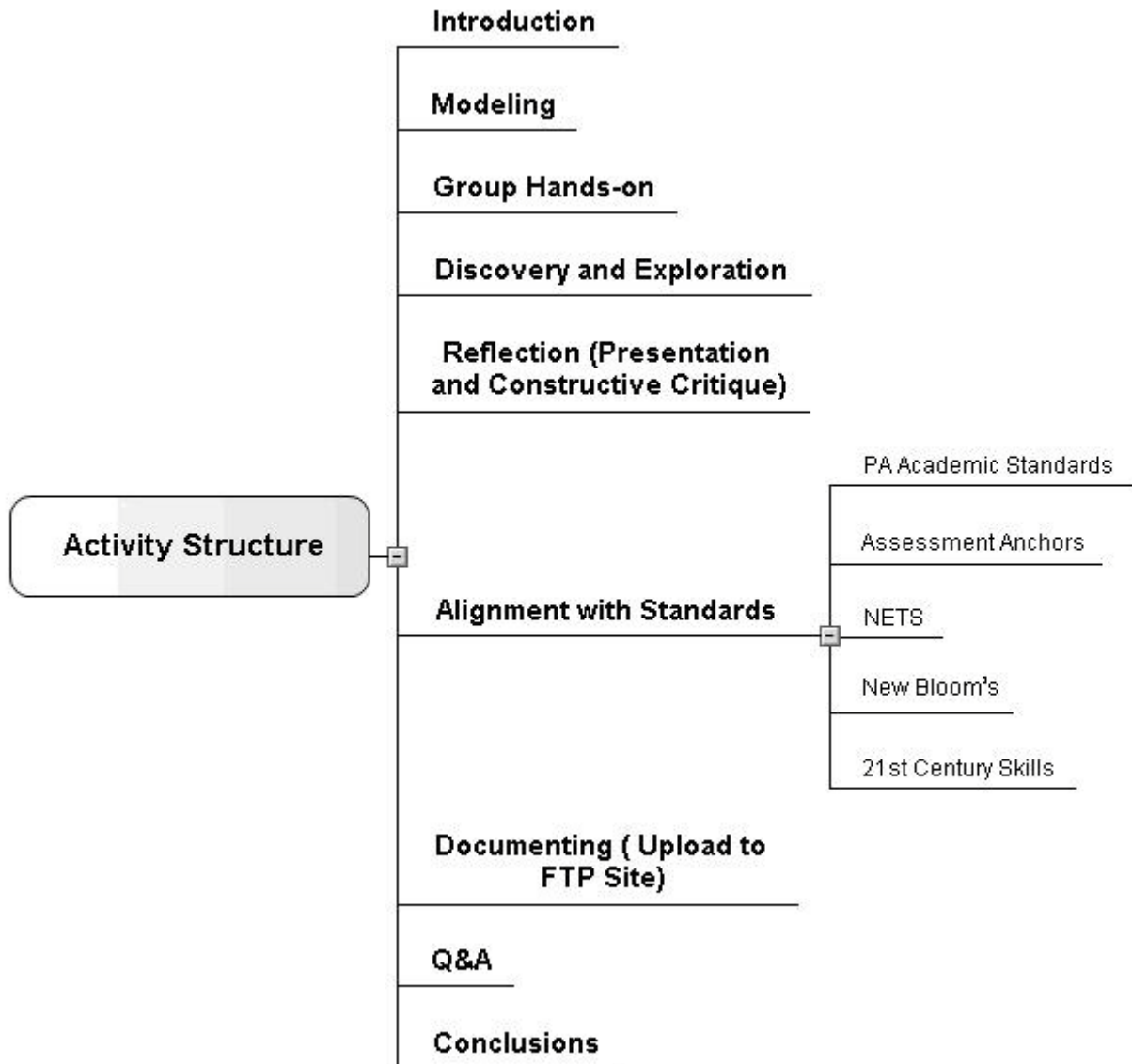


# 21st Century Activity featuring Digital Literacy



# The Next Generation of Journaling

## Facilitator Guide

### 1. Introduction

#### **Introduction**

One of the assignments that English facilitators at all levels insist upon is weekly, or daily, journaling. Today, journaling can become an easier, more involved assignment for all learners if facilitators incorporate the Internet and assign daily “blogs.” By using resource, Digital Literacy, facilitators will be confident to teach the next generation of journaling.

