

Module 2

Learning Computer Basics and the Internet

Description: Technology literacy involves being able to use technology such as computers to communicate, solve problems, and collect, organize, and share information. This course provides many hands-on opportunities for you to explore and discover how to use the computer to write (word processing), to create presentations (multimedia), and to solve mathematical problems (spreadsheets). The objective of this module is for you learn the basic components of a computer, discover the fundamentals of an operating system, and develop Internet navigation skills.

Discuss what happened during the last module. Preview this module and understand how it relates to the previous module.

Pair and Share: Reflecting on Module 1

Share your answers to the Take-Home Exercise: Reflecting on Module 1 with a colleague and the whole group as directed. Record any new and good ideas on the lines that follow.

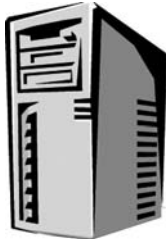


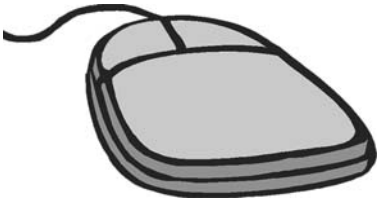
Share answers with partners then share out with whole group.

Exercise 1: Naming the Parts and Moving the Mouse

Before you begin using the computer, you need to learn the basics. This includes learning the names of some of the parts of the computer, as well as learning how to move the mouse.

Step 1

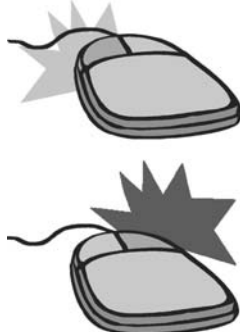
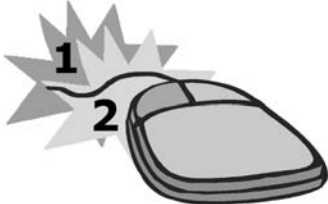
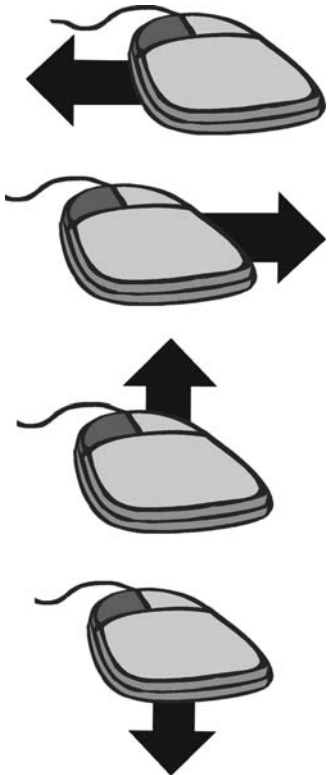
As each part in the following table is identified, locate the corresponding part on your computer as directed.

Parts of the Computer	
1. The CPU (Central Processing Unit) is the brain of the computer. It is found within the enclosed part of the computer.	
2. The monitor is similar to a television in that both have screens used to display information.	
3. The keyboard is used to type or input information. It has keys or buttons with letters and numbers on them, plus some special keys.	
4. The mouse is used most often for pointing at different things on screen. The mouse has buttons that can do things when pressed.	

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Step 2

As each movement in the following table is identified, practice making the corresponding movement using your mouse as directed.

Parts of the Computer	
<p>1. The mouse can also be used for clicking. Clicking is tapping the mouse button once to press it and then quickly letting go.</p> <p>If your mouse has two buttons, you will be doing left-clicking most of the time.</p> <p>However, there will be times when you will be doing right-clicking as well.</p>	
<p>2. Also, there will be times when you will be double-clicking. Double-clicking means tapping the left button two times very quickly. A double-click is often used to open or start something.</p>	
<p>3. Dragging is another type of movement you can do with the mouse. Dragging is holding down the left mouse button and moving the mouse. Once you have pressed down the left mouse button, you can drag left, right, up, down, or any other direction.</p>	

Exercise 2: Working with the Operating System

Your computer has one main program, called the *operating system*, which controls almost everything your computer does. The operating system controls the information that the CPU receives from the keyboard or mouse. Then, the operating system transfers the information to the software you are running. After the software processes the information, the operating system displays the information on the monitor.

