the address bar of your browser. Double check your typing. Then hit the “Enter” key to go to the website.

Using URLs to explore websites

Explore websites from the list on your handout.
Carefully type the URL into the address bar and click “Enter.”

Practice exploring websites by typing the urls on your handout into the address bar of your browser. Double check your typing. Then hit the “Enter” key to go to the website.
The scrollbar on the right side of the screen allows you to move all the way to the top and bottom of a web page. This is very important, since many web pages are longer than a computer screen, and you will miss the information and links at the bottom of the page if you do not scroll down.

Remember – to use the scroll bar, left click on the box inside the scroll channel, keep holding the button down, and slide your mouse down until you see the bottom part of the website.

The Chile Pepper Institute has images at the bottom of the Home Page. These images are also links that will take you to a new part of the website. Notice that when you place your cursor over these images, it turns into a hand, telling you this is a link. To open the link, click over the image.
As you are exploring the websites, you can also use the small arrows at the top and bottom of the scroll channel to move up and down on a web page as well. Remember to scroll back to the top in order to access the menu at the top of the website.

Please use the list of URLs in your handout to explore several of the websites listed.

If you practice navigating websites with these tools, you will become more skilled at finding the information you are looking for in any website, and will gain a good understanding of website structure.
Let’s review what we have learned in this module:
- Internet terminology and concepts
- Home Pages
- Menus and links
- Using a browser to navigate a website
- Understanding and using URLs
INTRODUCTION TO THE INTERNET– MODULE 1

Handout

Terms to be able to identify or define

**Internet**  Stands for Inter-connected Network and refers to the connection between computer networks known as the Internet.

**Server**  A large computer that acts as an intermediary between smaller individual computers and the Internet network.

**Browser**  A tool on a computer that allows the computer to interact with, and receive information from, the Internet.

**Internet Explorer**  The most commonly used of the browsers, though similar to others.

**Home Page**  Generally, the first page you come to when visiting a website, it is the main page, like the cover of a book which also contains information and links to other parts of the site.

**Menu**  A set of headings, along the top or down the side of a web page, which indicates the different sections of the website. Similar to a book’s Table of Contents.

**Link**  An interactive shortcut to another webpage, either on the same website or on a different site. Links generally appear in another color and become underlined when you place your cursor over them.

**Navigation**  Exploring a website by opening links to find information.

**Navigation tools:**  back arrow, forward arrow, scroll bar

**Address bar**  An elongated, narrow box at the top of the screen into which web addresses are typed. Once completed, hitting the Enter key takes you to the web address that was entered.

**Web address, or URL**  (Uniform Resource Locator)  A unique identifier specifying the location of that website on the Internet.
Assessment

INTRODUCTION TO THE INTERNET
MODULE 1 - ASSESSMENT

1. When you are on the Internet, other Internet users will be able to see all the documents and photos on your computer.
   a. True              b. False

2. Browsers are tools that allow your computer to access the Internet.
   a. True              b. False

3. Internet Explorer is the most commonly used browser for non-Macintosh computers.
   a. True              b. False

4. The Home Page is the last page you access on a website before closing the window.
   a. True              b. False

5. A website will generally have a menu of links, each taking you to a new page.
   a. True              b. False

6. Navigating a website refers to moving your cursor around the website.
   a. True              b. False

7. When you type a web address into the address bar, you do not need to worry about capitals, punctuation, or spaces.
   b. True              b. False

8. More than one website may have the same web address, or URL.
   c. True              b. False

9. URL stands for “Uniform Resource Locator.”
   a. True              b. False

10. The scrollbar allows you to move from one link on a website to another.
    d. True              b. False
INTRODUCTION TO THE INTERNET MODULE 2:
Searching and evaluating information on the Internet

Summary, challenges, and instructional strategies
Finding and searching for information on the Internet is one of the hallmarks of digital literacy. One of the chief challenges newcomers face is developing a sense of control over the vast amounts of information the Internet provides. Beginning students easily feel overwhelmed by the resources on the Internet and that sense contributes to their inability to distinguish and evaluate the information they are viewing. The key goal of this module is to help students manage information on the Internet, both to find what they are looking for and to differentiate between valid and invalid resources. To this end, this module teaches the skill of using a search engine and evaluating websites.

Teaching the use of a search requires helping people know what they are looking for and how to use words to describe and define that information. It’s important to keep students from becoming lost in the content of the sites and help them become self aware of what they are viewing. Using different but closely related key words, using keywords that have multiple meanings, and becoming aware of the number and domain of search results, are exercises that help build this awareness. In addition to challenging students to conduct a narrow search, other good exercises include asking students for the number of hits retrieved from a given search, to identify the domain of a particular hit, and to choose the “best” result on the first page.

Check all web links before class and replace with links to topics or websites of interest to the audience, the trainer, and the community.
Presentation and Text

Introduction to the Internet  Module 2

Slide 1

New Mexico Broadband Program  
Introduction to the Internet

Module 2
Using Search Engines
Evaluating Websites

Slide 2

Class Goals

- Develop understanding of and skill in use of Search Engines
- Develop understanding of and skill in evaluating Websites

In this module, we will explore the Internet and learn basic features, terms, and key concepts.
When we search for information on the Web, we use online tools called search engines.

There are many different search engines, including Yahoo and Bing. The most popular search engine, and the one we will use in this class, is Google.

Like other search engine, Google helps us sort through the vast number of websites that exist on the internet. It helps us select only those which might have the information we are looking for.

We access Google in the same way we would any other website, by typing the web address, or URL, into the address bar. Type `www.google.com` into the address bar.
We access Google in the same way we would any other website, by typing the web address, or URL, into the address bar.

Type **www.google.com** into the address bar.

The Google Home Page will come up on your screen.

It looks very different from other Home Pages. That’s because Google is a working site more than it is an information site.

The space on the Home Page you will be using is the central “search box.”

Internet searches use **key words** as indicators to guide your search.

To do a search, you must type **key words** into the search box in the center of the screen.

Key words define the subject of your search.

They are a little like topic areas, or subjects.
The key words you choose shape the information you get back from Google.

If you search on only one keyword, your search will be very broad. You will probably get millions of results — called hits — since you have searched the entire Internet for sites that contain that word.

Let’s see what it looks like if you search using a single key word.

Type “horse” into the Google search box.

When you press the Enter key, your search will be conducted and completed in an instant.