#### **Rationale:**

Many learners use the Internet daily. Most of them are using it without any monitoring or supervision by adults. As facilitators, it is up to us to teach learners responsibility when posting any kind of personal or private information on the World Wide Web.

**Grade Range:** Grades 9-12

#### **Materials and Templates:**

Internet

*Microsoft Word*



**Teaching Tip:** You may want to visit some age-appropriate Internet blogs that you could show in class. Most learners will know blogging if you relate it to MySpace.com.

ABC News Article, *What is “Blogging?”*

<http://abcnews.go.com/Technology/story?id=889289&CMP=OTC-RSSFeeds0312>

ABC News Article, *Weblogs Fertile Ground for Writing Talent*

<http://abcnews.go.com/Technology/FutureTech/story?id=97577&page=1>

ABC News Article, *Tech Turns Users into Mobile Newsmakers*

<http://abcnews.go.com/Business/story?id=89745&page=1>

Use the attached Learner Guide to make copies for each of your learners so that they will understand the assignment as well as have a resource to which they can turn for assistance. Once you understand how to register on a particular site, you may want to include those steps with your learner guide.

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### **Prerequisite Skills:**

Keyboarding

Internet Savvy

*Microsoft Word 2007*

### **Suggested Time Allotment:**

Facilitators may decide how long this project will last. Some facilitators will choose to assign blogging for the entire year, while others may assign it simply as a writing unit after the different types of writing have been covered in class. The suggested time frame is 6-9 weeks.

**Vocabulary:** This is a list of words that learners should understand before beginning this unit.

**Netiquette:** Accepted standards of usage or etiquette for the Internet. This also includes usage standards for e-mail, instant messages, Web logs, blog comments, etc.

**http:** Hypertext Transfer Protocol; the method used to convey or receive information over the World Wide Web. It is a patented open Internet protocol originally created to provide a way to publish and receive html (hyper text markup language) pages.

**html:** Hypertext Markup Language, the language of the Internet designed to be read by a Web browser like Internet Explorer or Netscape Navigator.

**URL:** Uniform Resource Locator, an address that points to a particular document or other resource on the Internet, used most frequently on the World Wide Web.

**Blog:** Web log, or Internet log (list of records). In this case, an online journal created by individual users for the benefit of documenting daily events.

**MoBlog:** Mobile Blog; the use of a mobile device, such as a cellular phone or PDA, to blog.

**RSS feed:** Real Simple Syndication, the process by which you can subscribe to an online feed to view changes and updates easily.

## 2. Modeling

### **Modeling:**

Facilitators may use the following guide to introduce the assignment and to continue the unit whether it is for 6-9 weeks or the entire year. Since some schools will not allow learners to access blog sites, this lesson focuses on keeping digital journals in *MS Word 2007* format. **Note:** Facilitators, if you are using a live Internet site and there is any part of using the Internet and World Wide Web with which you are not very confident, review the Digital Literacy curriculum for tutorials that will enhance your skills in this area. Refer to the end of this document for a complete list of the Digital Literacy courses related to this lesson. You can find links to Digital Literacy at <http://www.futurekids.com/pa>.