[Note: This exercise is written for the Microsoft Windows 2000* operating system. The localization team is responsible for adapting this exercise to the operating system used by participants.] Microsoft Windows* is a popular operating system for many personal computers. Whenever you turn on your computer, Windows starts automatically. After your computer starts up, the computer's desktop will be displayed on the monitor screen. The desktop has small pictures, or *icons*, that represent some of the actions or tasks you can perform on the computer. Some of the icons represent computer software. Other icons represent places on your computer where files and documents are stored.

What pictures, or icons, do you see on your computer desktop?

Step 1

Double-click the Microsoft Internet Explorer* icon on the desktop. Notice that the program starts in a new window. This window is on top of the desktop. The title bar at the top of the window tells you that Internet Explorer is running in this window. The taskbar at the bottom of the desktop also shows that you have one open window.


Step 2

Click the **Minimize** button  at the top-right corner of the window. What happens to the window?

Step 3

Click the **Internet Explorer** button on the taskbar along the bottom of the desktop. What happens?

Learning Computer Basics and the Internet**Step 4**

Click the **Maximize** button  at the top-right corner of the Internet Explorer window. What happens to the window?

Step 5

Click the **Close** button  at the top-right corner of the Internet Explorer window. What happens to the window?

The icons on a computer's desktop typically represent only the most frequently used programs and features. For more options, you need to use the **Start** button at the bottom-left corner of the desktop. By clicking this button, you can start any of the programs on your computer. You can also access your computer's settings, as well as the places where files and documents are saved and stored. This is the button you click when you want to shut down your computer.


Step 6

Click the **Start** button. What are some of the available options you could select?



Step 7

Click the **Start** button and select Internet Explorer again. Which method of starting this program do you like better—double-clicking the icon on the desktop or selecting the program from the **Start** button? Why?

Step 8

Position the pointer over the bottom-right corner of the Internet Explorer window . Hold down the left mouse button, and drag the corner to make the window bigger or smaller.

Step 9

Notice the scroll bar along the right side of the Internet Explorer window. To view the information that is at the bottom of the displayed Web page, click the **Down** scroll arrow . To go back to the top of the displayed Web page, click the **Up** scroll arrow . You can also hold down the left mouse button and drag the rectangle on the scroll bar to display the part of the page that you want to see.


Step 10

Without closing the Internet Explorer window, click the **Start** button, choose **Documents**, and select **My Documents**. This takes you to the My Documents folder in Windows Explorer, which contains all the places where files and documents are stored on your computer.

Step 11

Notice that the taskbar at the bottom of the desktop shows that two windows are open—one Internet Explorer window and one My Documents window. Click the **Internet Explorer** button on the taskbar to go to that window. Then, click the **My Documents** button on the taskbar to return to that window.

Step 12

Click the drop-down arrow  to the right of the **Address** bar containing the My Documents text. As instructed, select the location or folder where you are supposed to save your work. Briefly look at the contents inside the location or folder.


Step 13

Select **File** ⇒ **New** ⇒ **Folder**. Notice that a new folder icon appears in the window. Rename the folder by typing your name followed by the words “Getting Started”.

Step 14

Double-click the folder that you just renamed to open that folder. Inside, create four new folders. Name the four folders “Word Processing”, “Multimedia”, “Spreadsheets”, and “Action Plan”. You are to use these folders for storing the products you create during the Intel® Teach Getting Started Course.

Step 15

Click the **Close** button  in each window to close both windows. You should now be able to see the desktop again.

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Exercise 3: Searching the Internet

The Internet is a communications network that offers a number of services, including e-mail and the World Wide Web. To help you become more familiar with the Internet, share a computer with a partner to find online resources for teachers.

Step 1

Start the web browser on your computer.

Step 2

Type the following Web site address in the **Address** bar: **[Note: The localization team needs to insert the address of an appropriate Web site that features tools and resources that teachers in your country may find useful. An example from the United States is: www.intel.com/education]**

Make sure that you type the Web site address correctly since a typing error may take you to a different Web site that does not work. Press the **Enter** key or click the **Go** button. Then, wait as the Web page loads on your computer. Read the Web page thoroughly. What is one interesting piece of information you learned from this page?

If a Web site is not working or if the content has changed, discuss the changing nature of the Internet.

Step 3

Click one of the hyperlinks. Where does this link take you?