Type “horse” into the Google search box.
Your Google search results page will look like this.

Take a moment to orient to the page layout.
The results for your search are shown in the center of the search results page. It is a listing with each entry taking only a few lines. Note that there are many pages of your search results. If you use the scroll bar to go to the bottom of the page, you will see page numbers and a “Next” link to take you to the next page.
The search results page has a new Google search box at the top. To do another search, you can type directly into this new search box. You do not need to go back to the first Google Search page.
There are menus on the left providing options for searching. One important option offers different media modes in which to search. If you do the same search, but click on images or videos, you will get results that only show the image or video results for that search.
On the right or in a lightly colored box at the top of your search results list, you may see advertised sites. These advertisements allow people to place their websites at the top of the list or on any first page of related search.
results. The advertisements provide revenue to Google and allow this search engine service to be available at no cost for other users.

Now let’s look closely at a single search entry. Each result in the list provides brief information about that result. The top line gives you the link that will take you to the website for this entry. It is not the actual website name or URL, but a brief descriptive line about the site. To explore this search result more, click on this link.

Below this link is the actual website address. This is helpful because it allows you to see where the information in this result is coming from. Some sites may be more appropriate for your information, depending on exactly what you are looking for.

Finally, each entry provides a few lines excerpted from the website listed. Because of the way Google searches, these lines could come from any part of the website – either the front page or a three year old customer comment. These lines can help you understand the “context” of your key word in this result site.
Slide 15

To open the website for any item in the search results, place your cursor over the link and click once.

Slide 16

Notice that Google tells you how many results your search produced. Generally, the number of results is in the high thousands or millions. This is far too many results to allow you to search through all of them. It also means that your search term may be much too general.

Slide 17

Searches vary enormously depending on the keywords we choose. Because Google only searches for the words you give it, and not the thought behind your choice, it is not always very “smart” about finding what you want. Google is like any tool – you need to learn how to use it effectively!

Good example – bronco – horse or football team – Google gives you both results
Good example – colt – gun, horse, or team – Google gives you all the results
The key to a successful search, in which you find the information you want, is refining it. You can refine your search by narrowing the focus of the information for which you search.

When we narrow our search, we often add more words, to specify more precisely what we are searching for. With more words in the search box, the search engine will pull up fewer “hits,” since it will only select those sites that contain this combination of words. Even though we will have fewer “hits,” each “hit” will be more accurately targeted to the information we want to know.

For example, instead of looking for information about “horses,” you might search for information about “using Clydesdale mares as team penning horses.” If you like, try typing this phrase, or another phrase, into the textbox, so that your search results are narrowed.
Notice that when you use more focused key words, the number of your search results decreases.

What could we do to narrow this search in order to get fewer than 1000 results?

But narrowing your search may still not give you the information for which you are looking.

Conducting a good search means being clear and focused about what you want to find.

This means your ideas and thoughts must be clear and focused before you begin looking for information.
This is especially true when you are looking for information for a research paper or a report for work.
You will want to find and use information that refines your ideas and supports your argument.
You do not want to find and use information that you just happened to stumble on!!

Let’s do a practice search.
Use one of the topics listed on your handout as a starting point.
Determine how this search could be focused. What key words and phrases would help you narrow this search?
Continue to narrow the search until you have fewer than 1000 hits.

Choose a topic from your handout and narrow the search to under 1000 results.
Knowing how to do a good search on the Internet is not the only key to using the Internet well.

We also need to know how to make smart choices by evaluating and selecting the information we retrieve.

The great thing about the Internet is that it is an open resource that anyone can use to post information, writings, photos, or opinions.

However, this also means that anyone having the necessary technical skill can put something up on the Internet.

Because of this, you have to learn to be discerning when you use the Internet. Not all of the information is equally valuable. You must learn to look at each website with a critical eye and determine for yourself if the content is credible. One factor that helps us do this is website **domain**.
Domain refers to website type. It identifies the key purpose of the site.

The domain is indicated by the letters immediately following the period after the name of the site.

For this site, we see that the domain “.com”

<table>
<thead>
<tr>
<th>Type</th>
<th>Generally Indicates</th>
</tr>
</thead>
<tbody>
<tr>
<td>.com</td>
<td>Commercial entity</td>
</tr>
<tr>
<td>.edu</td>
<td>Restricted to educational institutions</td>
</tr>
<tr>
<td>.gov</td>
<td>Government-run websites</td>
</tr>
<tr>
<td>.net</td>
<td>Was for network associations; now for commercial</td>
</tr>
<tr>
<td>.org</td>
<td>Originally for nonprofit organizations</td>
</tr>
<tr>
<td>~</td>
<td>Indicates a personal site</td>
</tr>
</tbody>
</table>

More explanation on next slide as well.

Domains help us understand the purpose of the website we exploring. A “.com” is a commercial site, so we know it will be selling a product or service.

A “.gov” will be a government site.

An “.edu” is an educational institution of some sort.
Slide 33

Understanding domains
What are the domains of the following sites?
- www.unm.edu
- www.amazon.com
- www.naacp.org

It helps us understand a site if we can identify the domain right away.

Slide 34

Evaluating websites
Understanding domains is only one part of evaluating a website.
We can also evaluate a website by looking critically at several key features of its content and design.

Slide 35

To do this, we can use a checklist that will help us consider all the aspects of a website.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>What's the purpose of the website?</td>
</tr>
<tr>
<td>Authorship</td>
<td>Who is the author of the site?</td>
</tr>
<tr>
<td>Objectivity</td>
<td>How objective is the site?</td>
</tr>
<tr>
<td>Currency</td>
<td>How current is the site?</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Is the site responsible with the information provided?</td>
</tr>
<tr>
<td>Clarity</td>
<td>Are the language and organization of the site clear?</td>
</tr>
<tr>
<td>Accuracy</td>
<td>Does the information appear to be accurate?</td>
</tr>
</tbody>
</table>

To do this, we can use a checklist that will help us consider all the aspects of a website.

For every website we visit, we should mentally ask ourselves these questions about the site:

What’s the purpose of the website?
Who is the author of the site? How objective is the site?
How current is the site?
Is the site responsible with the information provided?
Are the language and organization of the site clear?
Does the information appear to be accurate
If we don’t have answers to most of these questions, or the answers tell us the site is irresponsible, out of date, disorganized, or lacks association with any reputable institution, organization, or individual, we probably do not want to trust the information from this website. It doesn’t necessary mean that all the information in the website is invalid, but it does mean that the source is not openly meeting standards and conventions for Internet information. Our information will be more reliable if we use only those sources that meet these standards and conventions.

