MODULES IN ICT

General overview

Information and communication technology is referred to the modern digital technology communication tools and / or networks to access, manage, integrate, evaluate and create information in order to function in a knowledge society (O’Connor B et al., 2002:2)

Aim of the ICT modules:

To contribute in the acquisition of a broader scope of the communicative skills of the learners by using the digital tools of the modern information and communication technology

Sub aims:

◊ Demystify the difficulties of ICT mean
◊ To facilitate them in creating their own texts
◊ To contribute in transferring skills in daily life conditions
◊ To open a communicative path so to enhance their digital communicative skills
◊ To get more socialized, more informative so to confront the obstacles coming from the social representations
◊ To see the ICT use as a solution to real life problems

Resources: Unesco’s general issues in ICT Basic skills courses and the European Computer Driving License (ECDL) basic steps.
EDUCATIONAL METHODOLOGY

Methodology of the ICT literacy

that allows the measurement of various aspects of literacy from the skills used in everyday life (such as a bank ATM or filling in an online form to the transformative benefits of ICT competencies)

Basic characteristics of the methodology:

- Teacher (in informatics) centered (expert in ICT as facilitator)
- Self-managing of the knowledge (learner-centered approach on a guided basis for the system operation activities and on a creative, self-exploratory basis for the production activities).
- Project-based that provides authenticity to the situations
- Adaptation and flexibility in using educational material according to the learners needs, their life’s diversity, and their educational background also.

RESOURCES (EDUCATIONAL MATERIAL)

<table>
<thead>
<tr>
<th>Module A</th>
<th>Minimum necessary resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Computer, system software; Easy-to-use software for designing and making simple graphics; Printer.</td>
</tr>
<tr>
<td>Optional extra resources:</td>
<td>Examples of various creations made with available software.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module B</th>
<th>Minimum necessary resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One computer per student, word-processing software; Teacher prepared materials (exercise sheets, sample files).</td>
</tr>
<tr>
<td>Optional extra resources:</td>
<td>Easy to understand manuals on the word-processing software; Magazine articles on word-processors; Advertisements and brochures on word-processors available in the market.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Module C</th>
<th>Minimum necessary resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One computer per group; communications software; Connection to the Internet; E-mail and fax facilities.</td>
</tr>
<tr>
<td>Optional extra resources:</td>
<td>E-mail facilities in the Intranet;</td>
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</table>
Video-conferencing facilities.

<table>
<thead>
<tr>
<th><strong>Module A</strong> (history - integrated unit)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Minimum necessary resources</strong></td>
</tr>
<tr>
<td>Pictures or illustrations of earlier computers.</td>
</tr>
<tr>
<td><strong>Optional extra resources:</strong></td>
</tr>
<tr>
<td>Suitable books, newspaper clippings of newly launched computer hardware or software, newspaper articles of soon-to-be launched or future hardware and software, videos, examples of hardware, software and peripherals.</td>
</tr>
</tbody>
</table>
PEDAGOGICAL APPROACH:
A. conceptual framework: experiential learning

Dewey

John Dewey's significance for informal educators lays in a number of areas. First, his belief that education

◊ **must engage with and enlarge experience** has continued to be a significant strand in informal education practice. Second, and linked to this,
◊ Dewey's exploration of **thinking and reflection** –
◊ and the **associated role of educators** - has continued to be an inspiration.
◊ **with interaction and environments for learning provide a continuing framework for practice.**
◊ His passion for democracy, **for educating so that all may share in a common life,** provides a **strong rationale for practice** in the associational settings in which informal educators work.

