

# PART ONE

## INTRODUCTION

## Session Map Notes

I have divided the Sessions into groups so as to:

- Keep related subject matter together
- Keep audiences together so as to make teaching and presentation easier
- Enable expansion (ie. adding sessions) of that subject area easier.

### Rationale

It is anticipated that the Session Map(s) will be given to Participants so that *they* may choose the part that best suits their interest. Participants are to follow the arrows and may exit at the end of any Program and return to the followed path at a later time.

Once a Participant enters a Program they must finish it.

The Programs paths are deliberate so as to build on the skills of previous sessions to provide a complete education. For example, GCU1, GCU2 and F&F should be completed before Program 3 because Program 3 relies heavily on folder structures and file type knowledge in its presentations.

Another example is the necessary completion of the PowerPoint session, so as to gain the concepts of manipulating objects on a virtual slide or screen and that these objects typically have attributes that can be changed.

Also, should other agencies within the University contribute session(s), they can be tailored for a “pre-prepared audience” who have at least *some* computer related skills.

### Subscript Codes

A: All/Anyone

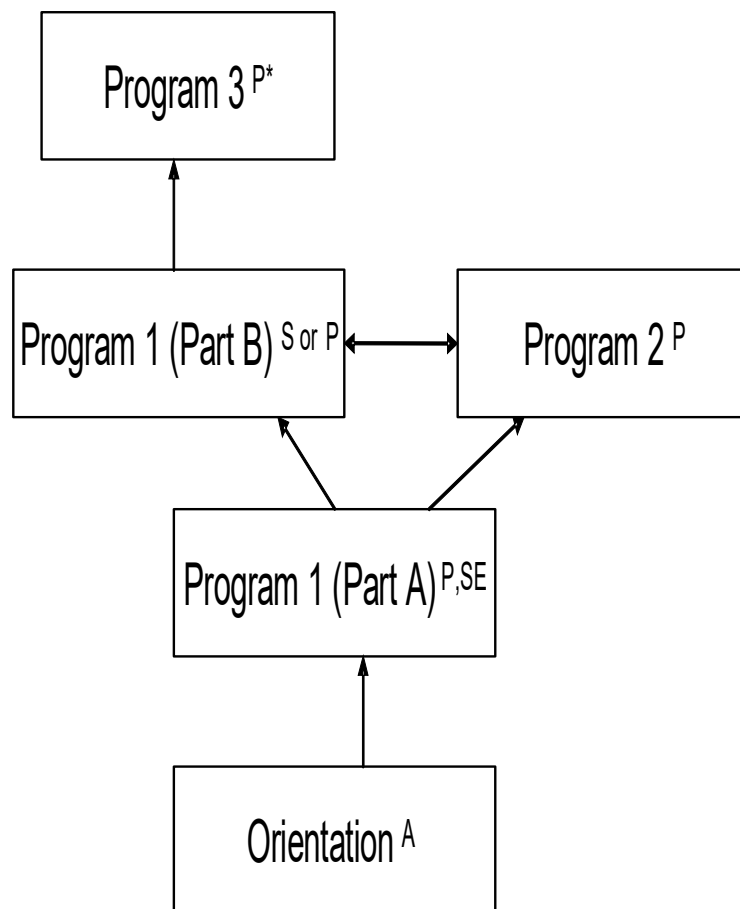
P: Members of the Public only

S: New or existing Curtin students only

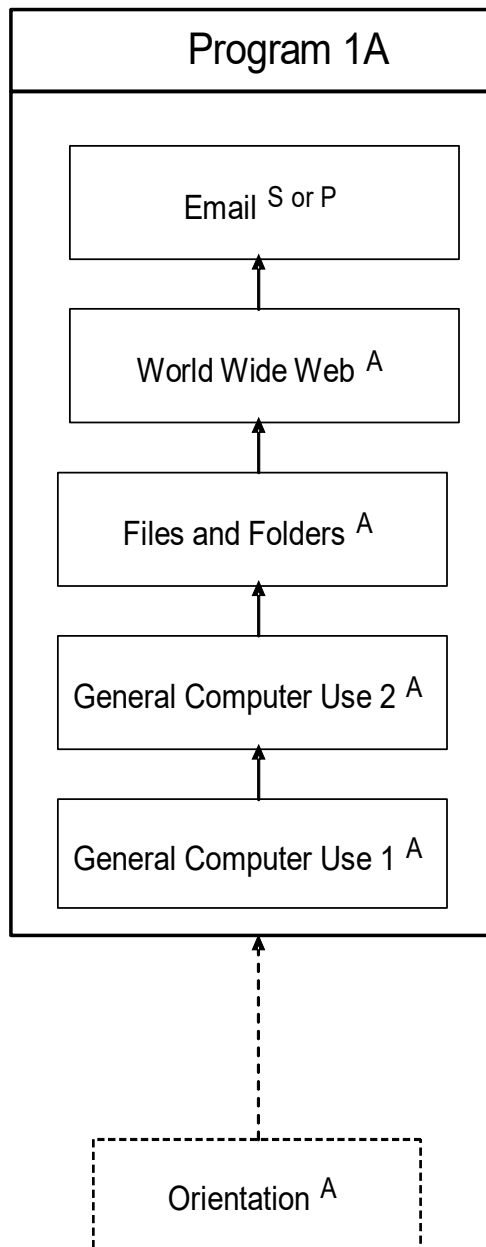
SE: Student Equity groups (as identified by START and/or Curtin Equity Team).  
However I would suggest such groups as the Mature-Aged, Internationals,  
Alternate Pathway and other Equity groups

\*: These sessions have yet to be written up, so they have the status “further ideas” for the moment. Given some time before overall commencement, they will be completed.