Work individually or with a partner to evaluate the websites given on the slide and on your handout. Use the chart on the handout as a checklist for each website.
Slide 37

Comparing websites

We can often achieve the best understanding of good and bad quality by comparing two items. Let’s compare two websites on the same topic.

Let’s compare two websites on the same topic and see what we can learn.

Slide 38

Comparing websites

Sample website 1   Sample website 2

Work individually or with a partner to compare the websites given above and on your handout.

Work individually or with a partner to compare the websites given on the slide and on your handout. Use the chart on the handout as a checklist for each website.

Slide 39

Review what we learned

• Search engines
• Key terms
• Focused searches
• Domains
• Evaluating websites
• Comparing websites

Let’s review what we learned in this module:

Search engines
Key terms
Focused searches
Domains
Evaluating websites
Comparing websites
Slide 40

We appreciate the time you spent with us. We hope to see you at the next training!

These materials were created collaboratively by the New Mexico Department of Information Technology, Fast Forward New Mexico, and the New Mexico State Library, under grants provided by the National Telecommunications and Information Administration. These materials are not to be used for profit.

Connecting you to a world of opportunities

Demonstration Training Video
INTRODUCTION TO THE INTERNET—MODULE 2

Terms to be able to identify or define

**Search engines**  Online tools that sort through millions of websites to find information.

**Google**  The most commonly used search engine.

**Search box**  The central text box on the Google home page into which key words are typed when conducting searches.

**Key words**  Words typed into the search box that indicate the information for the search.

**Hits**  Term referring to the number of search results. Each result is a “hit.”

**Domain**  Refers to the website type. The most common are .com, .gov, .edu, and .org.

Skills

**Using a search engine**  Using Google to perform basic searches.

**Focused search**  Narrow your search by expanding the number of key words used and focusing the combination of words to produce exactly the information you want.

**Evaluating websites**  Evaluate the legitimacy and worth of each site you explore. First, note the domain to understand the intent of the site. Then examine the site for responsibility and objectivity, clarity and accuracy, currency, clear identification of authorship.
Assessment

INTRODUCTION TO THE INTERNET

MODULE 2 – ASSESSMENT

1. The most accurate statement about search engines is
   a. they provide rapid access to a vast array of information.
   b. they search rapidly but are not selective in their results.
   c. they can provide focused information when used well.
   d. all of the above

2. We use Google’s search box to
   a. enter the web address of the site we wish to access.
   b. type in key words for our search.
   c. type the language in which we want the results to appear.
   d. all of above

3. We narrow, or focus, Internet searches, by adding key words and defining our topic more specifically.
   a. True  b. False

4. The domain of a website will be given by
   a. the first three letters of the web address.
   b. the words between the first two periods.
   c. the three letters following the second period, after the title.
   d. none of the above

5. The domain “.gov” indicates
   a. a commercial website.  b. an educational website.
   c. a government website.  d. none of the above

6. All information on the Internet is true and valid, since posting information on the Internet requires great technical skill.
   a. True  b. False

7. If it is difficult to find information on a website, it is likely that
   a. the website is not well developed and may be limited in value.
   b. the website is very advanced, and will be difficult for novices to use.
   c. the website has an unusual domain.
   d. all of the above

8. If a website presents biased information on a subject, we should
   a. stop searching on the Internet and go to the library for a book on the subject.
   b. trust the information on the website, since everyone has opinions
   c. look for another website on the same topic

9. When looking for information on the Internet, it is always a good idea to
   a. trust the first five sites you find.
   b. trust the site with the best visual information
   c. trust the site that supports your viewpoints.
   d. none of the above

10. When evaluating a website for validity and credibility, you should consider
    a. whether the site is well organized and easy to navigate.
    b. whether the information appears to be updated and current.
    c. whether the site clearly lists the entity with which it is affiliated and by which it was created.
    d. all of the above
INTRODUCTION TO THE INTERNET  MODULE 3:
Using email and attachments

Summary, challenges, and instructional strategies
This class covers the basics of email use, such as setting up an account, sending and replying to message, and using attachments.

Depending on your audience, you may have students in class who already use email. Address this fact at the start, asking for assistance from anyone who has experience in setting up or using an email account.

This can be a challenging class to teach. The chief issues that arise are:

1. Setting up the account can be difficult for novices, as it requires careful typing. Errors in entries, such as mistyping passwords, missing required questions, or mis-entering the captcha, interrupt the account creation process. This may be alarming to novice students who will not always recognize or know how to correct the errors. Students may also forget or misunderstand the form of the user name and password.
2. Google limits the number of new accounts that can be set up from a single IP address or use the same cell phone number as reference. Depending on the identification of the computers you are using in class and the number of student cell phones, you may be limited to setting up only 5 new accounts with Gmail during class time.
3. While using email is relatively easy once the account is set up, students will generally not yet have any email addresses with which to populate their contact list or to use for sending their first message.
4. The concept of uploading and downloading can be easily explained, but the relation of these processes to saving and retrieving documents, still be a new skill for many students, may be more tenuous. As a result, the ability to combine these tasks into a successful sequence can be particularly challenging.

Address these issues by:
1. Anticipating problems of accuracy. Instruct students to type carefully and double-check entries. Enlist help of the experienced students with ensuring accuracy and explaining key concepts again.
2. Limits on the number of Google accounts can shut down a class. Plan for alternative strategies, such as using Hotmail and yahoo for some accounts or setting up practice accounts in advance.
3. Set up an instructor account with a simple email address. Let students can use this address for sending emails. Reply to students so they can practice opening and replying to messages.
4. Focus on the steps of the process. Repeat steps several times, giving simple instructions and explanations as you go. Students will develop their understanding
over time, aided in part by the tacit knowledge that they gain from performing the tasks successfully.
Communication is one of the chief components of our lives and our work. Through communication, we build relationships and foster community.
Today, many businesses, agencies, and individuals are using the Internet to communicate.

And most of us are aware that today, many businesses, agencies, and individuals, especially younger people, are using the Internet to communicate.

These online modes have replaced other forms of communication for many.

For example, some college classes require that papers and assignments be submitted electronically.

Most jobs, including 80% of the Fortune 500 companies, require that applications and resumes be submitted electronically.