David Colb

‘Experiential Learning “ (1982) he says that he does not want to develop an alternative theory of learning but rather to suggest through experiential learning theory **an holistic integrative perspective on learning that combines**

◊ **Experience,**
◊ **perception,**
◊ **cognition and behaviour**

He calls his model a ‘ different form of adaptation to reality” so

**Learners if they are to be effective need four different kinds of abilities**

◊ **concrete experience abilities**
◊ **reflective observation abilities**
◊ **abstract conceptualizing abilities**
◊ **active experimentation abilities**

That is they must be able to involve themselves fully, openly and without bias in new experiences. They must be able to reflect on and observe their experiences from many perspectives. They must be able to create concepts that integrate their observatory into logically sound theories and they must be able to use these theories to make decisions and solve problems
Kolbs postulates

◊ observation of experience a starting point of knowledge (experience can be understood either as a stream of consciousness or subjective recollections of an interaction situation)
## SELECTED LEARNING APPROACH BASIC ISSUES

<table>
<thead>
<tr>
<th></th>
<th>INTEGRATING</th>
<th>TRANSFORMING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>VISION</strong></td>
<td>Driven by subject specialists Discrete areas</td>
<td>Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Acceptance by entire learning community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Network centred community</td>
</tr>
<tr>
<td><strong>UNDERSTANDING OF THE CURRICULUM</strong></td>
<td>Integration with non-ICT content Integrated learning systems Authentic contexts Problem solving project methodology Resources based learning</td>
<td>Virtual and real time contexts, new world modelling ICT is accepted as a pedagogical agent itself The curriculum is delivered by the web as well as by staff</td>
</tr>
<tr>
<td><strong>COMMUNITY</strong></td>
<td>Broad based learning community actively involved, parents and families, business, industry, religious organisations, universities, vocational schools, voluntary organisations</td>
<td>Global and local, real and virtual School is a learning resource for the community – physically and virtually</td>
</tr>
<tr>
<td><strong>ASSESSMENT</strong></td>
<td>continuous holistic – the whole learning peer mediated learner Centered learning community involvement open ended project based</td>
<td></td>
</tr>
</tbody>
</table>
B. learning approaches in ICT (in praxis)

Integrating

This approach is linked with a school that now has a range of technologies both in laboratories, classrooms, and administrative offices.

◊ The school staff explores new ways in which ICT changes their personal productivity and professional practice.
◊ The curriculum begins to merge subject areas to reflect real-world applications. For example, content is provided through multiple sources including community and global resources through the internet.
◊ Learners access to technology enables them to choose projects and ICT tools to learn and demonstrate their knowledge across subject areas.
◊ School organisation provides overlap and flexibility to combine subjects and time periods.
◊ Learners have more choices with regard to learning styles and pathways. They take more responsibility for their own learning and assessment. (ICT is taught to selected students as a subject area at the professional level.)

Transforming

◊ This approach is linked with a school that has used ICT creatively to rethink and renew school organisation.
◊ The focus of the curriculum is now learner-centred and integrates subject areas in real-world applications.
◊ For example, students may work with community leaders to solve local problems by accessing, analysing, reporting, and presenting information with ITC tools.
◊ Learners access to technology is broad and unrestricted.
◊ They take more responsibility for their own learning and assessment.

ABOUT TEACHERS

Integrating

Teachers integrate ICT in all aspects of professional life, to improve the learning and management of learning processes. ICT enables them to become active and creative teachers, able to propose and manage the learning of students, integrating a range of preferred learning styles and uses of ICT in achieving similar goals. This approach often involves teachers integrating different knowledge and skills from other subjects easily into project based curricula. Teachers use multimedia themselves or have it used by the students to present their learning. They belong to web based professional development groups to improve their practice and experiment with different pedagogy to maximise the impact of ICT on learning and the management of learning.

Integration of ICT into a school needs (as in all other areas) human resources to support users work and needs. Hence, there must be experts or specialist teachers who will spend a
great amount of time acting as «resource persons» or ICT co-ordinator. Without this human support, integration will not take place, whatever good the other factors are allowing ICT use and integration.

Sometimes this person is also the one who actually teaches informatics at a lower or advanced level. But this task can also be taken care of by another teacher. Also, the more specialised ICT curriculum Units in vocational education will be taught by specialised teachers. We do not fully describe the demands for actually teaching the subject informatics or vocational ICT subject, because that would lead to vast description which also depend very much on legislation and curriculum objectives in the different countries.

Here we will elaborate on the more essential role of the «resource person» or ICT co-ordinator.