1. At the beginning of the year (or unit), allow the learners to read the ABC News articles that explain blogging. Keep copies of the articles handy to send home to parents to explain the assignment. You may also want to write a letter to parents explaining the rationale for the project. Stress that most learners already use Web sites such as Facebook, MySpace, and blogosphere without moderation but reinforce that your learners will keep their journals in a folder on their personal computer, not on the Internet.
2. The Digital Literacy resource provides tutorials on basic word processing under the Productivity Programs tab: #2 Word Processing. For even more in-depth help with *MS Word*, use the Help menu in MS Office 2007. Click on the blue Question Mark icon on the far right.
3. The facilitator will model accessing the tutorials for the learners.
4. He/She will then list the purpose and criteria for the journaling/blogging assignment and model the process of journaling/blogging.
5. The facilitator will model the creation of a journal/blog entry that meets the stated purpose and selected criteria selected for the journaling/blogging assignment.
6. The facilitator will discuss the method of evaluation and model examples of expected work quality.

### 3. Group Hands-on

1. Assign the learners to a group of about 4-5 members. Each group will be working on the same concept but they will be demonstrating different options available.
2. All learners should create a folder in *My Documents* where they will keep their journal blogs. For more information, Digital Literacy has a tutorial on Computer Basics, #4 in Computer Operating Systems, Managing Files and Folders in MS Windows Explorer.
3. When everyone has a new folder, title it *Blogs*. Now, launch *MS Word 2007*. Assign the topic, “Write a short blog (journal) about the perfect vacation spot.”
4. Assign the following challenge activities to different groups. They should be able to demonstrate their activity to the rest of the class.
  - Add a digital audio file to your blog.
  - Add clipart to your blog.
  - Add a digital photograph to your blog.
  - Add digital video to your blog.
  - Add a hypertext link to your blog.
  - Share blog files with each other, use the TRACK CHANGES feature on the REVIEW tab, and show the REVIEWING PANE.



5. Teach the learners to revise and edit their blogs constantly, based on suggestions and comments from other bloggers reading their blogs as well as comments from the facilitator. Paint the image that, with blogging, their keyboard is a conduit to the world. Remind them to save all of their blogs to the same folder.

6. Using a computer and projector, you may improve the project by allowing the learners to view what you are doing on your personal blog. You could also allow one of the learners to do so.

**Note:** Make sure that, at regular intervals, the learners are given the chance to blog about the opportunities that they encountered with this assignment. You may assign topics such as the following, even listing the questions on a reproducible for the learners:

- Write a blog that explains how it helps you to teach someone something that you have learned how to do.
- Make a list in your blog of all the technology skills you have mastered.
- Explain a technical procedure (Process Essay) in a blog about something that you know how to do on your computer.
- What are the difference between digital journaling and blogging? List benefits and drawbacks of each.
- How can blogging help us understand other cultures?
- How can blogging help us gain a better understanding of how other cultures adapt to changing world circumstances?
- How can blogging shape our opinions, perspectives and ideas?
- How can blogging bring together virtual pen-pals from across the state, nation and other countries?

### ***Extension and Enrichment***

If you are blogging on the Internet, most space providers also allow added functionality to include photos and other graphics in blogs. Award extra credit to those learners who use this functionality to add to the meaning of their entry, use it to tell a story, or add a photo album, etc. The Digital Literacy curriculum also offers lessons in Digital Audio, Video and Photography.

As an extra activity, allow student to use a social bookmarking system to list their favorite Web sites on their blogroll. RSS feeds can be used to add real-time lists of your favorite Web sites to your blogroll. Social bookmarking Web sites like del.icio.us provide RSS code that you can type into the

feed of your blogroll. The easiest way to add a link from your blogroll to your del.icio.us account, however, is to type in a hyperlink.