And many people are much more likely to respond to an email than a phone message.

One of the most prevalent forms of online communication is email.

Email stands for “electronic mail.” Using email, you can send electronic messages rapidly from any computer.

In order to maintain communications at work or with family, we need to be able to use email.
When you send an email message, you can communicate with someone in the next office or someone on another continent rapidly and efficiently.

Messages will take about the same amount of time to get to both places. And in both cases, the messages go from your computer, up to the Internet, and back down to the computer of the person with whom you are communicating. These processes happen in seconds, since the messages are transferred digitally.

How do you get an email account?
If you are associated with an organization or institution, you may have been provided with an email account for work.
If so, your email address may be something like:

Jane@nm.state.gov
Ralph@mmc.edu

And you will probably be expected to check and respond to emails at work.
If you have an Internet connection at home, your Internet Service Provider, the company that hooked up your Internet, may have set up an email account for you.

If so, your email address may be something like:

Dave@comcast.net
Jen@att.net

If not, you can set up an email account yourself. The first step is choosing an email provider. There are many free email providers, but all are similar in the way they handle email.

The most common open email providers are Gmail, Yahoo, and Hotmail. Any provider you choose will allow you to send mail to any other provider. So it doesn’t really matter which email provider you choose. You will be able to send email to someone with the same OR someone with a DIFFERENT email provider.

Think of email providers as similar to national mail delivery systems. If you live in the US, your mail is handled by the US postal service. But you can still
send mail to people in other countries, even though their mail will be handled by a different mail delivery system. The addresses are recognized by all countries and individuals in all countries send and receive mail to each other.

In this class, we will be setting up email accounts with Gmail. Gmail is Google’s free email service. It has become the choice of many working professionals simply because Gmail offers a range of other online tools for storing and sharing documents.

Before we set up an account, we want to understand a bit about email addresses.

An email address consists of two parts: the user name and the email provider web location.

In this example, the user name is “sallyhansen” and the email provider web location is “hotmail.com.” Together they make up the email address. The sign between the two parts is the universal email address sign and must be between the user name and the email provider web location. We read the address as “salleyhansen at hotmail dot com.”
When you create an email, you need to create a user name for yourself. Usually, user names are related to your own name, so that they are easy to remember.

For example, if my name is Lisa J. Miller, I might create a user name of “lisjmill”

Each user must have a unique email address, so that person’s mail will go only to that email account. Since names are similar, and there are millions of email addresses and user names, you will have to make changes in your name to create a user name from it.

You can also make up another name for your email address user name.

Examples of user names and email addresses:

<table>
<thead>
<tr>
<th>Name</th>
<th>User name</th>
<th>Email address</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Smith</td>
<td>Jhnsmth</td>
<td><a href="mailto:jhnsmth@hotmail.com">jhnsmth@hotmail.com</a></td>
</tr>
<tr>
<td>Betty Parker</td>
<td>Betterparking</td>
<td><a href="mailto:betterparking@yahoo.com">betterparking@yahoo.com</a></td>
</tr>
<tr>
<td>Jane Doe</td>
<td>wisejane</td>
<td><a href="mailto:wisejane@gmail.com">wisejane@gmail.com</a></td>
</tr>
</tbody>
</table>

(Read from above table)
In addition to a user name, you will need a password when creating and accessing your email account.

- For Gmail, your password must be at least 8 characters.
- To create a strong password, make sure it contains both letters and numbers. Try to create a long password that is easy to remember and to use symbols as well.
- Never use personal information, such as family names or birthdates, that may be easily guessed.

\[d1ff1@u\text{tpa3Sw}^*\text{rd}\]

Make sure you write down your user name and password for future reference. Keep them in a safe place so you won’t forget them.

Most of us feel certain we will remember our user name and password, but don’t!

And remember, capitalization, spaces, and punctuation all matter, so make sure you write it down in the exact form in which you create it.
Now that you are ready to set up your email account, open Google on your computer.

Remember, to do this we type **www.google.com** into the address bar.

Slide 19

Type **www.google.com** into the address bar.

Follow along with the step by step instructions in the following slides. (Instructor - you should read out the instructions as you move through these steps with your own computer screen projected.)

Slide 20

Once you are on the Google search page, look for the Gmail link in the menu in the black bar at the top of the page.

Place your cursor over the word “Gmail” and left click once.
The next screen will show you the Gmail sign-in page. Click on the red “Create an Account” box in the upper right hand corner of your window.

The next screen will show you the Gmail sign-in page. Click on the red “Create an Account” box in the upper right hand corner of your window.

- Type your first name and last name into the appropriate boxes.
- Type in your desired login name. This is the part of your e-mail address that precedes the @gmail.com.
- If someone else is already using that user name, you will receive a message telling you to select a different user name. Gmail also offers suggestions for names that are available and are close to the one you wanted to use.
- Type in the password you’ve come up with using the guidelines given. Gmail will rate the strength of your password.
- Re-enter the password. Type carefully as the password is only shown as a series of *’s, and you cannot check what you have entered.
- Google asks for a phone number and an email address, but does not require them to create an account.
- Type in Birthday date. You do not need to share your actual birthdate, but you must be older than 18 years in order to get a Gmail account.
• The Word Verification field is called a \textit{Captcha}. The print is intentionally distorted to ensure that it is a human and not another computer that is setting up the account. The words can be very difficult to read. Study carefully, then type in the letters/numbers that you see in the textbox below.

• At the end, you must check the “Agree to Terms of Service” box. You should uncheck the box that gives Gmail permission to share your information.

• Click submit/go to next step.

• If your account creation was not successful, review and redo any fields that indicate a problem. Alerts of problems will appear in red print above or below the field that needs attention.

The most common errors are not retyping the password correctly and not reading the \textit{captcha} correctly.

• Ask for assistance, or take a break, if you are still having difficulty.
Slide 24

If your account set-up was successful, you will be taken to a profile page. We will skip this step for the moment, so click on “Next step.”

Slide 25

On the next screen, click on “Continue to Gmail” in the lower left hand corner. Gmail may also offer you a screen that allows you to set up Google Wallet, an online payment account. Skip this step and go on to the next screen.

Slide 26

If the next screen offers to show you a video about Google’s new look, skip this and “Continue to the new look.”
Slide 27

You are now in your Gmail account!