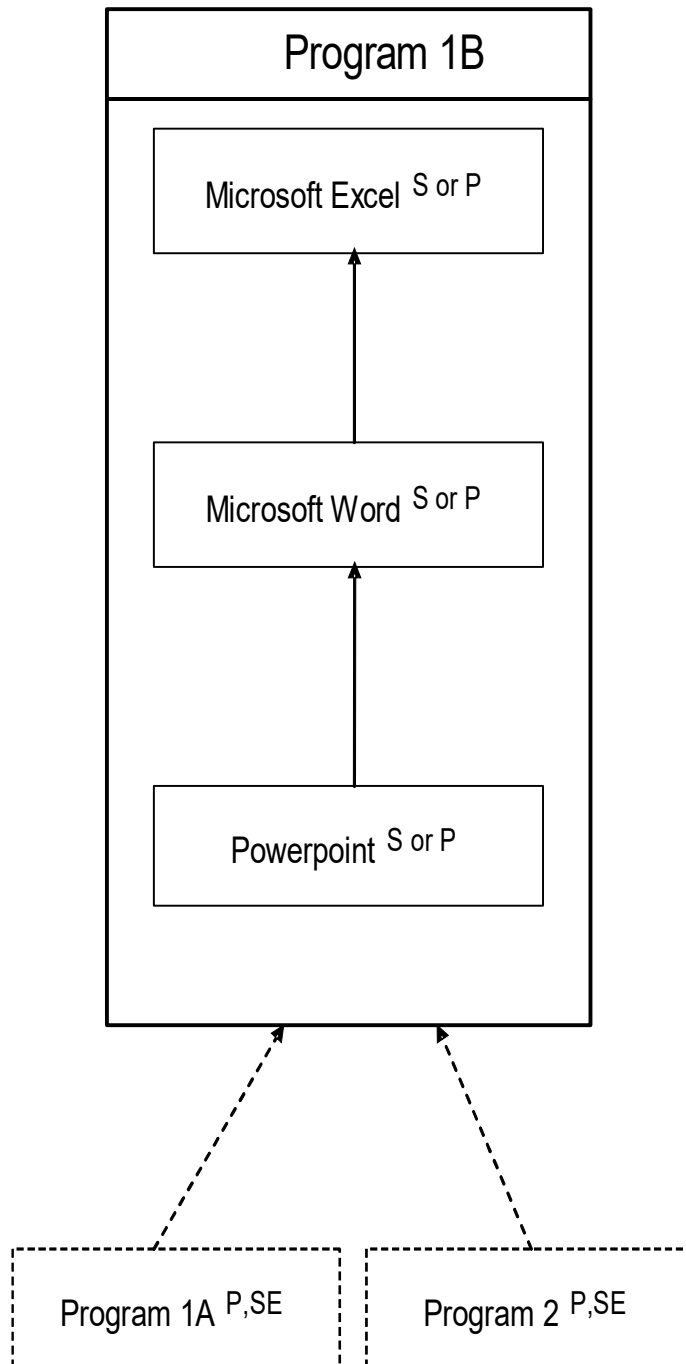
## Session Map At A Glance



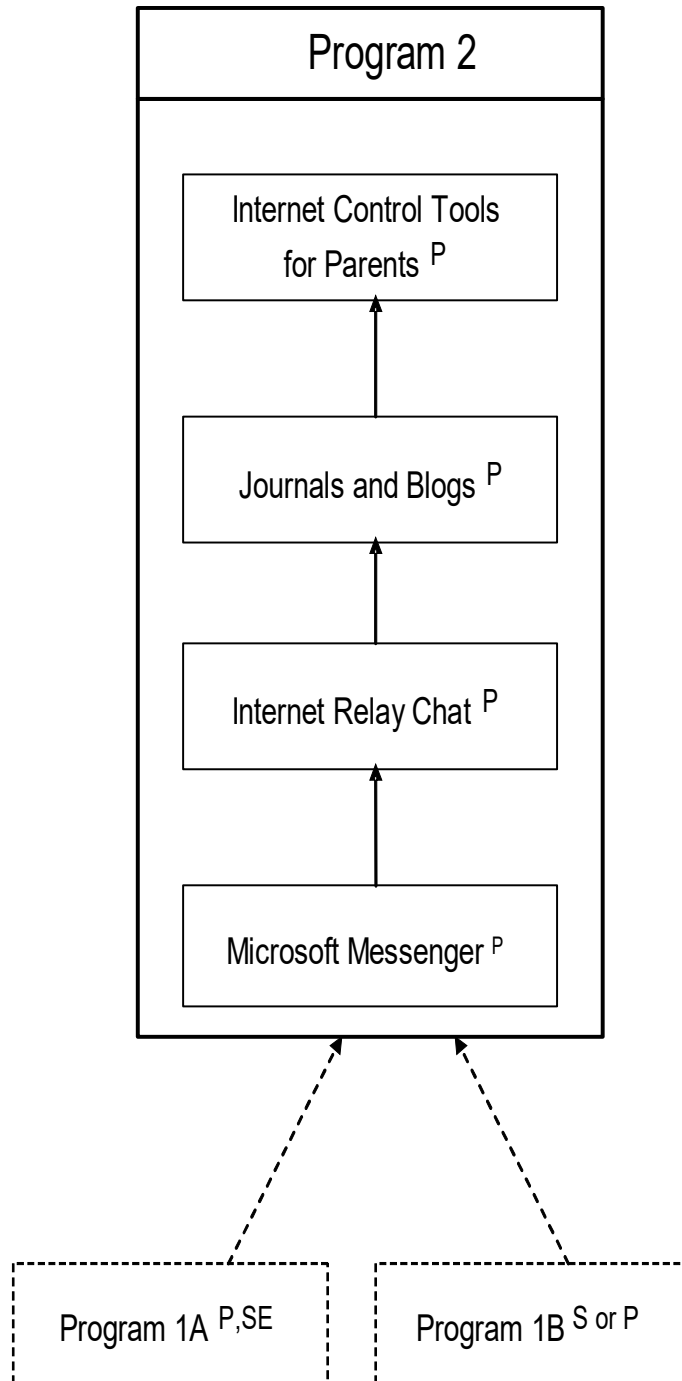
## Session Map - Detailed



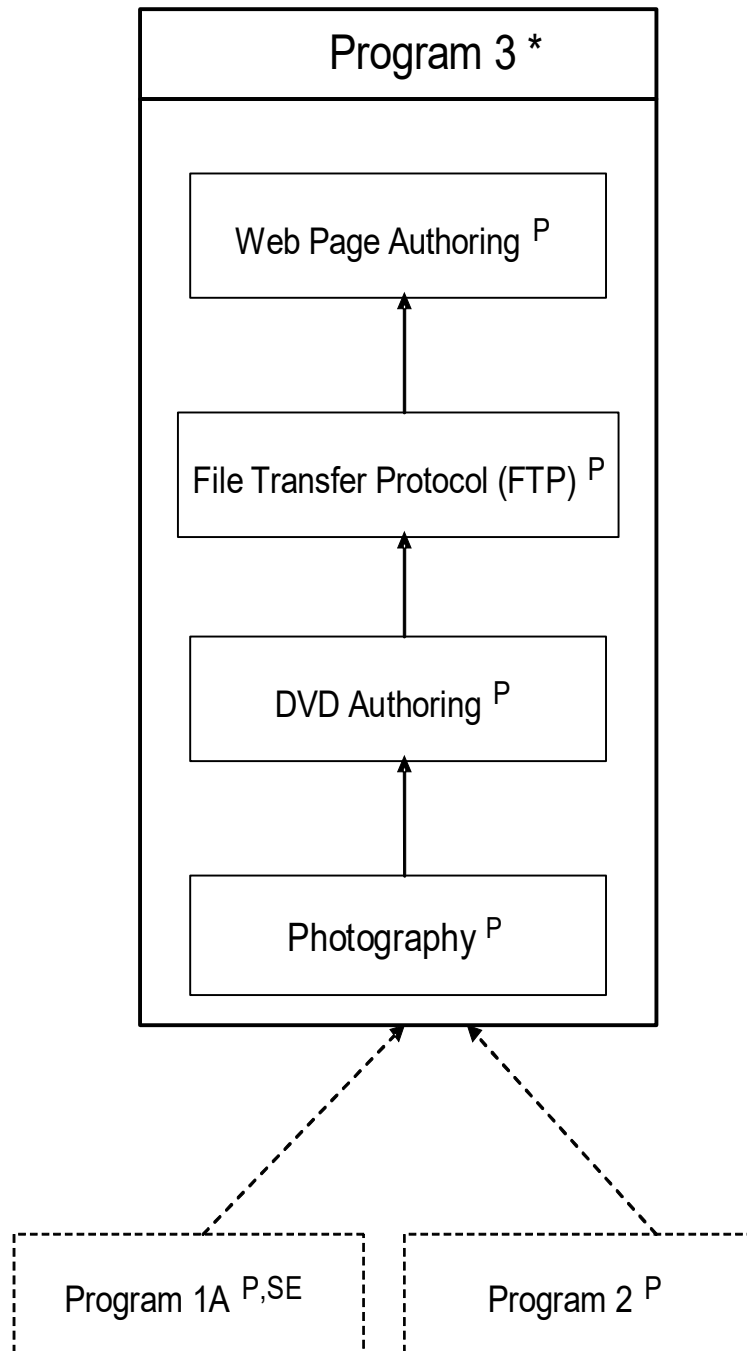
## Session Map - Detailed



## Session Map - Detailed



## Session Map - Detailed



## Support Requirements

### Logistical (Learning Environment)

It is anticipated (in fact formally requested) that the appropriate learning environment (and its accompanying resources) be provided. It is suggested that a centrally located teaching room in a well known place be set aside for the workshops. The library Training Rooms may be a candidate location that could be considered.

As such, I may have a need to make use of *any or all* of the following resources:

- A Multimedia Projector (and computer!) to allow me to ‘throw’ the image of what is on the computer monitor onto a flat screen or other flat, smooth area (eg wall) I would prefer a room where the projector is already available.
- The appropriate logistical computer access to the machines and the Internet. I ask that this include consideration of specific requirements that may arise. For example, YouTube video displays require a specific version of Flash to be available. Another example is the availability of the Messenger *application* (as apposed to the Messenger *interface*).
- Other logistical resources as appropriate. (Such things as *reasonable* photocopying, printing and mail support to deliver associated materials).

My experiences (with previous groups) have established that 10-12 participants is the viable maximum in any one group. Beyond this number, the effectiveness of the sessions gradually diminishes.

It is my professional recommendation to ask for no more than this number of participants in any group.

### Other Logistical

As a result of various experiments and close examination of various copyright issues<sup>1</sup> I have discovered:

- Software (introduced from an external source) cannot be installed
- Typical software copyright notices forbid the distribution and installation of (external) software, but *some* software can be distributed under the terms of the GNU General Public License<sup>2</sup>

Thus, it is intended to produce a CD of software (permitted under the Licence) for participants use.

This is not currently a major issue because the IRC client I will be using will not be distributed via a CD (in violation of its licence), instead will be downloaded and installed by participants when required. Messenger will be obtained and installed on a removable storage device (as an exercise) by participants thus adhering to *its* license.



## Information Technology (IT)

As a part of the entire experience it is requested that Participants receive access to the following resources.