1. Once you have registered for a del.icio.us account, you can add a link from your blogroll to your list of favorites. Refer to the tutorial for Social Bookmarking to register for a new account on del.icio.us.
2. From your blogroll (you must be logged in with your username and password), find the section for adding bookmarked sites. It may have names such as “link, blog roll, favorites”.
3. Enter the information required by the system you are using to add a link to your del.icio.us account. You may want to create a separate link for each category or folder of favorites in your del.icio.us account.
4. Now your del.icio.us account is linked under favorites as a category instead of just a list of separate Web sites.
5. If you want real-time updates from your del.icio.us account, then add an RSS feed to your blogroll. The code for RSS can be found at the bottom of your del.icio.us homepage in the properties of the orange RSS logo. If you have trouble, try the Support option and get the code from a user support technician. **Note:** The easiest place to find the RSS is not from the homepage but from one of the lower level pages. Click the YOUR NETWORK link and then scroll over the RSS logo at the bottom of that page. By manipulating the code just a little you will have the code for your homepage. For example, delete the “/network” part of the code.
6. Your RSS code should look something like this:

**<http://del.icio.us/rss/username?private=4af7625671eb22887850716f98c8c8cc>**

### ***Modification***

Since blogs are a way for learners to “tell the world about themselves,” they are an excellent way to encourage learners’ self-esteem and boost their confidence. Even most ESOL and Special Education learners will enjoy working on their own blogs. For struggling learners, the facilitator may want to review a word processing file of the entry that can be edited and revised then copied and pasted onto the blog.

## **Assessment and Evaluation**

Each facilitator will use the blogs in a different way. Thus, each will assign grades for blogging differently.

- Rubrics should be developed to reflect the purpose, objectives and criteria delineated at the outset of the lesson/project.

## **4. Discovery and Exploration**

1. Learners will find actual online blogs and read/participate in the blogs. They will explore various types of blogs and be asked to rate the blogs.
2. Learners will compare digital journaling and blogging.
3. Learners will determine a set of criteria for determining the trustworthiness of blogs or shared journals.
4. Learners can create a podcast that provides an infomercial-type podcast about their vacation spot.
5. Learners can create an interview podcast of travelers to their vacation spots
6. Learners can create a Wiki using travelers' images, video/audio clips about different locations, and recommendations on the area.

## **5. Reflection (Presentation and Constructive Critique)**

Some prompting questions (Be sure to add your own.):

- What have we done here?
- What was the facilitator's role in the learning experience?
- How did the facilitator shape the environment?

## **6. Alignment with Standards**

### **6.1. PA Academic Standards**

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in all Content Areas
- 1.4 Types of Writing

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## 1.5 Quality of Writing

### 6.2. Assessment Anchors

#### Relevant (Reading) Assessment Anchors:

R11.B.1 Understand components within and between texts.

R11.B.3 Understand concepts and organization of nonfictional text.

### 6.3. NETS for Learners 2007:

#### 1. Creativity and Innovation

Learners demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Learners:

- a. apply existing knowledge to generate new ideas, products, or processes.
- b. create original works as a means of personal or group expression.

#### 2. Communication and Collaboration

Learners use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Learners:

- a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.

#### 3. Research and Information Fluency

Learners apply digital tools to gather, evaluate, and use information. Learners:

- a. plan strategies to guide inquiry.
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

#### 4. Critical Thinking, Problem-Solving & Decision-Making

Learners use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources. Learners:

- a. plan and manage activities to develop a solution or complete a project.
- b. collect and analyze data to identify solutions and/or make informed decisions.

## **5. Digital Citizenship**

Learners understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Learners:

- a. advocate and practice safe, legal, and responsible use of information and technology.
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
- c. demonstrate personal responsibility for lifelong learning.
- d. exhibit leadership for digital citizenship.

## **6. Technology Operations and Concepts**

Learners demonstrate a sound understanding of technology concepts, systems and operations.

Learners:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

### **6.4. New Bloom's**

#### **Alignment with Bloom's Revised (2001)**

- How does this lesson align with Bloom's revised (2001)?
- Does the lesson provide adequate structure to ensure the learner's movement through Bloom's revised?
- How does the lesson accommodate learners' individual interests as a vehicle for movement through Bloom's revised?
- How can you keep a learner from being stuck on a level of Bloom's revised?
- How can you guide a learner to move through higher levels of Bloom's revised?