Slide 28

Your account opens in your “Inbox.” The inbox is like the mailbox. It shows you all of your new mail messages. The messages appear as a list in the center of your inbox. The bolded messages are new and have not yet been opened and read. The sender’s name appears on the left and the message title, or subject line, appears in the center. To open a message, click on the message title.

Notice the menu on the left. This tells you where in your Gmail account you are. The account opens in the INBOX, so you see INBOX in red typeface.
Your account opens in your “Inbox.” The inbox is like the mailbox. It shows you all of your new mail messages. To open the inbox, click on the red “Compose” box on the top of the left hand menu. Try opening a message. Gmail provides 3 starter messages for your account. When you have read the message, use the INBOX link in the menu on the left to go back to your inbox, where you can see the rest of your messages.

To create an email, you need to open the compose feature. To begin a new message, click on the red Compose box on the top of the left hand menu. This opens up a new screen on which you can write your email message. Note that it looks a little bit like the Word screen, with a blank writing space in the center.

To write a message, place your cursor in the blank page space, left click once, and begin typing. The typing process and important keyboard keys will be similar to those used in Word.
In order to send your email, you must address it. The place for the email address is in the textbox on the “TO” line above the writing space. Type the recipient's email address here.

For this exercise, we will begin by sending an email to yourself, so type your own email address in the “TO” textbox. Place your cursor in the box, left click, and type.

If you have forgotten your email address, look for your name in the upper right hand corner of your Gmail account. Place your cursor over your name and left click once. A small window will open that shows you your user name.

REMEMBER to include the “@gmail.com” part of the email address, not just the user name.

Before you are ready to send, you want to put the title, or subject, of your email in the Subject textbox on the Subject line. Use a simple but clear subject heading, such as “update on math test.”

When you are finished typing your message and have entered the email address and subject, click SEND.
The message you sent will now be in your Inbox.

The message travels in seconds and arrives in your Inbox almost immediately.

Even though you sent this message to yourself, it went up to the internet, then came back down to your email box!

You will see your new message at the top of the messages listed in your Inbox. Since you sent it to yourself, the sender is marked “me.”

Handout asks students to exchange emails with a partner or class neighbor and send messages to each other. Instructions are then given for replying to this email.

Send an email to a classmate and reply.

Follow instructions on handout.
Slide 36

Although it’s possible to include lots of information in the body of an email, it’s much more convenient to be able to send some things as attachments.

Slide 37

Attaching files allows you to easily add documents, photos, and charts to your email. These attachments can be opened in ready-to-use format and easily printed, saved on your computer, or attached to other emails. This way, you can save them where you want and where they belong on your computer, rather than having to remember which picture or document was attached to whose email.

Slide 38

We use attachments when we:

• Turn in school assignments online.
• Send an online resume to a prospective employer.
• Receive photos of relatives to print or frame.
• Submit work documents from home.

We use attachments for many things, including when we:

• Turn in school assignments online.
• Send an online resume to a prospective employer.
• Receive photos of relatives to print or frame.
• Submit work documents from home.
Attaching and sending a file is also called *uploading*.

**Uploading** means taking a file from your computer and sending it to an Internet location, such as a website or an email provider.

The file could go to an online classroom.

an organization to which you are applying for work.
or an agency from which you are requesting services.

How to attach a file
To attach a file, please follow the instructions on the handout provided with this module.

Follow instructions on handout.
When we use email, we also need to be able to open the attachments we receive.

When we open attachments, we use the process of downloading.

Downloading a file means we take a file from a location on the Internet and load it onto our computer. When we open an attachment, we are downloading a file.

We can download articles, forms, photos, and even entire books from the Internet.
To open an attachment, please follow the instructions on the handout provided with this module.

Follow instructions on handout.

Using the Internet for communication means that we must understand the codes of behavior governing this realm of interactions. Just as the rules of “etiquette” govern courteous social interactions, the rules of “netiquette” govern courteous email exchanges.
What are the Rules of Netiquette?

- Be courteous and send respectful messages.
- Use the subject line to identify your topic.
- If you are using email at work or at school, remember that emails constitute a written record. Be careful to choose your words and your tone.
- Don’t type in ALL CAPS. In emails, using ALL CAPS is often interpreted to mean you are shouting.
- Check and proofread your email for errors before you send it. Use a spellcheck!
- Don’t respond to an email when you are angry! You will probably regret it after you hit the Send button.

Finally, we need to consider some basic safety practices for using email as a communication tool.

Email safety requires using common sense practices and understanding the email environment.
Do not speak to strangers
Use email to communicate with people you know, but do not use it to communicate with people you do not know!
Do not respond to emails from strangers.
Do not open any attachments sent by someone you do not know.

Do not accept online offers
If you would not accept an unsolicited offer face to face, do not accept it in an email!
Most offers for free goods, monetary rewards, or stupendous prizes are insincere.
Do not respond, provide information, or click on links included in these offers.

Ignore links or attachments in email from unknown senders
If you receive an email from an unknown source that includes links or attachments, do not open or click on these.
Attachments and links in unsolicited emails may contain viruses that will infect your computer if opened.
Delete the email without opening links or attachments.
Never send or give out personal or financial information in an email.

If you receive an email requesting bank account or credit information, social security numbers, or family information, do not respond. Delete the email. No reputable organization, business, or agency should make this request.

Do not share personal information through email. If this information needs to be shared for legitimate purposes, use the telephone.

Do not share personal information through email. If this information needs to be shared for legitimate purposes, use the telephone.

For more important information about general computer security and online safety, refer to the training modules in “Selecting and Maintaining a Computer” and “Security and Safety in the Digital Age.”
Let’s review what we learned in this module:

- Understanding email
- Setting up an email account
- Using an email account
- Attaching and opening documents
- Rules of Netiquette
- Staying safe online with email

We appreciate the time you spent with us. We hope to see you at the next training!

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Connecting you to a world of opportunities
Handout

INTRODUCTION TO THE INTERNET– MODULE 3
HANDOUT

Terms to be able to identify or define

Email  The shortened version of electronic mail, referring to communication that can be sent over the Internet.

Gmail  Google’s free email service provider.

User name  The name you create for yourself and which becomes the first part of your email address, before “@gmail.com”

Password  A series of letters, numbers, and symbols that provide protection for your accounts and must be entered in order to access your online accounts. Strong passwords should be long, intersperse characters, numbers, and symbols, and not include any real personal information.

Captcha  The distorted letters and numbers that are given as a “test” on gmail and other Google applications. The distortion makes it impossible for another computer to read the captcha, guaranteeing that a computer is not setting up the email account automatically in order to send spam.