These are requirements for this person:

- to collaborate with the management and administration.
  - to be precise, in agreement with the management, their role, availability, and modes of intervention according to act to.
  - to regularly inform the management about the progress of activities and projects to come.
  - to spread out the results of the experiments undertaken inside and outside the school.
  - to develop a global reflection on needs and on means, about ICT support to teaching and learning.

- to be responsible for the policy towards technical infrastructure.
  - to be responsible for the availability and usability for computers and networks.
  - to be the intermediate person between school and hardware or software providers or between school and other educational institutions.

- to support teachers in integrating ICT to their own practices.
  - to propose lines of development for integration of ICT: to suggest, to show examples, to give appetisers to use ICT.
  - to help teacher to be trained, in accordance to their needs and demands by proposing training resources, by assuming training sessions and by making possible the sharing of knowledge and experiences between teachers (on the basis of their personal competencies).
  - to accompany sometimes teachers during their courses inside the classroom, to secure them and to support them.
  - to help teachers to become more and more autonomous when faced with troubles and failures of ICT systems.
  - to support the emerging successes coming out of team projects using ICT.

- to give support to team projects.
  - to help teams to make their project more precise (to show what is possible, to put limits, ...), to allow each teacher, member of the team, to express his own project in agreement with team project; to help the team to specify training needs.
to help with the planning and the schedule.
o to help with implementation; to bring resources or even to take part to the realisation.
o to cope with the relations between teachers in the team: to make sure that individuals agree with team project, to manage
o the conflicts inside the team.
o to help the team to evaluate process and results: to schedule the moments of evaluation

- to promote ICT uses inside the school and to facilitate these uses.
o to develop and support e-mail uses, to bring communication solutions through intranet.
o in agreement with users, to discuss and to set up the procedures for accessing and using ICT resources.
o to organise the ways that resources can be accessed and used by teachers and pupils.

- to support some specialised pupils activities with ICT.
o without taking the place and without playing the roles of other teachers, and in agreement with these teachers, to help pupils faced with special problems in using technology.
o to organise special training sessions, gathering pupils and teachers, for discovering advanced features or tools.

- to go on with his own professional development
  o to get the new technical and pedagogical competencies needed because of technical evolution and changes inside school organisation.
o to communicate and exchange experiences with other ICT co-ordinators, including ICT tools uses.

Transforming

Teachers and other school staff need to be convinced of the value of ICT personally and professionally. The above approaches are not a necessary hierarchy, they are intended to illustrate the approaches to ICT confidence and competence that many teachers go through, before they begin to transform their practice and the learning of their students.

Integration is leading to transformation, the teachers and students will expect a continuously changing pedagogy designed to meet their personal learning objectives, at the same time as the teacher will also be expecting to be supported as they develop their pedagogy. The anxiety of the teacher will no longer be the technology, it will be the understanding of learning processes.

- To learn **HOW** to use ICT tools and to be able to make use of them in different disciplines; this implies: general or particular applications of ICT in the different matters. These are linked with the «**Applying**» approach in ICT development.

- To understand **WHY** and **WHEN** to use ICT tools in achieving a project; this implies: to be able to recognise situations where ICT will be helpful, to choose the
appropriate tools and to combine them for solving real problems. These are linked with the «Integrating» and «Transforming» approaches in ICT development.
MODULE 1: WHAT ICT MEANS - INTRODUCTION (WHAT IS THIS DISH?)

Objective:

This module provides an introduction to the ICT. In particular is referred to the technology development as well as to the computer presentation - computer functions.

Students will be able to:

- Learn the computer parts
- Learn some of the computer functions
COMPUTER PRESENTATION

Objective:

This unit provides a brief introduction to computer hardware and software so that students will have basic understanding of how computers operate. After this training unit, the student will be called a single computer user and will have the basic knowledge in order to apply all those things that will learn.