### This Lesson Articulated with Bloom's Revised (2001)

<b>Bloom's Revised Level</b>	<b>Actions/Products</b>
<b>Creating</b>	planning, producing multimedia
<b>Evaluating</b>	judge, investigate, report, draw conclusions
<b>Analyzing</b>	organize, attribute, structure, integrate, report
<b>Applying</b>	interpret, exemplify, summarize, infer, paraphrase, explaining, illustration, demonstration
<b>Understanding</b>	explanation, show and tell, example, share information
<b>Remembering</b>	recognizing, describing, identifying, locating

#### 6.5. 21st Century Skills

The North Central Regional Educational Laboratory (NCREL, 2003) developed a working model that delineates 21<sup>st</sup> century skills. The model is featured below. Use the model to help you answer the following questions:

- What are the key 21<sup>st</sup> century skills evident in this lesson?
- How has feedback been structured in a non-intrusive manner that supports the learner's acquisition of 21st century skills?
- How does this lesson fit into the framework of a 21<sup>st</sup> century teaching/learning environment?



**This lesson articulates the following 21<sup>st</sup> century learning skills (NCREL, 2003):**

1. Digital-Age Literacy [basic, technological and information literacies; visual and information literacies; global awareness]
2. Effective Communication [personal responsibility; interactive communication]
3. Inventive Thinking [adaptability and managing complexity; self direction; curiosity; creativity; higher-order thinking and sound reasoning]
4. High Productivity [prioritizing, planning and managing for results; effective use of real-world tools; ability to produce relevant, high-quality products]

### **21<sup>st</sup> Century Teaching Skills**

Teaching and learning are inextricably intertwined. Thus, delivering instruction that promotes 21<sup>st</sup> century learning requires the recognition and the application of 21<sup>st</sup> century teaching skills in a way that changes the teaching/learning environment. Below is a table that represents ISTE's (2007) conditions for new learning environments. This lesson met all of the ISTE criteria.

- Go through the chart and see where these criteria are evident in the lesson.
- How does blogging differ from traditional journaling in promoting 21<sup>st</sup> century skills?

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- What issues does the new learning environment present for the classroom facilitator (e.g., censorship, privacy etc.)?
- How do you feel these issues can be best addressed?
- What possibilities does blogging hold for facilitators within a learning community?

**This lesson supports the following 21<sup>st</sup> century teaching skills:**

<b>New Learning Environments</b> (ISTE, 2007)	
Learner-centered learning	X
Multisensory stimulation	X
Multipath progression	
Multimedia	X
Collaborative work	
Information exchange	X
Active/exploratory/inquiry-based learning	X
Critical thinking and informed decision-making	X
Proactive/planned action	X
Authentic, real-world context	X

## 7. Documenting ( Upload to FTP Site)

## 8. Q&A

## 9. Conclusion

Unrelenting change in technology and movement from a mass production economy to an economy of innovation (Freidman, 1990; 2000, 2006; Godbey, 2006; Goldman, Nagel, Preiss, 1995; Preiss, Goldman, & Nagel, 1996) has caused education to re-examine learning environments and processes, and grapple with synthesizing new technologies into the learning environment (e.g.,Chickering & Copyright © 2008

Gamson, 1999; Magolda, 1992; Pascarella & Terenzini, 1998). Social constructivist and socio-cultural theories and perspectives (i.e., Vygotsky and Brunner), social cognitive theory (i.e., Bandura) as well as theories of situated cognition have all contributed to reshaping and enhancing the learning environment supported by the use of technology (Koschmann, 1996). These approaches involve movement away from traditional facilitator-centered pedagogies to a social-constructivist paradigm where learners are encouraged to work both individually and collaboratively to solve relevant problems or produce viable solutions through authentic learning activities (Huang, 2002) in both face-to-face classrooms and online environments (American Psychological Association, 2002; ISTE, 2007; NCREL, 2005). These theories are based on the assumption that knowledge is situated in the activity, context, and culture in which it is developed and used (Brown, Collins, & Duguid, 1989).