Inbox  The box that receives your email messages and which is usually the first page you open in your email account.

Subject line  One of the lines above the content area of your email message used for entering a brief descriptive topic for your message. It’s important to use subject lines as they help the recipient identify the content of the message.

Attachments  Files that are added to emails not as part of the message content, but as separate, appended entities. They are opened separately from email message and therefore can also be saved, edited, and printed separately from the email content. Assignments, work projects, resumes, photos, and other items that would be printed or saved are generally sent as attachments rather than in the body of the email.
**Uploading**  Uploading means taking a file from your computer and moving it to an Internet location, such as a website or an email provider. When we attach a file and send an email, we are uploading.

**Downloading**  Downloading a file means we take a file from a location on the Internet and load it onto our computer. When we open an attachment from an email, we are downloading that document or photo.

**Netiquette** refers to the accepted rules of behavior and interaction for online communication.
Assessment

INTRODUCTION TO THE INTERNET
MODULE 3 – ASSESSMENT

1. Email stands for
   a. excellent mail.
   b. everyone’s mail.
   c. electronic mail
   d. none of the above

2. To send an email message, you must use the same email provider as the person with whom you will be communicating.
   a. True
   b. False

3. Your email address includes your user name and the web address of the email provider you will be using. Example: jeniferrabbit@gmail.com
   a. True
   b. False

4. When creating an email password, you should
   a. use letters and numbers.
   b. use symbols or punctuation.
   c. try to create a long password.
   d. all of the above

5. To begin creating an email, you will need to click on
   a. Inbox
   b. Reply
   c. Compose
   d. Send

6. In the “TO” line, you will need to type the
   a. name of the person to whom you are sending the email.
   b. email address of the person to whom you are sending the email.
   c. user name of the person to whom you are sending the email.

7. You should use the subject line to
   a. greet the person you are emailing.
   b. retype the email address.
   c. describe the subject matter of the email.

8. When we attach a file to an email, the document can be separately opened, saved, printed, and stored.
   a. True
   b. False

9. The rules of Netiquette suggest that
   a. we need to be careful not to respond with anger in our email communications.
   b. all email communication is considered part of a written record that reflects our professional and personal behavior, and should be understood as such.
   c. capitalization has special significance in email communication, and should be used carefully.
   d. all of the above

10. To stay safe online while using email, we should remember to
    a. not respond to emails from people we do not know.
    b. not open attachments sent by people we do not know.
    c. never respond to requests for personal or financial information.
    d. all of the above
INTRODUCTION TO THE INTERNET  MODULE 4:  
Online resources in Health, Education, and Employment

Summary, challenges, and instructional strategies

This class introduces students to some of the key ways in which the Internet can be used to improve access to opportunities and services. It differs from other modules in that it builds more on a presentation of information than on teaching and using skills. This may make it easier to teach, as the complexity of integrating and coordinating hands-on activities with content is not a factor for this class. However, the relative lack of hands-on activities may make the class less engaging for some students.

Instructors should master the general areas introduced in the module and find aspects of each that may be particularly interesting to the specific audience. Provide and explore personal or specific examples so the information becomes relevant to the audience. Allow students enough time to explore these sites on their own that they can become engaged, but not so much that they get lost or lose focus.
By the end of this class you can expect to have broadened your awareness of online resources in the areas of health, education, and employment. You should have a much better idea of how to find and use online resources in these areas, and an increased sense of the role the Internet plays in finding service, opportunities, and engagement in these realms.
Health is an important factor in all our lives. Staying informed, making healthy life choices, and finding good medical assistance are all key factors contributing to our overall well being and happiness.

Staying informed about health information and best practices was something that used to happen through the home and the community. Families, friends, and neighbors all helped us stay informed. Librarians and pharmacists helped us find information from outside resources when we needed it.

Now, families are dispersed and communities are fragmented. Learning directly from other people is more difficult. To find information, we turn more and more to the Internet. Information about health is no exception. Instead of learning how to treat an abscess or nurse a child from our parents or friends, we look it up on the internet.
Where do we find health information on the Internet?
Many people searching for information online begin with Google. But knowledge about health and medicine can be critical, and we want to be certain that our online resources are reputable. To find reputable health information, we want to begin with good sources. We may not want to begin with Google, which will locate many sources, some of which may not be reliable.

One place to start is Health.gov. This site is run by the US Health and Human Services Department and provides health information, health resources, and health news. This site provide reliable information about nutrition, exercise, pregnancy, cancer screening, diabetes, HIV testing, and more. The focus of the site is public health, so you won't find as much information about symptoms or treatments as you will about preventive practices.
The site has an entire section devoted to health literacy and e-health. The e-health section points out the importance of the Internet in improving the health of individuals and populations.

Health.gov also has an excellent list of reliable resources in health. These include sites that discuss health insurance, nutrition, women’s health, medicine, and more. One of these sites, Medline, provides in-depth information about key diseases.

Clicking on one of the disease links takes you to pages of information, including descriptions, symptoms, diagnoses, treatment, photographs, and related conditions.
Medline is also a good source of information for finding medical practitioners. Click on the link to Directories at the bottom of the page.

Use the scroll bar to see a long list of links to medical practitioners and facilities.

Health.gov links to another government site, healthfinder.gov. Follow this link and click on Find Services and Information in the menu on the left.

This will take you to a page that provides resources for finding medical providers, home care, hospitals, nursing homes, and more. The site allows you to search for services by area and provides many of the search results in comparable, chart form.

This information is very helpful if you are looking for new medical support.
services, especially if you are searching in a city or area with which you are unfamiliar. This is often the case for adult children who are interested in finding medical or home care for parents living in another city.

The information offered in these sites also helps in making healthy choices about nutrition, exercise, and lifestyle. The Nutrition and Exercise link on health.gov provides information about diet, activity, and weight control.

The Mayo Clinic also has an excellent website.
The site offers detailed information on a range of health topics.

The site offers in-depth information about diseases, symptoms, treatments, and medications, all provided by the excellent health professionals associated with the Mayo clinic.

The information offered in these sites also helps in making healthy choices about nutrition, exercise, and lifestyle. The Nutrition and Exercise link on health.gov provides information about diet, activity, and weight control.

Local hospitals can also provide information and resources on practitioners and services in the area.