Students will be able to:

- Learn what is computer - hardware and software of computer
- Identify the main components of the hardware (i.e. CPU, input devices, output devices and storage devices)
- Understand how operate each component of the hardware

BASIC INFORMATION

The Computer is a collection of devices that function as a unit and give us the possibility of executing various works (typing, classification, painting, drawing, calculations, communication etc.) that we needed in our daily activities. The elements that comprise a Computer are: the **hardware** and the **software**. The hardware is the individual exterior devices, as the screen, the keyboard the mouse, the computer unit (CPU) etc. In other words, hardware is several devices for handling input and output. The software is a) the programs that tell the computer what to do and b) the data the programs will use. Below is an introduction to the various parts that are put together to make up a computer. In particular:
COMPUTER STRUCTURE

**MONITOR:**

The Monitor or VDU (visual display unit) is used as the ‘interface’ between the person and the computer (ie. The microprocessor inside the unit). It displays all the software so that it can be used.

**COMPUTER UNIT:**

The computer unit is looked upon as the main part of the computer. It contains the main components including the processor, memory and graphics card.

**KEYBOARD:**
The Keyboard is the primary input device used to communicate with the computer. A computer keyboard closely resembles a conventional typewriter keyboard with the addition of numerous keys that are used specifically for computing functions.

The most important buttons and their operations are described in the following table:

<table>
<thead>
<tr>
<th>Button</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Esc</td>
<td>Push this button in order to cancel an energy</td>
</tr>
<tr>
<td>CapsLock</td>
<td>Pushing this button a time you can write continuously with CAPITAL LETTERS. In order to return in the un-capital letters, push this button again</td>
</tr>
<tr>
<td>Shift</td>
<td>Pushing continuously this button with one finger of hand, you can import (using another finger) the symbols that are found on part of certain buttons, or even import capital letters</td>
</tr>
<tr>
<td>Alt</td>
<td>This key is only used in combination with certain buttons of keyboard (for example, if you push simultaneously Alt+Spacebar, then it is presented the menu of the window in which you work that moment)</td>
</tr>
<tr>
<td>Ctrl</td>
<td>This button is only used in combination with certain buttons of keyboard (for example if you push simultaneously Ctrl+Esc, then it is presented the menu beginning of your computer)</td>
</tr>
<tr>
<td>Button</td>
<td>Description</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Enter</td>
<td>It ratifies a energy and also, using this button you can change paragraph at the typing of text.</td>
</tr>
<tr>
<td>Backspace</td>
<td>You push the button Backspace in programs of treatment text, in order to extinguish characters that are found left by the point of import.</td>
</tr>
<tr>
<td>Ctr+Alt+Del</td>
<td>Push simultaneously and the three buttons for closure of program in case where the computer or any program stops its operation</td>
</tr>
<tr>
<td>Alt+Shift</td>
<td>Push simultaneously the two buttons for change of language (for example from English in Greek)</td>
</tr>
</tbody>
</table>

**MOUSE:**

The mouse is another input device used to point at objects on the computer monitor and select them. Using the mouse and keyboard in combination allows the computer user substantial latitude in how to accomplish a wide variety of tasks.

- Single left click selects an item
- Double left click opens an item
- Right click context menu
- Special drag
DRIVES:

The disk drive holds floppy diskettes. These are normally used to save data/files. Files can be loaded from diskettes. A CD-ROM drive is used to load software. A DVD drive is used to play DVDs including films.

PRINTER

The printer is a device, which undertakes to print in paper the information that you determine and that is found in the computer in digital form.
TEST (Select one answer)

1. Who are the basic parts of the computer?
   - [ ] The screen and the keyboard
   - [ ] The screen, the keyboard and the computer unit
   - [ ] The mouse and the computer unit
   - [ ] The computer unit, the mouse, the keyboard and the screen

2. The software is
   - [ ] The programs that tell the computer what to do
   - [ ] The data the programs will use
   - [ ] The programs that tell the computer what to do and the data the programs will use

3. In order to change the text language, users have to push simultaneously:
   - [ ] Alt+Shift
   - [ ] Ctrl+Shift
   - [ ] Caps Lock+Ctrl

4. The hardware is several devices for handling input and output.
   - [ ] True
   - [ ] False
5. The computer unit is the main part of the computer
   - True
   - False

6. When users push the button Esc then cancel energy
   - True
   - False
FUNCTIONS (POSSIBILITIES)

Objective:

This unit is referred to the basic computer functions – possibilities about a student have to be informed.