### IT Resources

- Login Access

Participants would have the ability to login on demand to Personal Computers (PC's) to use the functionality provided by them. This would typically include access to the Windows XP Professional Operating System, Office and other miscellaneous software.

- Internet Access

This would involve participants being able to use the Internet on demand for the life of their access.

This would be of particular importance to those persons that ordinarily wouldn't have access to the Internet. This could include various minority groups and financially disadvantaged.

- Email

Participants would be given an email address for the life of their access.

Internet access and the ability to use email would typically be sufficient for some participants who choose not or are not able to use the greater Internet resources.

Thus it is suggested that participants be given an "External" role in the Jet system.<sup>2</sup>

So as to avoid possible IT Policy breaches and to provide further necessary resources to me, I request an "External" or "Staff" role in the Jet system.

I request an "External" or "Staff" role in the Jet system:

- to avoid possible technical IT Policy breaches
- to provide further necessary resources to me (eg. Access to wireless access [and the software resources thereof], etc)
- to cover a "gap" in Access to Novell (log into computers) and Wireless between approximately the 15<sup>th</sup> May and the beginning of Semester 2 due to my current enrolment status.

1. <http://copyright.curtin.edu.au/>

Accessed 9/4/09

2. <http://www.squiz.net.au/mysource-matrix-cms/licencing/GNU-General-Public-Licence>

Accessed 9/4/09

3. <http://cits.curtin.edu.au/internet/jet.cfm>

Accessed 2/4/09

## PART II

### WORKSHOP DETAIL

## Program 1 Rationale

As the influence of Information Technology (IT) increases, equipping citizens with the computing skills necessary to keep up with this influence becomes a challenge. People need the tools to be able to interact with, and use these technologies efficiently or else risk falling into the 'technology gap'. It is almost expected that people have a basic understanding of information technology and its related functions. Therefore there needs to be, at some point, the opportunity for citizens to be skilled with the basic technologies and skills for efficiently communicating using the Internet.

Currently the demand for basic Internet and computer education is not sufficiently fulfilled. Being that there is the potential for a global market of IT skills, there is then an enormous demand by society for these skills to be supplied to a population.

It is only when all people have the opportunity to access information and experience for themselves the power of direct communication through digital technology that we can say we have fair and equal access to online education and all that it brings both socially and economically.

This Program aims to provide a broad introduction to the most common tools that would be used by citizens in their day-to-day interaction with IT.

Some Participant groups for this Program include the Mature Aged, various Equity groups and members of the International community.

## Rationale for Section A

I have chosen to place the Orientation Session first in order to give participants:

- Information about upcoming sessions, the philosophies of the whole exercise and a chance for them to give feedback as to what they want to see (in upcoming sessions) and do (in terms of the session path. This particularly relevant for the public participants.
- Give *all* participants a short tuition on the systems and facilities of Oasis, which includes email.

At the very least this will be useful for public participants, but it could be extended to new students if relevant and appropriate. I am making the assumption that the non-student participants will have Oasis access and Novell login rights. (See Support Requirements for more information)

- Any other ‘housekeeping’ and informational matters.

I have found (in previous experiences) that there are misunderstandings as to what an Operating System (OS) is and does. These misunderstandings range from the OS merely being an *interface* to an underlying *Disk Operating System* (as it once was with Win3x) to the Operating System being incidental to an overlying interface (as it could argued with X-Windows) or anything in between.

I intend not to get into semantics in the General Computer Use (GCU) sessions but simply give tuition about the Operating System (in whatever incarnation), the hardware and the peripherals of the system at hand. I believe I have written the Plans generically enough to be applies to any practical computing platform. For example, all computing platforms must have a user interface (and its accompanying “desktop”), some type of permanent storage device (whether this be an immediate, networked or removable device) and the *objects* that the platform (or user) manipulates to get constructive things done.

I believe discussion of files and folders and their relationship to the computer platforms’ operation is, and will be, critical in future sessions.

Manipulation of files according to their *file type* is paramount in all computing systems.

Such concepts as the *association* between file type and application, logical (file) structures and how all this fits together will be examined.

Thus, the overall priority of this group of sessions is to have participants:

- Become familiar with the most common (and commonly *used*) elements of an Operating System and accompanying applications
- A set of broad (base) skills which then can be built upon in later sessions
- Gain confidence in using personal computers and their applications which they can take away even if they choose to exit at the end of this program.

## Session Plan

### Session 1 (of 2)

#### Topic: General Computer Use

##### Session Aims:

The following session will give participants the general knowledge and skills to be able to:

- 'Log in' to the computer at hand (and at will in the future)
- Recognise (and manipulate) ALL aspects of the Windows (XP) Desktop and its icons.
- Change the desktop wallpaper and screensaver options
- Know that a computer stores information (on disk) in a logical structure and be comfortable with the concept of files and folders (only if time permits)

Time (mins)	Key Points and Outcomes
0-10	<ul style="list-style-type: none"><li>• Welcome</li><li>• 'Housekeeping' Tasks:<ol style="list-style-type: none"><li>1. Mark attendance</li><li>2. Review of previous session</li></ol></li></ul>
10-15	Explanation of: <ul style="list-style-type: none"><li>- The Log In process.</li></ul>
15-25	<u>Task 1</u> Participants to Log In. (Presenter to check accounts allocated successfully, etc. Suggest a temporary account be allocated to presenter for use of Participant who can't Log In)
25-45	Explanation of: <ul style="list-style-type: none"><li>- the concept of an Operating System 'desktop'</li><li>- the function of the typical Icons found on a Desktop (My Computer, Recycle Bin, IE icon, shortcuts, etc)</li><li>- the functioning of a mouse (to move and manipulate objects) and when to use, and the functioning of, the left and right mouse buttons.</li><li>- the 'right click' popup menu</li></ul>
45-60 (approx)	<u>Task 2</u> Participants to generally experiment with the icons and the desktop with the intention of the following Exercises <u>Exercise 1:</u> Participants to place icons in different positions on desktop either by mouse manipulation or the Arrange and Line Up menu items on the 'right click' menu <u>Exercise 2:</u> right click and experiment with the other right click menu choices (new, properties, etc)
60-70	

70-80	Break and Coffee
80-85	<p>Explanation of:</p> <ul style="list-style-type: none"> <li>- the concept of the background wallpaper, how it works and its various options</li> <li>- the concept (and philosophy) of the screen saver and its options</li> </ul>
85-95	<p><u>Task 3</u>  <u>Exercise 1</u>  Participants to:</p> <ol style="list-style-type: none"> <li>1. change (at least once) the background</li> <li>2. change the screensaver and adjust the Wait option to 1 or 2 mins and 'see' the screensaver activate</li> </ol>
95-105	<p><u>Exercise 2</u></p> <ol style="list-style-type: none"> <li>1. Participants to 'agree' on the best/worst/loudest backgrounds  Eg. Bubbles (worst) and None (best)</li> <li>2. Participants to change background to a (supplied) image</li> </ol>
105-120	<p>Explanation of:</p> <ul style="list-style-type: none"> <li>- storage devices (hard drive, their network drive, removable media)</li> </ul>
Finish	<p><u>Task 4</u>  Participants to:</p> <ol style="list-style-type: none"> <li>1. copy to/from storage devices as resources allow</li> </ol>
	<p><u>Exercise 3</u>  Misc Q and A, time for practice, etc  Participants to logoff or shut down PC's as appropriate</p> <p>Information on other sessions, etc</p>

## Session Plan

### Session 2 (of 2)

#### Topic: General Computer Use

##### Session Aims:

The following session will give participants the general knowledge and skills to be able to:

- Identify, explain and use the various parts of the Desktop
- Identify, explain and use the Start Menu (and all its items)
- Identify, use and manipulate files and folders as appropriate
- When (and where to find) the appropriate tools necessary to manipulate the above
- Identify, explain and use a floppy disk (or other removable media)
- Copy, (as different to) move and delete a file on a floppy disk or other storage device (only if time and equipment permits)