Project-based learning is an approach that is consonant with the socio-cultural theory and situated cognition (Kozulin, Gindis, Ageyev & Miller, 2003). A project-based learning approach provides opportunities for learners to work with authentic tasks that they address in a natural social context. The creation of relatively small working groups of learners provides an arena in which they pool knowledge and theories to achieve the group's goals by thinking aloud, offering perspectives, changing perspectives, and collaboratively building knowledge through opportunities for experimentation, self-correction and reflection (Pooell, Van der Krogt, & Wildemeersch, 1998). Seidel et al. (2002) noted that project-based learning is characterized by learner involvement in a series of activities or procedures that require sustained focus over time and that are ultimately linked to a creation of significance such as a performance-based outcome, a product, or a service that is highly valued by the learner and/or broader community. This type of effort generally requires that the learners become involved in activities that involve the community for research, internships, presentations or other relevant activities.

Underlying components of project-based learning include: a) engagement, b) authenticity, c) knowledge generation, d) collaboration, d) academic reinforcement and e) ongoing assessment (Seidel, Aryeh, & Steinberg, 2002). Project-based learning is consistent with ISTE's (2007) guidelines for 21<sup>st</sup> century teaching skills, NCREL's (2005) delineation of 21<sup>st</sup> century skills to be taught, and with the National Education Technology Standards (NETS) for learner learning.

This project clearly focuses on all of the relevant aspects of the current standard sets as well as focusing on the *The Bridge to the 21<sup>st</sup> Century Learning* as established in the *Learning for the 21<sup>st</sup> Century* report and *MILE Guide for 21<sup>st</sup> Century Skills* which is based on six key elements of 21<sup>st</sup> century learning:

1. Emphasize core subjects
2. Emphasize learning skills
3. Use 21<sup>st</sup> century tools to develop learning skills
4. Teach and learn in a 21<sup>st</sup> century context
5. Teach and learn 21<sup>st</sup> century content
6. Use 21<sup>st</sup> century assessments that measure 21<sup>st</sup> century skills

This lesson presents an exemplary model for 21<sup>st</sup> century teaching and learning. The framework of this lesson provides a working template with criteria for formulating, planning, and implementing lessons consonant with a 21<sup>st</sup> century model of teaching and learning.

ISTE NETS states:

The most effective learning environments meld traditional approaches and new approaches to facilitate learning of relevant content while addressing individual needs. The resulting learning environments should prepare students to:

- Communicate using a variety of media and formats
- Access and exchange information in a variety of ways
- Compile, organize, analyze, and synthesize information
- Draw conclusions and make generalizations based on information gathered
- Know content and be able to locate additional information as needed
- Become self-directed learners
- Interact with others in ethical and appropriate ways

Meeting all of the above criteria, this lesson presents an exemplary model for 21<sup>st</sup> century teaching and learning. The framework of this lesson provides a working template with criteria for formulating, planning, and implementing lessons consonant with a 21<sup>st</sup> century model of teaching and learning.

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# The Next Generation of Journaling

## Learner Guide

### *Description*

One of the oldest strategies that facilitators use to promote learner writing is journaling. With the popularity of the Internet, and technology becoming ever more important in the classroom, journaling has also taken a different path. Classroom journals are a thing of the past; gone are the spiral notebooks with daily entries about a given topic. The next generation of journaling for English classrooms is online blogging. In this lesson, however, you will use *MS Word 2007* to practice blogging by keeping a digital journal on your computer.

Since many learners use the Internet daily, most of them without any monitoring or supervision by adults, it becomes the responsibility of educators to teach Netiquette, or Internet etiquette. It is up to facilitators to show the learners responsibility when posting any kind of personal or private information on the World Wide Web.