The students will be able to:

➢ Learn about the basic computer functions

Basic Information

These days, employers require employees to accomplish many of their normal, daily duties by way of computers. So, lots of jobs require basic computer user skills. For example, many corporate employees use computers to perform one of more of the following tasks, regardless of their job titles.

- Log on to workgroups
- Communicate by email
- Compose documents
- Provide budget input
- Enter database information
- Create presentations
- Plan projects
- Download company forms
- Make benefit choices
- Preserve (back up) important data

While a computer is the central piece of furniture in many an employee's office, these tasks don't really comprise "computer jobs" per se. Rather they are a big part of traditional jobs that now require basic computer user skills to perform them more efficiently. For example,

- A project manager needs to know traditional planning techniques, but likely also needs to know how to efficiently operate a software application that helps schedule, organize and analyze tasks, deadlines and resources.
- An administrative assistant needs traditional typing, grammar, spelling and formatting knowledge to compose business letters for the boss, but now needs to be proficient with word-processing software, too. For that matter, many employees must compose documents of some sort with word processors.
MODULE 2: BASIC STEPS IN USING THE COMPUTER

Objective

Students should be able to use a word-processor skillfully and intelligently to produce various readable and structured documents for several disciplines.

Sub-objectives

Students should be able to:

1. produce a readable document;
2. produce a structured document;
3. produce documents for various purposes;
4. discuss the advantages and disadvantages of a word-processor in a variety of settings;
5. make informed decisions as to whether a word-processor should be used for a given task.

The objective is not to train a qualified typist or secretary, but a knowledge of word-processing and keyboard skills is an advantage when seeking employment.

Content

Students should first learn how to use a word-processor under the supervision of a teacher who should demonstrate and emphasize how easy it is to use. Students should start by typing in simple, but meaningful exercises. They should know how to use the various features (e.g. bold, italics, underline, justified margins, centring, superscript, subscript, fonts, headers and footers, tables, replace text and insert data) provided by a word-processor and be able to use additional utilities such as spell templates, checkers, grammar checkers, dictionary, thesaurus and merge facilities.

Learners should be able to use a word-processor independently to produce various documents which are readable and structured in a most presentable form. They should also be able to make informed decisions about whether or not using the word-processor for a certain task is the most efficient method.

Teachers may initially create simple exercises such as sample documents on disks, and require students first to open, modify and re-save files; then to progress to more difficult exercises such as use of headers, footers, dictionary, thesaurus, spelling and grammar checkers.
2.1 USING THE COMPUTER

Objective:

This unit is aimed at teaching students how to use a computer system so that they can use the system competently to achieve their tasks.

Students will be able to:

- Learn how to open the computer
- Learn how to close the computer
- Be familiar with the desktop

2.1.1 OPEN & SHUT DOWN THE COMPUTER

The opening of computer becomes with the push of switch in the computer unit. It corresponds in the push of the switch operation that required for the opening of any device. Then is automatically charged the operating system of Windows.

In order to shut down the computer users should follow the following steps:

- Click on the Start button and select Shut Down
- Make sure that Shut Down is still selected
- Click OK
The main button of the desktop is the **start button**. There are many things that a student can do using this button. For example:
- You can **run programs**
- You can **find Programs or Documents**
- You can **search for folders or files**
- You can use the **settings option**
- You can use the **help option**
TEST (Select one answer)

1. The opening of computer becomes with the push of switch in the computer unit.
   - True
   - False

2. The shutting down of computer becomes with the push of switch in the computer unit
   - True
   - False

3. The shutting down of computer becomes within Start Button
   - True
   - False
2.2 WORD APPLICATION

Objective:

Being able to use a word-processor is necessary in today’s society. Few people use typewriters when a computer provides a better alternative. There are clear advantages of using a word-processor compared to the usual method of writing on paper or typing with a typewriter. Users should appreciate the use of a word-processor and be encouraged to use it for most writing tasks. The objective is not to train a qualified typist or secretary, but the knowledge of word-processing and keyboard skills is an advantage when seeking employment.