Time (mins)	Key Points and Outcomes
0-10	<ul style="list-style-type: none"><li>• Welcome back and review of last session</li><li>• Repeat demonstrations of last sessions concepts where required or requested</li><li>• Mark attendance (if appropriate)</li><li>• Explanation of:<ul style="list-style-type: none"><li>- Desktop items (eg. start menu, taskbar, system tray)</li><li>- How to adjust these elements as necessary</li></ul></li></ul>
10-30	<p><u>Task 1</u></p> <p>Participants to:</p> <ul style="list-style-type: none"><li>- Attempt login unaided</li><li>- Generally experiment and be comfortable with the Start menu</li><li>- Locate and identify the icons in the Quick Launch bar (if possible)</li></ul>
30-40	<p><u>Exercise 1</u></p> <p>Participants to:</p> <ol style="list-style-type: none"><li>1. open the Start Menu and locate (1 or more) ‘mystery’ menu item(s) given by me (Advanced: Add and remove menu items)</li><li>2. Move the entire task bar to different edges of screen (if possible)</li><li>3. Demonstrate that they can ‘tell’ the system time (and adjust it if possible)</li></ol>
40-50	Break and Coffee
50-65	<p>Explanation of:</p> <ul style="list-style-type: none"><li>- Concept of (disk) storage</li><li>- What is a file</li><li>- What is a folder</li><li>- Concept that (generally) a disk has a file and folder structure</li><li>- The tools necessary to ‘view’ and manipulate these structures (eg. My Computer [and contents] and Windows Explorer)</li></ul>

70-90	<ul style="list-style-type: none"> <li>- Discussion of what is a floppy disk, correct way to insert into drive, how to access, etc</li> </ul> <p><u>Task 2</u></p> <p>Participants to:</p> <ol style="list-style-type: none"> <li>1. Locate and experiment with above tools</li> <li>2. Locate a file (as given by me) on the hard drive using above tools</li> <li>3. Copy a (random) file from the hard drive (or other) to their floppy disk</li> </ol>
90-115	<p>Wind down / Logout</p> <p>Participants to logoff / shutdown unassisted if able</p>
115-Finish	<p>Discussion of:</p> <p>Further topics, workshops, etc</p>



## Session Plan

### Session Topic: Files and Folders

#### Learning Outcomes

The following session will give participants the general knowledge and skills to be able to:

#### Part A: Introduction to PC Hardware

(~20 mins)

- Be familiar with the *major* storage devices on a PC (namely hard drive, floppy disk, USB Drive). Be familiar with the storage media associated with each of these drives.
- Locate these drives on the machine and via 'My Computer'.

#### Part B: Introduction to the Graphical User Interface (GUI)

(~50mins)

- Name and explain the functionality of the major icons on a typical desktop
- Explain the functionality of the Start Menu, Task Bar, Quick Start Bar and System Tray
- Manipulate *all* aspects of the Desktop including:
  1. Changing Background, Screensaver and Display Settings as appropriate
  2. The icons (moving, arranging, etc)
- Manage (multiple) windows and their functionality (minimise, maximise, close)

#### Part C: File Management

(~50 mins)

- Appreciate *filenames* (changing, naming, etc)
- Determine the *type* of (a given) file and make a reasonable assumption as the appropriate software to open/view that type of file.
- Possible ADVANCED topic: Changing, creating and manipulating file associations
- Determine the difference between files, folders, icons and other types of files (eg. shortcuts)
- Explain what a shortcut is and create a shortcut to *any* file or folder on demand
- Determine file statistics (size, location, etc)
- Familiar with basic units of file size (byte, kilobyte, megabyte, etc)
- Deleting, moving, copying files to different destinations

All times  
approx

Time (mins)	Key Points and Outcomes
0-3	Part A: Introduction to PC Hardware <ul style="list-style-type: none"> <li>• Welcome and Introduction</li> <li>• ‘Housekeeping’ Tasks:               <ol style="list-style-type: none"> <li>1. Mark attendance</li> <li>2. Review of previous session</li> </ol> </li> </ul>
3-7	<ul style="list-style-type: none"> <li>• Explanation of:               <ul style="list-style-type: none"> <li>- Hardware components of a computer system</li> <li>- The keyboard and the major key functions and combinations (eg. Cntrl+Alt+Delete[CAD], Alt-Tab, etc)</li> </ul> </li> </ul>
7-10	<u>Task 1</u> Participants to: <ul style="list-style-type: none"> <li>- Switch on the computer (looking for <i>separate</i> power switches for monitor and computer)</li> <li>- Use CAD successfully to move to the login screen (if necessary)</li> <li>- Alt-Tab to move between window items</li> </ul>
10-15	<ul style="list-style-type: none"> <li>• Explanation of:               <ul style="list-style-type: none"> <li>- Storage devices on a PC</li> <li>- Storage media (what is/look like, etc)</li> <li>- Correct way to insert in to drive</li> <li>- My Computer functionality and its relationship to the storage devices on the PC</li> </ul> </li> </ul>
15-20	<u>Task 2</u> Participants to: <ul style="list-style-type: none"> <li>- Open/close CDROM</li> <li>- Insert/eject floppy disk</li> <li>- <i>Name</i> each device as appropriate (eg. A:, C:, D:, etc)</li> </ul>
20-25	Part B: Introduction to the Graphical User Interface <ul style="list-style-type: none"> <li>• Explanation of:               <ul style="list-style-type: none"> <li>- the concept of an Operating System ‘desktop’</li> <li>- the function of the typical Icons found on a Desktop (My Computer, Recycle Bin, IE icon, shortcuts, etc)</li> <li>- the functioning of a mouse (to move and manipulate objects) and when to use, and the functioning of, the left and right mouse buttons.</li> <li>- the ‘right click’ popup menu</li> </ul> </li> </ul>
25-33	<u>Task 3</u> Participants to generally experiment with the icons and the desktop with the intention of the following Exercises <u>Exercise 1:</u> Participants to place icons in different positions on desktop

	<p>either by mouse manipulation or the Arrange and Line Up menu items on the 'right click' menu</p> <p><u>Exercise 2</u>: right click and experiment with the other right click menu choices (new, properties, etc)</p>
33-40	<ul style="list-style-type: none"> <li>• Explanation of: <ul style="list-style-type: none"> <li>- the concept of the background wallpaper, how it works and its various options</li> <li>- the concept (and philosophy) of the screen saver and its options</li> </ul> </li> </ul>
40-50	<p><u>Task 4</u></p> <p><u>Exercise 1</u></p> <p>Participants to:</p> <ol style="list-style-type: none"> <li>3. change (at least once) the background</li> <li>4. change the screensaver and adjust the Wait option to 1 or 2 mins and 'see' the screensaver activate</li> </ol>
50-60 (approx)	<p><u>Exercise 2</u></p> <p>Participants to 'agree' on the best/worst/loudest backgrounds Eg. Bubbles (worst) and None (best)</p>
60-65	<ul style="list-style-type: none"> <li>• Explanation of: <ul style="list-style-type: none"> <li>- Concept of 'windowed' environment</li> <li>- Window controls (minimise, maximise, close)</li> <li>- Windows can manipulated in other ways</li> <li>- Can manage multiple windows</li> </ul> </li> </ul>
65-70	<p><u>Task 5</u></p> <p>Participants to:</p> <ul style="list-style-type: none"> <li>- Open <i>several</i> windows and manipulate such that a) windows <i>don't</i> overlap and b) can see no background</li> </ul>
70-75	<p>Part C: File Management</p> <ul style="list-style-type: none"> <li>• Explanation of: <ul style="list-style-type: none"> <li>- Filenames have filename and extension parts</li> <li>- Different filename extensions</li> <li>- That each file <i>type</i> is associated with particular <i>application</i> used to view/open file</li> <li>- OPTIONAL: Show Registered File Types List and explain</li> </ul> </li> </ul>
75-80	<p><u>Task 6</u></p> <p>Participants to:</p> <p>Examine a (given) file and write (on paper) its size, <i>type</i> of file, app. <i>associated</i> with that type of file, location, etc</p>
80-90	<ul style="list-style-type: none"> <li>• Explanation of: <ul style="list-style-type: none"> <li>- Files, Folders, ands other types of icons</li> <li>- <i>Where</i> such file is (location)</li> </ul> </li> </ul>

110-115	<ul style="list-style-type: none"> <li>- Shortcuts (what are they, how to create)</li> <li>- File stats/size, other info.</li> <li>- File size terms (kilobyte, megabyte, etc)</li> <li>- Delete, copying, moving, creating files</li> </ul> <p><u>Task 7</u></p> <p>Participants to:</p> <ul style="list-style-type: none"> <li>- Judge if (given) icon represents a folder or file</li> <li>- To write (on paper) <i>where</i> (given) file is</li> <li>- Locate/navigate to file given location</li> <li>- Write (on paper) <i>approximate</i> number of bytes of a given file</li> <li>- Create a shortcut (ensuring <i>where</i> shortcut points to)</li> <li>- Move, delete, copy files</li> </ul>
115-120	Logout and wrap up.