Local hospitals can also provide information and resources on medical practitioners and support services in your area.
It may also provide links to general information about health, wellness, and disease.

The site for the Cibola County hospital, for example, gives links to information about diseases, government health sites, health education sites, international health information, and more.

We see that the Internet is vital to gaining information about health and illness. The Internet also allows health practitioners and clients to stay in close contact about current patient concerns.

Digital resources allow medical professional to access information quickly from any location. This helps medical personnel respond to patient concerns or large scale health crises rapidly, based on updated medical information.
The Internet also plays a vital role in education in today’s world. Not only medical students, but students in all areas, at all levels, are increasing learning through digital technologies.

According to the Chronicle of Higher education, enrollment in online courses on college campuses jumped 17% in 2010.

At most schools, 30-50% of students are enrolled in online courses. Nationally, over 6 million students took online classes in 2010.
In New Mexico, students will soon be required to take at least one online course before graduating from high school.

There are many ways that we can take advantage of online education and learning. Those wishing to complete a high school and earn a diploma often have the option of doing so online.

In New Mexico, those wishing to earn a high school diploma are supported by the Department of Education initiative Graduate New Mexico. This initiative helps students, schools, and families make it possible for those students who can not physically attend classes to still complete their high school courses and graduate with a degree. To participate, you must be affiliated with a school, but you do not need to be present at the school to take the classes.
Online courses are accessed through the site IDEAL New Mexico.

The IDEAL website is a portal, or point of entrance, to many online courses offered in New Mexico. The listings include courses for students in K-12 classes as well as courses for those seeking post-secondary opportunities.

Currently, online courses are offered in the areas shown below.

Note that the option of taking courses online means that students have the option of taking advanced or elective courses in subjects such as AP Biology, Psychology, or Digital Photography, even if these classes are not offered at the school they attend.

In this way, online classes can make education more fair by providing access to more levels of learning opportunities to every student, regardless of the community and the community resources.
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Fast Forward New Mexico also provides a list of online classes and programs offered in New Mexico. Some of these originate in New Mexico institutions and some out of state.

Each entry provides information about the institution, including a brief summary of the school and links to information about their online offerings.
If you are considering pursuing a college degree or certificate, taking online classes can help you reach your goal while still working at a job or taking care of a family.

Online classes help you juggle multiple commitments and responsibilities. You can attend class at any time, complete assignments on the weekends, and work at your own pace.

It does require discipline and careful scheduling.

But you can now complete AA, BA, BS, MA, and PHD degrees, all online. There are also certifications in fields such as vet tech, nursing, and education that are available, all in online format.

Explore ideal-nm.org or FastForwardnm.org/resources
If you take an online course from an institution, you will have to register for the course, just as you would if it were a live class. Depending on the course, you may have to apply to the school and be accepting before enrolling in the course.

If you do take an online course, expect it to be similar to other courses you have taken. You will have assignments, discussions, presentations, feedback from your instructor, and quizzes or tests, all in an online format.

Other online courses are available that do not require application or enrollment at a school. You can upgrade your technical or professional skills, learn a language, or brush up on ratios and percents.
Other Online Courses
You can even learn to dance with free online dance lessons!

Free Online courses
Often, these courses will be self-paced. You may not have group activities and you may not interact with other students.

Free Online Trainings
Explore:
office.microsoft.com/en-us/training
gcflearnfree.org/
Alison.com

Instructors may wish to add other resources depending on the locale, the interest of the audience, or other factors.
Online educational opportunities

The Internet also offers a vast array of online course materials that are free and cover an array of topics. Many of these are offered by the best universities in the country.

These class materials include videos and podcasts of lectures, course outlines, reading lists, notes, and more. You can listen to lectures about the history or astronomy, electricity, romantic poetry, and much more. All materials are free and there is no class in which to enroll.

Free College Classes

Explore openculture.com academicearth.org

New Mexico Broadband Program in partnership with Fast Forward New Mexico
Just as education is moving online, the world of work is as well. Most jobs require online applications and more employers require an email address.

Two of the largest employers, Target and Walmart, only accept applications online. The same is true for other large chain stores,

Finding a job requires that you be able to use online tools and Internet sites to locate positions.

Newspapers post few jobs in print. In 2011, advertising revenues for newspapers fell 10% and help wanted sections are in more rapid decline. Many more jobs now appear in a newspaper’s online listings than in paper copy.

But newspapers job listings, even online, are no longer considered the most important sources for job advertising. Local sites, such as craigslist.com, surpass newspapers in number and turnover of job postings.
Other important local posting sites are state and city government and local workforce connections’ sites.

The Workforce Connections sites not only list jobs, but also provide information about employment services, job fairs, training resources, and much more.

Explore craigslist.com for your area.
Explore Workforce Connections for your area.

Instructors will have to supply exact links for the communities in which they are training.
If you want to find the resource for your town or city, use Google to search for craigslist or Workforce solutions in that area.
Once you have found a job you want to apply for, you can expect that you will need to complete an online application.

Each company will have a different application and a slightly different process for completion.

To help you get started with the online job application process, go to job-application.com

This video will show you how to use the job-applications.com site. The example given is for filling out an online application for Walmart. You can use the same process to access online applications for many other businesses and corporations. The step by step process of filling out the application can take 30 – 40 minutes.

It is a good idea to have your application information, such as employment history, education, and names and contact information of references, at hand before you begin.
Other online resources for employment are the large job boards, such as Career Builder, Indeed.com, and monster.com. These sites provide listings of jobs across the nation.

These job listings provide good resources for learning about jobs offered in your area. Research the position through the company website and apply to them directly, not through the job board.

Explore Indeed.com and CareerBuilder.
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We’ll end by talking a bit about LinkedIn. LinkedIn is a professional network that allows people to build their careers and helps them find jobs. LinkedIn is a social networking site, but focuses on professional connections. While it is not strictly about employment, it can be an important part of building a safety net that can help you find new professional opportunities.

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Let’s review what we’ve learned.