Students will be able to:

- Produce a word application
- Apply some basic changes to the word application
- Save a word file
- Make a folder when saving

2.2.1 OPENING A WORD APPLICATION

There are many ways to open a word application:

- Use the start button, then select Microsoft office, and finally select Microsoft word
- Use shortcut on the desktop

2.2.2 FORMATTING A WORD APPLICATION USING BARS

TITLE BAR:

This bar is referred to the title of the program. In this case, the program is called Microsoft Word.
**MENU BAR:**

This bar presents the menu of the file. A user can use each drop-down menu for different works.
You can either use your mouse and click on the word to open the drop-down menu or use the shortcut key by pressing and holding down the Alt key + the letter that is underlined in the menu bar.
Example: Alt + F will bring the File drop-down menu

**STANDARD TOOLBAR:**

On the standard toolbar a user can click on the icons to perform functions.
1. New document
2. Open file
3. Save file
4. Print file
5. Print preview
6. Spell check

**FORMATTING TOOLBAR:**

This bar gives the opportunity to format a text. In particular:
1. Change of the text style
2. Change of the text font
3. Change of the text font size
4. Make a text bold
5. Make a text italic
6. Underline the text
7. Change the text alignment (left-center-right)
2.2.3 SAVING A FILE

This section describes the essential steps in order to save a file

1. Click on File
2. Highlight Save As. Press Enter
3. Specify the correct folder in the Save In Field
4. Name your file by typing a file name in the File Name field
5. Click on Save

You can also use the Save icon on the Standard tool bar

**Note:** there is a difference between Save and Save As

Save – overwrites or updates the file you are working in
Save As – Allows you to change the name of the file and / or the location of
the file, but will work the same as “Save”.

2.2.4 MAKING A FOLDER WHEN SAVING

Click this icon to open up the folders

Click this icon to go up one tier

Click this icon to create a new file folder

2.2.5 OPENING A FILE WHICH ALREADY EXISTS

This section presents the instructions in order to open a file

1. Click on File on the menu bar

2. Find the file name you want to open
   a) Look for the drive letter, folder and file name
3. Highlight Open. Press Enter
4. Click on Open
Another way to open a file is the use of the right icon on the Standard Tool Bar.
MODULE 3: COMPUTERS AND COMMUNICATION

Objective

Students should be able to demonstrate an understanding of how you can communicate with the computer on-line with sources of information as well as with other people using the network.

Sub-objectives

Students should be able to:

1. show understanding for the way you can communicate, exchange (and collaborate) within a ICT-network;
2. send and receive messages and documents by using e-mail facilities;
3. retrieve information by navigating, searching and selecting information from the Internet (the World Wide Web, WWW);
4. be critical about the quality and acknowledge the ownership and privacy aspects of the information;
5. send, receive, read and print faxes using a fax-modem and an appropriate software tool.

Context

With the increasing use of the Internet it is necessary that learners have a clear but critical understanding of the possibilities of the World Wide Web (WWW).

Content

Students should understand the various means of electronic communication such as electronic mail, ( chatting and mailing list), use of Internet and the World Wide Web, faxing with the computer and modem; and should be able to make critical and conscientious choices for the information they want to gain.

Methodology

searching for information, e-mailing.
3.1 USE OF INTERNET- SEARCH MACHINES

**Objective:**

This unit gives a brief introduction to the Internet and search machines so that a user will be familiar with the environment of Internet and take advantage of its services.

**The students will be able to:**

- Learn what is internet
- Learn how to enter in internet
- Learn the internet services
- Learn what search machine is

**USE OF INTERNET**

Internet is a mesh from millions connecting computers, which is extended almost in each point of planet and provides its services in millions users, independent from the space and the time.

In order to open the Internet, a user selects the start button, and then double clicks on Internet. The Internet gives the possibility of access in news, information and bases of data in world scale. Also, it allows the use of many and different applications, that aim at the communication, as the electronic post (e-mail).

The Internet technology provides information that includes text, sound, static and moved pictures, even video.