## Session Plan

### Topic: World Wide Web

#### Session Aims:

The following session will give participants the general knowledge and skills to be able to:

- Become familiar with Internet Explorer (IE) browser
- Recognise a 'typical' web page and its elements
- Appreciate the volume of web pages available and the concept of links
- Be comfortable with entering a URL and 'cruising' the WWW
- Search for/on particular topics using a Search Engine
- Narrow down search results using Boolean constraints

Time (mins)	Key Points and Outcomes
0-10	<ul style="list-style-type: none"><li>• Welcome back and review of last session</li><li>• Repeat demonstrations of last sessions concepts where required or requested</li><li>• Mark attendance</li></ul>
10-15	<u>Task 1</u> Participants to: <ol style="list-style-type: none"><li>1. Experiment in turning on/off Quota</li><li>2. Experience WWW with Quota on/off</li></ol>
15-20	Explanation of: <ul style="list-style-type: none"><li>- WWW as a linked resource</li><li>- IE browser and its elements (Tool Bar, Address Bar, Status Bar)</li><li>- Concept of links (and types of)</li><li>- Curtin Home Page (and its linked resources)</li><li>- URL's / Address Bar relationship</li><li>- Book marking miscellaneous pages</li></ul>
20-35	<u>Task 2</u> Participants to: <ol style="list-style-type: none"><li>1. Enter URL's manually</li><li>2. 'Cruise' around the URL Home Pages</li><li>3. Bookmark miscellaneous pages (and return to them)</li></ol>
35-55	Break and Coffee

<p>60-75 (approx)</p>	<p>Explanation of:</p> <ul style="list-style-type: none"> <li>- The philosophy of Search Engine (what is it/what does it do?)</li> <li>- 2-3 Search Engine (pages)</li> <li>- How to search for information on a particular topic (search phrases and results)</li> </ul> <ul style="list-style-type: none"> <li>- How to narrow down these results through the use of appropriate phrases and Boolean functions (eg. The use of “+” and “-“ in a search phrase)</li> </ul>
<p>80-100</p>	<p><u>Task 3</u> Participants to:</p> <ul style="list-style-type: none"> <li>- Pick a favourite topic and look for information on that topic</li> <li>- Experiment with different search terms and boolean phrases (eg. use of “+” and “-“ in searches)</li> </ul>
<p>100-Finish</p>	<p>Q and A, log off, etc</p>

## Session Plan

### Session Topic: Microsoft Outlook

#### Session Aims:

The following session will give participants the general knowledge and skills to be able to:

#### BASIC

- Appreciate and understand what the basic functions and concepts of Email
- Be familiar with the initial interface
- Compose email, reply, and sort email(s) (eg. Delete, move, copy individual emails)
- Create and manipulate email folders
- Use the Search function effectively to search for messages
- Understand the Outlook Filtering system and how to use it to set filtering rules

#### ADVANCED

- Setup ANY TYPE of email software or interface to be able to check email (eg. Mailbox settings, POP account information, etc)
- Know about and how to use alternate ways to check their University supplied email

#### OUTLOOK AS A PERSONAL INFORMATION MANAGER (PIM)

- Using the Calendar function
- Using the Contacts function
- Using the Tasks function
- Using the Notes function

#### BEST PRACTISE

- Use appropriate etiquette when sending and manipulating email messages
- Apply and practise the 'Appropriate Use of Electronic Mail' standard to their email activities

All times  
approx

Time (mins)	Key Points and Outcomes
0-5	<ul style="list-style-type: none"> <li>• Welcome and Review previous session(s)</li> <li>• ‘Housekeeping’ Tasks:               <ol style="list-style-type: none"> <li>1. Mark attendance</li> <li>2. Previous session review</li> </ol> </li> </ul>
5-15	<p>Basic</p> <ul style="list-style-type: none"> <li>• Explanation of:           <ul style="list-style-type: none"> <li>- Outlook (what it is, etc)</li> <li>- Where it is (Start Menu)</li> <li>- Initial interface that they should see (eg. Symbols, initial email(s))</li> <li>- Basic understanding of POP3 email standards and operation</li> <li>- How to compose an email</li> <li>- To, Cc, Bcc, Subject, etc</li> <li>- Body of email</li> <li>- Attachments (how to, size limits, etc)</li> <li>- Concept of draft messages</li> <li>- Email distribution lists</li> <li>- Email Folders and signatures</li> </ul> </li> </ul>
15-20	<p><u>Task 1</u></p> <p>Participants to (ensure they can):</p> <ol style="list-style-type: none"> <li>1. setup Outlook to read their own (university) provided email</li> <li>2. check emails that they have</li> <li>3. Create folders</li> </ol>
20-35	<p>Outlook as a PIM</p> <ul style="list-style-type: none"> <li>• Explanation of:           <ul style="list-style-type: none"> <li>- Calender function (setting appointments, meetings and events)</li> <li>- Contacts function</li> <li>- Tasks</li> <li>- Notes</li> </ul> </li> </ul>
35-45	<p><u>Task 2</u></p> <p>Participants to:</p> <ol style="list-style-type: none"> <li>1. Create a new item in calendar</li> <li>2. Add a new contact</li> <li>3. Create a task</li> <li>4. Create a note</li> </ol>
45-55	<p>Other Unique Features of Outlook</p> <ul style="list-style-type: none"> <li>• Explanation of:           <ol style="list-style-type: none"> <li>1. Reply, Forward, redirect emails</li> <li>2. sorting emails (moving, deleting, etc)</li> <li>3. Blacklist, whitelist (what they are, how they work)</li> <li>4. Email folders</li> </ol> </li> </ul>



55-70	<p><u>Task 3</u> Participants to:</p> <ol style="list-style-type: none"> <li>1. At least set up one email folder</li> <li>2. Place (received message above) in whitelist, blacklist, and into folder created 1.</li> </ol> <ul style="list-style-type: none"> <li>• Explanation of <ol style="list-style-type: none"> <li>1. Search function</li> <li>2. Selecting fields to search for</li> <li>3. Selecting in what folders to search</li> </ol> </li> </ul>
70-80	Break and Coffee
80-85	<ul style="list-style-type: none"> <li>• Explanation of: <ol style="list-style-type: none"> <li>1. Email Filtering System (eg. Whitelist, blacklist, spam list)</li> <li>2. Creating new filtering rule</li> </ol> </li> </ul>
85-90	<p><u>Task 4</u> Participants to:</p> <ol style="list-style-type: none"> <li>1. Place at least one address in each list</li> <li>2. Create at least one new filtering rule</li> </ol>
90-95	<ul style="list-style-type: none"> <li>• Explanation of: <ol style="list-style-type: none"> <li>1. Concept of Address book</li> <li>2. How to add, delete and export entries in Address book</li> </ol> </li> </ul>
95-100	<p><u>Task 5</u> Participants to:</p> <ol style="list-style-type: none"> <li>1. Add at least one name to Address book</li> </ol>
100-105	<ul style="list-style-type: none"> <li>• Explanation of Options <ol style="list-style-type: none"> <li>1. General</li> <li>2. Message</li> <li>3. Other</li> </ol> </li> </ul>
105-110	<p><u>Task 6</u> Participants to:</p> <ol style="list-style-type: none"> <li>1. Add a signature</li> <li>2. Adjust WHEN email is checked for</li> </ol> <p>Part II: Best Practise</p> <ul style="list-style-type: none"> <li>• Explanation of: <ol style="list-style-type: none"> <li>1. There are appropriate rules and guidelines to be followed when using email. Email is privilege, not to be abused, etc</li> <li>2. Appropriate etiquette when using email</li> </ol> </li> </ul>

110-	<p>Part III: Advanced (Time Permitting)</p> <ul style="list-style-type: none"> <li>• Explanation of:             <ol style="list-style-type: none"> <li>1. How to setup ANY email program to check POP email</li> <li>2. Know other ways to check Uni. email</li> </ol> </li> </ul> <p><u>Task 7</u></p> <p>Participants to:</p> <ol style="list-style-type: none"> <li>1. Use and see options in Outlook</li> <li>2. Check their (given) Uni email at <a href="http://www.mailreader.com">www.mailreader.com</a> (advanced)</li> </ol>
Finish	<p><u>Finishing Discussion</u></p> <ol style="list-style-type: none"> <li>1. Help resources</li> <li>2. Don't forget! Other sessions are available</li> </ol>

## Session Plan

### Session Topic: PowerPoint

#### Learning Outcomes

The following session will give participants the general knowledge and skills to be able to:

#### Part I: Creating a PowerPoint Presentation

- Discuss what are, and the need for, graphics presentation programs
- Begin the design of a new presentation using AutoContent, Template, Blank Presentation options (differences, when to use each one, etc)
- Know and follow the Presentation Development Process (Plan, Create, Edit, Enhance, Rehearse)
- Discuss the concept of a slide and the different types of Master slides (Slide, Title, Handout, Notes)
- Change the design and colour using the Design Templates or creating a custom design
- Work with individual slides and use effectively and appropriately the Presentations View options (Slide, Outline, Slide Sorter, Notes Page, Slide Show)

#### Part II: Enhancing a PowerPoint Presentation

- Appreciate the need to ‘enhance and customise’ the presentation to suit particular audiences and applications
- Add appropriate visual objects to the presentation (graphics, drawing, charts, multimedia)
- Discuss and be familiar with the three distinct types of special effects (transitions, builds, animations)

All times  
approx

Time (mins)	Key Points and Outcomes
0-5	Part I <ul style="list-style-type: none"> <li>• Welcome and Introduction</li> <li>• ‘Housekeeping’ Tasks:               <ol style="list-style-type: none"> <li>1. Mark attendance</li> <li>2. Review of previous session if required</li> </ol> </li> </ul>
5-10	<ul style="list-style-type: none"> <li>• Explanation of:               <ol style="list-style-type: none"> <li>1. What is PowerPoint</li> <li>2. Presentation Development Process</li> <li>3. Different way to create a ‘quick’ presentation (ie. Using AutoContent and Design Template)</li> </ol> </li> </ul>
10-18	<u>Task 1</u> Participants to: <ol style="list-style-type: none"> <li>1. Run PowerPoint and create a ‘quick’ presentation using:               <ol style="list-style-type: none"> <li>a) Design Template</li> <li>b) AutoContent Wizard</li> </ol> </li> <li>2. Open, save, close presentation, etc (if appropriate)</li> </ol>
18-25	<ul style="list-style-type: none"> <li>• Explanation of:               <ol style="list-style-type: none"> <li>1. An individual slide as the basis of presentations</li> <li>2. Different types of <i>master</i> slides</li> </ol> </li> </ul>
25-30	<u>Task 2</u> Participants to: <ol style="list-style-type: none"> <li>1. Find and change each type of master (slide, title, handout, notes)</li> </ol>
30-40	<ul style="list-style-type: none"> <li>• Explanation of:               <ol style="list-style-type: none"> <li>1. Basics of working with individual slides (adding text, changing fonts, moving slides and placeholders)</li> <li>2. Appropriate use of outline and slides view</li> </ol> </li> </ul>
40-50	<u>Task 3</u> Participants to: <ol style="list-style-type: none"> <li>1. ‘Play’ with an individual slide</li> <li>2. Refresh editing elements of Word (in a PP context)</li> </ol>
50-60 (approx)	Break

60-65	<p>Part II</p> <ul style="list-style-type: none"> <li>• Explanation of: <ol style="list-style-type: none"> <li>1. Developing a presentation to suit particular audiences (psychology, colours, font size/style,etc)</li> <li>2. Creating effective PP Presentations</li> <li>3. Creating portable presentations</li> </ol> </li> </ul>
65-70	<p><u>Task 4</u></p> <p>Participants to:</p> <ol style="list-style-type: none"> <li>1. Use 'Pack and Go' (or equivalent) to prepare for distribution to others</li> </ol>
70-75	<ul style="list-style-type: none"> <li>• Explanation of: <ol style="list-style-type: none"> <li>1. Adding (other than text) objects (eg. Graphics, drawing, charts, multimedia)</li> <li>2. Using Object Linking and Embedding (OLE)</li> </ol> </li> </ul>
75-80	<p><u>Task 5</u></p> <p>Participants to:</p> <ol style="list-style-type: none"> <li>1. Experiment adding different types of objects (from Insert Menu)</li> </ol>
80-90	<ul style="list-style-type: none"> <li>• Explanation of: <ol style="list-style-type: none"> <li>1. Special Effects and types in general (transitions, builds, animations)</li> <li>2. Specific discussion of <u>transitions</u></li> </ol> </li> </ul>
95-100	<p><u>Task 6</u></p> <p>Participants to:</p> <ol style="list-style-type: none"> <li>1. Experiment and set given 'standard' transitions</li> <li>2. Move to create their own transitions</li> </ol>
100-105	<ul style="list-style-type: none"> <li>• Explanation of: <ol style="list-style-type: none"> <li>1. Specific discussion of <u>builds</u> (as text and object based effects)</li> </ol> </li> </ul>
105-110	<p><u>Task 7</u></p> <p>Participants to:</p> <ol style="list-style-type: none"> <li>1. Experiment and create their own builds</li> </ol> <ul style="list-style-type: none"> <li>• Explanation of: <ol style="list-style-type: none"> <li>1. Specific discussion of <u>animations</u> (as object based effects)</li> </ol> </li> </ul>
110-115	<p><u>Task 8</u></p> <p>Participants to:</p> <ol style="list-style-type: none"> <li>1. Experiment and create their own animations</li> </ol>
Finish	<p><u>Finishing Discussion</u></p> <ol style="list-style-type: none"> <li>3. Don't forget to Logout when finished!</li> <li>4. Help resources</li> </ol>

## Session Plan

### Session Topic: Word

#### Session Aims:

The following session will give participants the general knowledge and skills to be able to:

- Realise the functionality and usage of Microsoft Word overall
- Create different *types* of documents using the Templates wizard
- Recognise the different *parts* of the Word interface
- Become familiar with the basic editing functions in Word
- Use constructively the text and layout functions in Word
- Discuss (and use) the appropriate menus to save and open a document (time permitting)

Time (mins)	Key Points and Outcomes
0-10	<ul style="list-style-type: none"><li>• Welcome back Repeat demonstrations of last sessions concepts where required or requested</li><li>• Mark attendance (if appropriate)</li></ul>
10-30	<ul style="list-style-type: none"><li>• Explanation of:<ul style="list-style-type: none"><li>- The fact that Word is part of the Microsoft Office package and it is one of many Integrated packages on the market</li><li>- How to Start Word</li><li>- The major elements of the Word interface (toolbars, pull down menus, etc)</li><li>- Basic editing functions and appropriate keyboard keys</li></ul></li></ul>
30-40	<p><u>Task 1</u> Participants to:</p> <ol style="list-style-type: none"><li>1. Open Word (unaided)</li><li>2. Experiment generally with the interface (type something, edit, delete it and scroll around)</li></ol>
40-50	<p>Explanation of:</p> <ul style="list-style-type: none"><li>- The difference between insert, overwrite, deleting text</li><li>- Simple toolbar functions (bold, underline, delete, fonts)</li><li>- Cut, copy and paste text (and when appropriate)</li></ul>
50-65 (approx)	Break and Coffee

70-90	<p><u>Task 2</u>  Participants to:</p> <ul style="list-style-type: none"> <li>- Brainstorm the planning of imaginary document (probably a letter)</li> <li>- Begin the typing and editing of this document</li> <li>- Use appropriate formatting where necessary</li> </ul>
90-105	<p>Explanation of:</p> <ul style="list-style-type: none"> <li>- Review (floppy) disk operations where necessary</li> <li>- The process saving the document to a storage device</li> <li>- The process of printing and the Print Preview Function</li> </ul>
105-finish	<p><u>Task 3</u>  Participants to:</p> <ul style="list-style-type: none"> <li>- Finish the document worked on</li> <li>- Save the document to disk or print as required</li> <li>- Close down / logoff</li> </ul>

## Session Plan

### Session Topic: Microsoft Excel

#### Learning Outcomes

The following session will give participants the general knowledge and skills to be able to:

- Become familiar with the Excel spreadsheet interface and format
- Recognise specific elements of this interface and the difference/similarities with Word interface
- Enter and format data in a cell
- Realise that Excel is used for mathematical functions and analysis
- Use basic functions and formulae and the differences between them
- Build *appropriate* charts and graphs and manipulate these as appropriate (eg. cut and paste into Word document)
- Build a simple constructive application in Excel (time permitting)

Time (mins)	Key Points and Outcomes
0-10	<ul style="list-style-type: none"><li>• Welcome back and review of last session</li><li>• Mark attendance</li></ul>
10-20 (approx)	Explanation of: <ul style="list-style-type: none"><li>- How to start Excel</li><li>- Basic elements of the Excel interface</li><li>- Concept of cells, rows and columns</li></ul>
20-30 (approx)	<u>Task 1</u> Participants to: <ul style="list-style-type: none"><li>- Identify particular cells</li><li>- Identify particular elements of the interface</li><li>- Experiment entering data into cells</li></ul>
30-40	<u>Exercise 1</u> Participants to: <ol style="list-style-type: none"><li>1. Enter their first and last names into specific cells (I will give them cell references)</li><li>2. Point out the common interface elements between Word and Excel</li></ol>
40-50	Explanation of: <ul style="list-style-type: none"><li>- The different types of data that could entered into a cell (text, numbers, formulae)</li></ul>