For more information about the Internet and the World Wide Web, as well as a list of topics for courses that you may access to improve your skills in these areas, visit the Digital Literacy Web site at the following URL: <http://www.futurekids.com/pa>, then follow the link to it under Web Resources.

### *Process*

Follow this guide to set up your own blog space as well as to share with your parents the assignment that you will be completing in class.

- Read the following articles in order to better understand the concept of blogging. Your facilitator may give you copies of the articles, or you may access them on the Internet.

ABC News Article, *What is "Blogging?"*

**<http://abcnews.go.com/Technology/story?id=889289&CMP=OTC-RSSFeeds0312>**

ABC News Article, *Weblogs Fertile Ground for Writing Talent*

**<http://abcnews.go.com/Technology/FutureTech/story?id=97577&page=1>**

ABC News Article, *Tech Turns Users into Mobile Newsmakers*

**<http://abcnews.go.com/Business/story?id=89745&page=1>**

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- Your facilitator will explain the time frame for this assignment. Make a note of that in this space.
- For this assignment, you will use your keyboarding skills, word processing skills and your knowledge of the Internet.
- You will write different types of compositions: narrative, informative, persuasive, etc. Your facilitator may also use blogging to have you respond to literature. Blogs are an excellent way for you to write analyses of poetry, short fiction, drama, character sketches, etc. Remember that if you use a third party source for any research, cite your information properly (review the **Digital Literacy** curriculum to take a tutorial on Computer Ethics which covers Plagiarism and Violations on Intellectual Property).
- You are using *MS Word* for your digital journal (blog). Start by creating a new folder in *My Documents*. Title it *Blogs*. For more information on using Windows Explorer, access the **Digital Literacy** curriculum (take the *Windows Explorer: Managing Files and Folders* tutorial) at <http://www.futurekids.com/pa> under the Resources section.
- Start a new document in *MS Word 2007*. Use your word processing skills to respond to your facilitator's prompt or topic.
- Your facilitator will assign different kinds of writing. Remember to use the writing process that you have already learned. Edit and revise to make your entry something that you want someone else to read.
- In your assigned group, complete the Challenge Activity assigned by your facilitator.

### ***Assessment and Evaluation***

Your facilitator will give you information on how your work will be graded. Write that information in this space so that you know exactly what is expected of you.



## ***Extension and Enrichment***

Most online space providers also allow added functionality to add photos and other graphics to blogs. If you know how to use this functionality, make your blog more interesting by utilizing it effectively. You might also want to share your knowledge with other learners in the class. Also, your facilitator may permit you to allow other learners in the class to read your blog. Use this as an opportunity to share with others as well as to learn from others. Use the RSS feed option of your blog if your facilitator allows you. The Digital Literacy curriculum includes information about the Digital Lifestyle, which has courses in digital audio, digital video, and digital photography.

## ***Modification***

If you are reluctant to use the blog, you may want to begin journaling using *MS Word* or *NotePad* to type your compositions. In this way, you can edit and revise until you are happy with what you have written. You may also want to use the spelling and grammar option and the dictionary and thesaurus options in these programs.

## ***Vocabulary***

Define these words as they relate to this unit. You may take definitions from in-class discussions or use the World Wide Web to find the answers.

**Netiquette**

**http and html**

**URL**

**Blog**

**MoBlog**

**RSS feed**

## Blog Entry Sample

Blog Entry, April 9, 2007

There are many places that I enjoy, but my favorite vacation spot is Montego Bay, Jamaica. Jamaica is a place where you can lose yourself in the beauty of everything that surrounds you. It is the place where the sun seems to rise and to set every day. The beaches seem to be the beginning and the end of the world.

In Montego Bay, everything sounds like fun. The sounds of the street, the music playing in the salons, the waves crashing onto the shore are all sounds that you will associate with Jamaica for the rest of your life. Click on the SOUND icon here to hear the ocean.