With the use of navigation program that is called browser, the information is presented in form of web pages. The most famous browsers are Netscape Navigator and Internet Explorer. The web page is a document in the Internet that includes information in many forms: text, picture, sound, video etc.

The browser in order to locate the information, each web page has one and unique address in the Internet that is named URL (Uniform Resource Locator). For the URL are only used Latin characters and its form in the Internet is usually as the follow: www.name.country. For example, the Ministry of Growth URL is www.ypan.gr, where «www» is reported in the World Wide Web, «ypan» is the Ministry of Growth abridgement, and «gr» is referred to Greece.

The last part of URL for some countries:
SEARCH MACHINES

Search Machines are machines that have only one task: to offer information about everything a user needs.

3.2 HOW TO USE SEARCH MACHINES

Objective:
Understanding a user what is the search machine, it’s time to learn how to use a search machine, and how to save the essential information that is offered.

The students will be able to:

- Learn the most common search machines
- Learn how to use a search machine
- Learn how to save the information

3.2.1 HOW TO SAVE THE INFORMATION

In order to use a search machine, a user has to enter in web pages such as www.google.com or www.in.gr where will find a text box that is called search machine. In this text box, user has to type some key words of the information so that the search machine finds all relative texts that a user requests. These texts could be in several forms, for example a word file, a power point file e.t.c

Opening each file, user should read the text that appears in the screen and should select the part of the text, which is relative to his requirements. Then a user has to select and copy this text in a word file, and make it saved executing all the necessary steps. If a user needs all the information from a file, then must save the file in one location (see module 2).

3.3 COMMUNICATION AND COMPUTERS

Objective

This module is referred to the means of electronic communication such as the electronic mail (e-mail) concerning the possibility to Send and receive messages and documents by using e-mail facilities.

Students will be able to:

- Learn how to write and send an e-mail message
- Learn how to attach a file to an e-mail message

3.3.1 WRITE AN E-MAIL MESSAGE, SEND IT NOW

Type few letters of the person's name in the To or CC (for carbon copy) lines, and then Outlook Express automatically supplies the full address from the address book.
1. Click the **Create Mail** button.

   ![Create Mail button](Image)

2. In the **To** box, type the first few letters of the recipient's name as shown below. When Outlook Express proposes the name that you want, press the **Enter** key.

   If the name isn't in the address book, type the complete e-mail address. Capitalization doesn't matter, and there should be no spaces in the address.

   3. Repeat step 2 for each person you want to send the message to, separating names with a comma or semi-colon.

4. To send copies of e-mail, follow steps 2 and 3 above in the **CC** box as shown below for each person who will get a copy.

   ![To and CC fields on a new mail message](Image)

5. Type a brief subject for the message as shown below.

6. Click in the message area, and type the message as shown below.

7. Click **Send** as shown below.
If Outlook Express asks for confirmation of any name, click the correct name in the Check Names box, and click OK.

E-mail message subject and body, and Send button.

**Protect the privacy of the recipients' e-mail addresses.** The polite way to send e-mail to a large group of people—a change of e-mail address, a joke, and so on—is to put the recipients' names in the BCC (blind carbon copy) line. Names and e-mail addresses in the BCC line are invisible to everyone who receives the message; when a recipient opens the message, only the sender's name appears (in the To line). If the BCC line isn't visible, on the View menu, click All Headers. Then follow the instructions in step 2 above to add names to the BCC line.

### 3.3.2 WRITE AN E-MAIL MESSAGE – SEND IT LATER

You can compose e-mail while the computer is disconnected from the Internet.

Follow the steps in the Write an E-Mail Message, Send It Now section above.

When click Send, Outlook Express let you know that it’s storing the message in the Outbox—it’s in the Folder list—and then send it automatically when you go online.

**Save e-mail.** Outlook Express also automatically saves messages as you write them, so if the computer shuts down unexpectedly, the messages will be waiting for you in the Drafts folder. But for extra safety, it's not a bad idea—particularly for an important message—to save the e-mail message as you write. To do this, click Save, on the File menu.