<p>50-65 (approx)</p>	<ul style="list-style-type: none"> <li>- The formatting and representation of these data entries</li> <li>- A very simple formula (to add two number together)</li> <li>- The use of a very simple function (probably SUM or AVERAGE)</li> </ul> <p>Break and Coffee</p>
<p>65-80</p>	<p><u>Task 2</u> Participants to:</p> <ol style="list-style-type: none"> <li>1. Enter 2 (or more) numbers (and represent them correctly)</li> <li>2. Create a formula that will compute the sum or average of these numbers</li> <li>3. Use the appropriate function to do same</li> </ol>
<p>80-100</p>	<p>Explanation of:</p> <ul style="list-style-type: none"> <li>- What is a chart?</li> <li>- Different types of Charts</li> <li>- What (data) is required to produce a chart</li> <li>- How to create a Chart (Chart Wizard)</li> </ul>
<p>100-Finish</p>	<p><u>Task 3</u> Participants to:</p> <ol style="list-style-type: none"> <li>1. Enter suitable data to create a chart</li> <li>2. Produce (at least) 2 different types of charts</li> <li>3. Print as desired</li> <li>4. Shut down / Logoff</li> </ol>

## Program 2 Rationale

There have been many reports in the media of the alleged dangers of the Internet to the younger community. Some initiatives to combat this danger include the creation of the Cyber Predator Team<sup>1</sup> and the creation of the Cyber Predators Bill 2005<sup>2</sup>.

This series of workshops intends to give interested persons (parents in particular) further information about the issues, dangers and remedies to this concerning problem.

The workshops will be presented in two phases.

### Phase 1

This Phase gives Participants ‘hands on’ experience with the most popular Instant Messaging (IM) Tools. The idea is to give Participants a familiarity with the tools which are seemed to be most used to contact younger adults.

This would give Participants an ability to recognize, understand and control these Tools.

Such workshops in this Phase would include Internet Relay Chat (IRC), Windows Messenger and Electronic Mail (Email).

### Phase 2

The workshops in this Phase would give Participants information on a broader range of online Tools which have been used for a source of online ‘grooming’.

Topics to be examined would be online Journals, Blogs and Online Social Communities.

Such Tools would include:

1. FaceBook ([www.facebook.com](http://www.facebook.com))
2. MySpace ([www.myspace.com](http://www.myspace.com))
3. LiveJournal ([www.livejournal.com](http://www.livejournal.com))
4. YouTube ([www.youtube.com](http://www.youtube.com))

A further workshop would discuss tools, tips and advice to Participants about the possible dangers of these and other online dangers.

Additionally it is suggested that representatives from agencies such as the Police, the Cyber Predator Team and the Department of Community Development could be invited to present information and ideas to the Participants.

In summary, this series of workshops has the potential of being:

- (At least) a series of workshops of general interest
- A community service promoted by the University
- An indirect promotion and link to the current Community Safety Awareness Programs.

## Session Plan

### Topic: Microsoft Messenger

#### Session Aims:

The following session will give participants the general knowledge and skills to be able to:

- Describe Messenger and its variants (eg. Messenger via a web interface)
- Explain the differences between Messenger and other Instant Message (IM) Clients (particularly mIRC)
- Add and manage Contacts
- Add, delete and manage Groups
- The issues involved on setting up video/audio as appropriate

Time (mins)	Key Points and Outcomes
0-5	<ul style="list-style-type: none"><li>• Welcome</li><li>• ‘Housekeeping’ Tasks (if appropriate):<ol style="list-style-type: none"><li>1. Mark attendance</li><li>2. Review last session</li></ol></li></ul>
5-10	<p><u>Task 1 (Review)</u> Participants to (ensure they can):</p> <ol style="list-style-type: none"><li>4. Login (if appropriate)</li><li>5. Find a file, icon or menu item.</li></ol>
10-15	<p>Explanation of:</p> <ul style="list-style-type: none"><li>- Messenger</li><li>- It’s differences between other Instant Messaging (IM) Tools</li><li>- The need to have a “Passport” (ie. A hotmail or Yahoo email to access)</li></ul>
15-25	<p><u>Task 2</u> Participants to:</p> <ol style="list-style-type: none"><li>1. Create a Yahoo or Hotmail address to access Messenger</li></ol>
25-30	<p>Explanation of:</p> <ul style="list-style-type: none"><li>- Interfaces to Messenger via:<ol style="list-style-type: none"><li>1. The Client</li><li>2. <a href="http://webmessenger.msn.com/">http://webmessenger.msn.com/</a></li></ol></li></ul>
30-40	<p><u>Task 3</u> Participants to :</p> <ol style="list-style-type: none"><li>1. Add contacts (add person near them)</li><li>2. Explore the Interface (appreciate video/voice capacity)</li></ol>

40-45	<p>Explanation of:</p> <ul style="list-style-type: none"> <li>- The creation to contact groups (add, delete, rename)</li> </ul>
45-50	<p><u>Task 4</u></p> <p>Participants to :</p> <ol style="list-style-type: none"> <li>1. Add group(s), add persons to groups, etc</li> </ol>
50-60	<p>Explanation of:</p> <ul style="list-style-type: none"> <li>- The settings of Messenger (Tools-&gt;Options)</li> </ul>
60-70	<p>Break</p>
70-75	<p><u>Task 4</u></p> <p>Participants to:</p> <ol style="list-style-type: none"> <li>1. Make appropriate adjustments to settings</li> <li>2. Explore other possible adjustments to the client</li> </ol>
75-95	<p>Explanation of (how to):</p> <ul style="list-style-type: none"> <li>- Send an Instant Message, Invite to Conversation</li> <li>- Start a Voice/Video conversation (if possible)</li> <li>- Send File</li> </ul>
95-110	<p><u>Task 5</u></p> <p>Participants to generally experiment with the Interface to complete following Exercises</p> <p><u>Exercise 1</u>: Send a message to another/invitation to conversation</p> <p><u>Exercise 2</u>: Send a file</p> <p><u>Exercise 3</u>: Go as far as practical to setup voice/video conversation</p>
110-Finish	<p>Misc Q and A, time for practice, etc</p> <p>Participants to logoff or shut down PC's as appropriate</p>

## Session Plan

### Topic: Internet Relay Chat

#### Session Aims:

The following session will give participants the general knowledge and skills to be able to:

- Describe Internet Relay Chat (IRC), its conventions, netiquette, Acceptable Use Policy (AUP) and what is required to connect to it
- Find, download and install and IRC Client
- Set up an IRC Client, connect to an IRC Server, recognise the Message of the Day (MOTD) and its information
- List and join a channel
- Recognise and interact correctly with different modes of chat (eg. Channel, DCC)
- Recognise and execute the most common IRC commands (eg. /list, /join, /me)
- Create your own Channel, it's commands, modes, and acceptable behaviour
- Advanced topics: sending and receiving files, notify, ping and channel logging.