Jamaica Beach



Jamaica is a great place to relax that has a lot to do and see. It almost sounds ironic that you would go somewhere on vacation and still want to do so much, but in Jamaica, you'll enjoy doing as much as you can. Watch this video clip to see some of the activities that will take up your time in Montego Bay.

Everyone should have a vacation in Jamaica. I can't wait to go back. Maybe we can go back together. Let's start planning today! <http://www.montego-bay-jamaica.com/>

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# Digital Literacy Course Topics

## ***The Internet and World Wide Web***

The Internet can connect you to people, information and resources around the world. This course shows you how to connect to the Internet, browse Web pages, navigate Web sites, use search engines, and exchange e-mail with others.

### **The Internet and World Wide Web Course Topics**

#### **Lesson 1: The Internet**

##### **Objectives**

- 1.1. Define what the Internet is and elaborate on its uses.
- 1.2. Identify the different components required for an Internet connection.
- 1.3. Identify the features of different types of Internet connections.
- 1.4. Explain the meaning of the term *bandwidth* in relation to the different types of Internet connections.

#### **Lesson 2: The World Wide Web**

##### **Objectives**

- 2.1. Define the World Wide Web and elaborate on its uses.
- 2.2. Explain how Web addresses work.
- 2.3. Explain how to use a browser to navigate the Web.
- 2.4. Describe how to evaluate the content of a Web site.
- 2.5. Explain the meaning of E-Commerce.
- 2.6. Define Web browser plug-ins and their uses.

#### **Lesson 3: Communicating on the Internet**

##### **Objectives**

- 3.1. Explain how e-mail works.
- 3.2. Write and send e-mail messages.
- 3.3. Manage e-mail messages.
- 3.4. Identify the features of online communities.
- 3.5. Explain how instant messaging works.
- 3.6. Explain how Web authoring software is used to create and publish Web pages.

## ***Productivity Programs***

There are hundreds of software applications available today. This course explores the most common productivity software applications used in business, in education and at home. The course teaches you how to select the right software for your project. You will learn the fundamentals of word processing, spreadsheets, presentation software and databases.

### **Productivity Programs Course Topics**

#### **Lesson 1: Common Features and Commands**

##### **Objectives**

- 1.1. Identify the main components of the user interface.
- 1.2. Identify the purpose of the commands on the menu bar.
- 1.3. Work with the buttons on the toolbar.
- 1.4. Work with the pointer in a program.
- 1.5. Work with text and characters in a program.
- 1.6. Explain the use of primary keyboard shortcuts and key combinations.

#### **Lesson 2: Word Processing**

##### **Objectives**

- 2.1. Perform basic tasks by using a word processor.
- 2.2. Edit and format text.
- 2.3. Work with tables and pictures.
- 2.4. Work with language tools.
- 2.5. Identify the various benefits of using Desktop Publishing (DTP).

#### **Lesson 3: Spreadsheets**

##### **Objectives**

- 3.1. Identify the different components of a spreadsheet.
- 3.2. Enter data into a spreadsheet.
- 3.3. Perform basic mathematical operations in a spreadsheet.
- 3.4. Insert charts into a spreadsheet.
- 3.5. Explain the purpose of options available for printing a spreadsheet.

#### **Lesson 4: Presentation Programs**

##### **Objectives**

- 4.1. Identify the basic functionalities offered by presentation programs.
- 4.2. Create a new presentation.
- 4.3. Add graphics and multimedia to a presentation.
- 4.4. Identify the options available to print presentations in different formats.

#### **Lesson 5: Databases**

##### **Objectives**

- 5.1. Explain basic database concepts.
- 5.2. Create a database.
- 5.3. Work with records in a database.
- 5.4. Explain what database queries are and how they work.
- 5.5. Explain what reports are and their uses.