### 3.3.3 SEND AN E-MAIL MESSAGE IN A HURRY
If Outlook Express doesn’t send the e-mail messages as fast as you would like, there is a solution to the problem.

Click the Send/Recv button.

Outlook Express immediately sends all messages in the Outbox (and retrieves any messages from the Internet service provider).

Send/Recv button on Outlook Express toolbar

3.3.4 ATTACH A FILE TO AN E-MAIL MESSAGE
It's easy to attach files to e-mail—a picture of the new baby, a document, a file, etc. It's rather like paper-clipping something to a letter.

1. In your message, click the **Attach** button.

![Attach button on e-mail toolbar](image)

2. You have to browse until you find the file that want to attach as shown below.

3. Click the file, and then click Attach as shown below.

   If you want to enclose more than one file, repeat steps 1 through 3.

![Attachment box](image)
4. Finish the message, and click the **Send** button.

![Attach field showing attached document](image)

**TEST (select one answer)**

1. In order to open the Internet, a user selects the **start button**, and then double clicks on **Microsoft Word**.
   - True
2. The Internet technology provides information that includes text, sound, static and moved pictures, even video.
   - True
   - False

3. The most famous browsers are **Netscape Navigator** and **Internet Explorer**.
   - True
   - False

4. The web page is a document in the Internet that includes information in many forms: text, picture, sound, video etc.
   - True
   - False

5. Each web page has many addresses
   - True
   - False

6. The name of web page address is called
   - URL
   - RUL
   - LUR

7. The URL form usually as the follow
   - www.country.name
   - name.www.country
   - www.name.country

8. In the following address **www.in.gr**, “gr” is referred to:
   - Italy
   - Greece
   - Germany

9. The web page **www.google.com** is one of the most famous search machines
   - True
   - False

10. In order to create an e-mail message, the short way is:
    - Start button - Microsoft Outlook – Create e-mail
    - Start button - Microsoft Outlook – File - New – Mail Message
11. In order to attach a file to e-mail: In the message click the Attach button- 
browse until you find the right file - Click the file, and then click Attach
☐ True
☐ False

12. A user can attach only one file to each e-mail message
☐ True
☐ False

13. In order to send e-mail message Click the Send/Recv button.
☐ True
☐ False

HISTORY OF ICT - SOCIAL AND ETHICAL ISSUES

Objective
Students should be able to understand the social, economic and ethical issues associated with the use of computers. They should be able to explain the current situation and trends in computing against the background of past developments.

**Sub-objectives**

Students should be able to demonstrate an understanding of:

1. the benefits and drawbacks of computer use to society in general;
2. the economic advantages and disadvantages of the use of computers;
3. the ethical questions which have arisen as a result of computer use with respect to privacy aspects, copyright issues and computer viruses;
4. the current situation and trends in computing against the background of past developments in:
   a. hardware;
   b. software;
   c. operating methods.

**Content**

Students should understand the key stages in the evolution of computers over the years. This may be looked at from the following points of view: early history (weaving, calculating machines, code breaking); CPU development (improvements in speed and power versus decrease in price, size and energy consumption); input devices (developments from punched cards to mice and speech recognition); output devices (from teletype to video display unit); and storage devices (from punched paper to hard disks); software (from changing the wiring to user-friendly software tools); text and document processing (leading to the «paperless office»); and operating methods (developments from batch processing and time-sharing to local and wide area networks, multi-tasking and distributed processing).

Students are expected to understand basic concepts such as computer crime and fraud, equity, intellectual ownership, privacy of information, links between automation and unemployment, and computer security (theft, hacking, viruses).

**Methodology**

Discussions; student-based research;

Visits to facilities with earlier and recent computer hardware.
СОCIETY’S PROBLEMS

http://www.att.com/education/lcguide/sp/sp.html

The project

Students get the opportunity to explore problems that confront their community and to work for solutions.

Methods

Teamwork and network of classes.

Communication

Students use email or real contacts to exchange information with other classes and with residents.

Social issues

Students learn about citizenship related to the projects’ subjects.

More to be found in «Learning Circle»


other projects based on a full module course in ICT skills