We discussed, explored, and learning how to find reliable online

• Information sources for health
• Information sources for education
• Information sources for employment

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We appreciate the time you spent with us. We hope to see you at the next training!
Demonstration Training Video
Important websites for Health, Education, and Employment

Health.gov

www.nlm.nih.gov/medlineplus/

Mayoclinic.com

Healthfinder.gov

Ideal-nm.org

Fastforwardnm.org

office.microsoft.com/en-us/training

gcflearnfree.org/

Alison.com

openculture.com

academicearth.org

craigslist.com

dws.state.nm.us/

indeed.com

careerbuilder.com

http://www.job-applications.com/
Assessment

INTRODUCTION TO THE INTERNET

MODULE 4 – ASSESSMENT

1. To get reliable information about health, it is a good idea to
   a. use Google to search for answers to your questions.
   b. become familiar with verified health provider sites, such as health.gov.
   c. avoid Internet information and rely only on other sources of information.
   d. All of the above

2. Local hospital websites are never good sources of health information.
   a. True  b. False

3. Use of remote digital devices improves reliable access to patient information rapidly and can improve the quality of care and response provided by health professionals.
   a. True  b. False

4. Online education is
   a. growing rapidly.
   b. impacting all levels of education, from grade school through university.
   c. helping students who have jobs or families complete educational goals more easily.
   d. all of the above

5. Only lower academic levels, such as high school and AA degrees, can be completed in an online format.
   a. True  b. False

6. Like other courses, all online courses and trainings require that you be enrolled in an educational institution and require tuition.
   a. True  b. False

7. Most job offerings and applications are no longer done in printed, hard copy, but must be found and completed online.
   a. True  b. False

8. Craigslist is a good place to find a car for sale, but not very good for job hunting.
   a. True  b. False

9. To collect unemployment, you cannot apply online.
   a. True  b. False

10. Resources such as CareerBuilder and LinkedIn are not as important as checking the local newspaper job postings daily.
    a. True  b. False
RESOURCES FOR INTRODUCTION TO THE INTERNET

Websites and online training

http://www.youtube.com/watch?v=1mpohDyN0xA
Another wonderful, brief, clearly explained video from Commoncraft that explains servers, browsers, and the web, in simple language with explanatory visuals. The video is an excellent support for this introductory module and helps reinforce concepts and understanding in straightforward terms. Great to show as part of or after this module.

These trainings, from the State Library of Victoria in Australia, provide visually based trainings with very simple English that effectively convey the tasks and skills for basic Internet use. The trainings are presented in “Workbook” form that could be printed or shown in class for review. Topics start with basic Internet skills such as searching, but go on to more complex topics such as Skype, Google Earth and Maps, Facebook, and more. While some units would be suitable for classes in the introductory “Digital Literacy Skills,” others could be used in the “Internet Skills for Small Business Success” series for useful review. Of special interest is the course on languages, which addresses finding websites, using web tools, and translating into different languages.

http://www.kcls.org/instruction/manuals/Introduction%20to%20the%20Internet%20Level%201%20&%20Level%202.pdf
This useful link to an introductory Internet class from the King’s County Library provides a solid introduction to many basic Internet skills. Designed as a handout with illustrative screen shots, the first part of the training covers basic vocabulary, navigations techniques, and Google searches. The second part of the training touches on a range of more advanced topics, but approaches and develops them more quickly in a way that might not be suitable for a true beginner. A modified version of the first part of the materials could provide an excellent extended review sheet or handout.

http://www.vtstutorials.ac.uk/detective/index.html
This site, part of the Intute Virtual Training Suite, was developed “for UK universities and colleges offering over 60 free web-based tutorials teaching Internet research skills.” This training is designed to help develop the skills in evaluating websites and sources needed for college level research. The site presents case studies of web information that are walked through in detail to discern reliability, relevance, and objectivity. This is a well done and informative tutorial and will help anyone better understand how to evaluate information, even they are not planning on doing college level research.
These classes are designed for those with little or no Internet experience and are directed mostly at older adults. Developed for a British audience, the training teach basic computer and internet skills, and include modules on using a mouse, using email, and Internet safety. The modules vary in delivery, but most feature interactive elements that allow user to actually practice the computer skills needed in an interactive example that mimics the actual computer window and tools. The introductory section also includes videos of older adults speaking about their first experiences with a computer. The site also includes modules on National Health Services and online public government services. This is an excellent site for delivering online training for older adults, and an excellent support site for any beginner.
Instructional Strategies for Introduction to the Internet

Slide 1

New Mexico Broadband Program
Train the Trainer Toolkit
Instructional Strategies and Challenges
Introduction to the Internet

Slide 2

Introduction to the Internet
Instructional Strategies and Challenges

Learning Objectives
Introduction to the Internet
Understand key challenges
Acquire tools for successful delivery
Slide 3

Concepts

Terminology


Slide 4

Search Engines

Server

Domain

ISP

Modem

Browser

DSL

Netiquette

Address bar

Search box


Slide 5

What can you do?

• Use and review terms frequently
• Provide handouts
• Focus attention in websites onto one area only, so visual stimulation is limited and concentration goes to one term, one concept, one region
• Develop analogies for websites – e.g. book, chapter, pages – that allow terms such as links and menus to feel more familiar
Navigating websites and using web addresses

- Anticipate students “getting lost” in website and remind them to use “Home” and scroll to top of page to see the menu.
- Expect that entering web addresses will be difficult for newcomers to keyboarding, so emphasize precision.
- Students often confuse the address bar and the search box. Anticipate this and remind them which text box they should type into.

Using Search Engines

- Keywords can be a challenge at first – give examples in class of how to use keywords for searching.
- Narrowing searches is difficult. Do several group examples together in class to help model process for students.
- Illustrate the fact that Google will pull all definitions for any keyword given – e.g. colt.

Using Email

- When setting up accounts, recognize that Gmail limits the number of email accounts that can be created from a single machine or IP address.
- Completing the Gmail application can be challenging, especially if student typing skills are weak.
- If possible, get multiple assistants for this step or create accounts before class and distribute logins and passwords to students.
Slide 9

Netiquette and security

- Introduce Netiquette in general terms.
- Emphasize professional product and spelling!
- Security concerns are often misapprehended by newcomers to digital knowledge, who do not recognize the significance of responding to unwanted email or opening attachments from unknown senders.
- Be reassuring about security, so users become self confident rather than hesitant.

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Use additional resources

Videos explaining the Internet
http://www.youtube.com/watch?v=NL8a5XpDbyM

Links to other trainings that review these concepts given in the Toolkit.

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Thank you for helping to bring digital literacy to your community.

These materials were created collaboratively by the New Mexico Department of Information Technology, Fast Forward New Mexico, and the New Mexico State Library, under grants provided by the National Telecommunications and Information Administration. These materials are not to be used for profit.

Connecting you to a world of opportunities