Step 4

Go back to the first page by clicking the **Back** button on the toolbar. Click in the **Address** bar, and type in the following Web site address: **[Note: The localization team needs to insert the address of an appropriate Web site that contains lesson plan ideas or educational activities for teachers in your country. Examples from the United States include: <http://school.discovery.com/lessonplans> or www.lessonplanspage.com]**

Read the Web page thoroughly. What is the name of one lesson plan idea or educational activity that you might consider using in your classroom?

Step 5

Click the icon on the toolbar that looks like a house. Where does this take you?

With billions of published Web pages, finding the information you need on the Internet may seem like an overwhelming task. Fortunately, several Web sites offer tools that can help make your search easier. Deciding which tool to use depends on what you are looking for and what you want to know. To help you become more familiar with some Internet search tools, share a computer with a partner to complete the following steps.

Step 6

A search engine is one such tool that can help make your search easier. Select a search engine from the following list: **[Note: The localization team must identify and insert the Web site addresses for two or three appropriate search engines for teachers to use. Some examples from the United States include www.google.com, www.yahoo.com, and www.altavista.com. In addition to having basic search functionality, the Web sites must also allow users to search directories and images. For example, Google offers a basic search engine at www.google.com, a directory at www.google.com/dirhp, and an image search at www.google.com/imghp.]**

What is the name of the search engine you selected?

Learning Computer Basics and the Internet**Step 7**

Type the Web site address for the search engine you selected in the **Address** bar. Make sure to check that you typed the address correctly since a typing mistake may take you to a different Web site or to a Web site that does not work. Press the **Enter** key or click the **Go** button. Then, wait as the Web page loads on your computer.

Step 8

For best search results, choose your keywords wisely. If you are not sure which keywords to use, a directory can help. Most search engines have a directory. Review the home page of your search engine to find the link to the directory.

Step 9

Click the link to go to the search engine's directory. Directory pages feature information that has been grouped or organized into categories. Searching within a category allows you to quickly find only the links to Web pages with the most relevant information. How many major categories appear in the directory? In which category or categories would you begin to look for information about one of the content areas you teach in your classroom?

Step 10

Often, we search the Internet to find an illustration, a photograph, or another type of image to use in an activity, project, or presentation. Most search engines allow you to conduct image searches. Review your current page to find the link that will take you to an images search. Click the link to go to the images. Enter the name of a content area that you teach in the search text box. Click the search button to see your results. How many results or matches are identified? Which image would you consider using for an activity, project, or presentation that you might have to do? Why?

Step 11

Although the image may be representative of a content area that you teach in your classroom, you also might want to find an image representative of your country. You can easily conduct an advanced search by using the addition symbol, +. In the search window, enter the name of the content area that you teach. Type the + symbol. You do not need to put any spaces before or after the symbol. Type the name of the country in which you live. Click the button to find and display your results. How many results or matches are identified? Which image would you consider using for an activity, project, or presentation that you might have to do? Why?

Step 12

Review your current page to find the link that will take you back to the Web search engine home page. Click the link to go to the Web search engine home page. Enter the name of the content area that you teach in the search text box. Click the search button to see your results. How many results or matches are identified?

Step 13

Many search engine sites also have advanced search features. Review your current page to find the link that will take you to the advanced search page. Click the link to go to the advanced search page. What are some of the advanced image search features?

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Step 14

Select one or more of the advanced search features and conduct a new search involving the content area that you teach. How many results or matches are identified? How might you use some of these advanced search features as you work on activities, projects, and presentations in the future?

Step 15

Exit your web browser.

Take-Home Exercise: Reflecting on Module 2

Reflect on the exercises, activities, skills, and approaches addressed in this module. Record your answers to the following questions and be prepared to share your answers at the beginning of the next module.

1. How might you use technology such as computers to communicate, solve problems, and collect, organize, and share information in your classroom?

2. What specific Internet resources might you use to enhance your productivity and professional practices? How do you intend to use such resources?

Module 2 Summary

Step 1

What did you accomplish in this module? List your ideas and those of others as directed on the lines that follow.

Step 2

What key points are addressed in this module? List your ideas and those of others as directed on the lines that follow.

Step 3

Ask any questions and share any comments. Learn about and prepare for Module 3: Fostering Critical Thinking and Collaboration.