Time (mins)	Key Points and Outcomes
0-5	<ul style="list-style-type: none"><li>• Welcome</li><li>• 'Housekeeping' Tasks (if appropriate):<ol style="list-style-type: none"><li>1. Mark attendance</li><li>2. Review last session</li></ol></li></ul>
5-10	<p><u>Task 1 (Review)</u></p> <p>Participants to (ensure they can):</p> <ol style="list-style-type: none"><li>6. login</li></ol>
10-15	<p>Explanation of:</p> <ul style="list-style-type: none"><li>- Internet Relay Chat (IRC), it's history, conventions and netiquette</li><li>- How to find and download an IRC Client.</li><li>- How to install the Client (as ITS Terms of Use may allow)</li></ul>
20-30	<p><u>Task 2</u></p> <p>Participants to:</p> <ol style="list-style-type: none"><li>2. Ensure they can find an IRC Client (using a search engine or from <a href="http://www.mirc.com">www.mirc.com</a>)</li><li>3. Download an IRC Client from same</li><li>4. Install the client (as appropriate)</li></ol>
30-40	<p>Explanation of:</p> <ul style="list-style-type: none"><li>- The setting up of an IRC Client in regard to:<ol style="list-style-type: none"><li>1. The enormous extent and potential of IRC as a whole</li><li>2. Choosing the most appropriate IRC network and server</li><li>3. The issues of entering personal details and its relationship with a nickname</li><li>4. Using other connection options as appropriate</li></ol></li></ul>

40-45	<p><u>Task 3</u></p> <p>Participants to:</p> <ol style="list-style-type: none"> <li>3. Choose the oz.org network (and preferably the waix.oz.org server) and enter personal details</li> <li>4. Connect to the server, noting the MOTD messages and disclaimers</li> </ol>
45-55	<p>Explanation of:</p> <ul style="list-style-type: none"> <li>- The Client Interface and Environment</li> <li>- The two ways of executing IRC commands: <ol style="list-style-type: none"> <li>1. At the command window</li> <li>2. Using the GUI</li> </ol> </li> <li>- How to produce a full (or restricted) channel list</li> <li>- Channel list window (containing channel names and topics)</li> </ul>
55-70 (approx)	Break
75-85	<p><u>Task 4</u></p> <p>Participants to generally experiment with the with the intention of the following Exercises</p> <p><u>Exercise 1:</u> Experiment with the Interface (icons), examining the results</p> <p><u>Exercise 2:</u> Match and relate icon actions with IRC commands</p>
85-95	<p>Explanation of:</p> <ul style="list-style-type: none"> <li>- The concept of a channel</li> <li>- Entering a channel</li> <li>- The concepts, conventions and etiquette of channel conversation</li> </ul>
95-100	<p><u>Task 5</u></p> <p>Participants to:</p> <ol style="list-style-type: none"> <li>5. Enter a (instructor created) channel</li> <li>6. Participate in the ‘group’ conversation</li> </ol>
100-105	<p>Explanation of:</p> <ul style="list-style-type: none"> <li>- The different modes of conversation (eg. Channel vs DCC)</li> <li>- Sending and receiving a file</li> <li>- The creation of a channel, its modes and commands</li> </ul>
105-115	<p><u>Task 6</u></p> <p>Participants to experiment with conversation modes, creating a channel and be ‘adventurous’ by joining other Networks and Servers</p>
Finish	<p>Misc Q and A, time for practice, etc</p> <p>Participants to logoff or shut down PC’s as appropriate</p>

## Session Plan

### Topic: Journals, Blogs and Online Communities

#### Session Aims:

The following session will give participants the general knowledge and skills to be able to:

#### Text Based Tools

- Describe Blogs, Journals, Online Diaries / Communities, their uses and popularity.
- Appreciate that the above have evolved to offer *all* of these tools in one place.
- Explore Facebook, its services and capabilities
- Explore Livejournal, its services and capabilities

#### Advanced (Video) Tools

- Explore MySpace, its services and capabilities
- Explore YouTube, its services and capabilities

Time (mins)	Key Points and Outcomes
0-5	<ul style="list-style-type: none"><li>• Welcome</li><li>• ‘Housekeeping’ Tasks (if appropriate):<ol style="list-style-type: none"><li>1. Mark attendance</li><li>2. Review last session</li></ol></li></ul>
5-10	<u>Task 1 (Review)</u> Participants to (ensure they can): <ol style="list-style-type: none"><li>7. Login (if appropriate)</li><li>8. Complete a random exercise set by me.</li></ol>
10-25	<u>Text Based Tools</u>  Explanation of: <ul style="list-style-type: none"><li>- Facebook (as a social community)</li><li>- A Profile, Blog and a Group in the context of Facebook</li><li>- How to begin/join a Facebook community</li><li>- The “anatomy” of a typical members’ space (my own!)</li></ul>
25-40	<u>Task 2</u> Participants to: <ol style="list-style-type: none"><li>5. Explore Facebook as much as they are comfortable</li><li>6. Create a Profile should they wish</li><li>7. Find friends and groups (with assistance from my entry!)</li></ol>
40-50	Explanation of: <ul style="list-style-type: none"><li>- Livejournal in the context of:<ol style="list-style-type: none"><li>1. a private journal,</li><li>2. a blog,</li><li>3. a discussion forum,</li><li>4. a social network</li></ol></li></ul>

50-60	<p><u>Task 3</u>  Participants to:</p> <ol style="list-style-type: none"> <li>5. Explore Livejournal as much as they are comfortable</li> <li>6. Create a Profile should they wish</li> <li>7. Interact with the Livejournal features (with assistance from my entry!)</li> </ol>
65-75	Break
75-85	<p><u>Advanced (Video) Tools</u></p> <p>Explanation of:</p> <ul style="list-style-type: none"> <li>- Myspace and its features (Blog, Mail, Forum, etc)</li> <li>- Specific features unique to Myspace (Videos, Music, Film, etc)</li> </ul>
85-95	<p><u>Task 4</u>  Participants to:</p> <ul style="list-style-type: none"> <li>- Generally experiment with Myspace exploring: <ol style="list-style-type: none"> <li>1. Videos</li> <li>2. Profiles</li> <li>3. Groups</li> </ol> </li> <li>- Join Myspace if comfortable doing so</li> </ul>
95-105	<p>Explanation of:</p> <ul style="list-style-type: none"> <li>- YouTube</li> <li>- The fact that it is more video orientated in its content</li> <li>- It is used by politicians, music bands, game companies (and individuals!) to deliver their messages.</li> </ul>
105-115	<p><u>Task 5</u>  Participants to:</p> <ul style="list-style-type: none"> <li>- Generally experiment / explore YouTube</li> <li>- Sign up if wanting to.</li> </ul>
Finish	<p>Misc Q and A, time for practice, etc  Participants to logoff or shut down PC's as appropriate</p>



## Session Plan

Topic: Parental Control Tools and Tips

Subtitle: The Dangers of the Internet to Children and Young Adults

### Session Aims:

The following session will give participants the general knowledge and skills to be able to:

#### Dangers

- Describe some of the “dangers” and “risks” that exist on the Internet
- To children/young adults:
  1. Exposure to inappropriate material
  2. Molestation/Harassment
  3. “Grooming”
- To others:
  1. Internet Fraud/Scams
  2. ID Theft / Phishing

#### Solutions

- Computer Security
- Software
- Online Resources

Note: A representative from the Police, the Cyber Predator Team, the Department of Community Development or another appropriate agency could present part or all of this session.

Time (mins)	Key Points and Outcomes
0-5	<ul style="list-style-type: none"><li>• Welcome</li><li>• ‘Housekeeping’ Tasks (if appropriate):<ol style="list-style-type: none"><li>1. Mark attendance</li><li>2. Review last session</li></ol></li></ul>
5-10	<p><u>Task 1 (Review)</u> Participants to (ensure they can):</p> <ol style="list-style-type: none"><li>9. Login</li><li>10. Complete a random exercise set by me.</li></ol>
10-30	<p>Dangers Review of:</p> <ul style="list-style-type: none"><li>- Instant Messaging Tools (IMT) in the context of the dangers to young adults when using them</li><li>- Online Blogs, communities in the context of ease of personal information sharing for legitimate or inappropriate use.</li></ul>

30-40	<p>Explanation of:</p> <ol style="list-style-type: none"> <li>1. Internet Frauds and Scams in general</li> <li>2. Email, Bank and Phishing scams</li> <li>3. Identity Theft</li> </ol>
40-50	<p>Solutions</p> <p>Explanation of:</p> <ol style="list-style-type: none"> <li>1. Use the latest Operating System</li> <li>2. Use a firewall</li> <li>3. Use anti-virus software</li> <li>4. Use anti-spyware software</li> <li>5. Set your computer to automatically update all of the above</li> <li>6. Use a strong password.</li> </ol>
45-50	<p>Explanation of:</p> <p>The most common <i>types</i> of software protection:</p> <ul style="list-style-type: none"> <li>• Monitoring software (CyberPatrol, CyberSitter, NetNanny)</li> <li>• Computer Protection Software</li> </ul>
50-60	<p><u>Task 3</u></p> <p>Participants to:</p> <ol style="list-style-type: none"> <li>2. Examine AVS on PC they are using</li> <li>3. Examine Pop-Up Blocker controls in IE</li> </ol>
60-70	<p>Break</p>
70-75	<p>Explanation of:</p> <ul style="list-style-type: none"> <li>• various online resources that are available</li> </ul>
75-90	<p>Misc Q and A, time for practice, etc</p> <p>Participants to logoff or shut down PC's as appropriate</p>
Finish	

## PART III

### PARTICIPANT RESOURCES

## Introduction

It is suggested that an 'Information Package' outlining such matters as the location of where the Program will be held, an outline of what will be presented and where to seek further information.

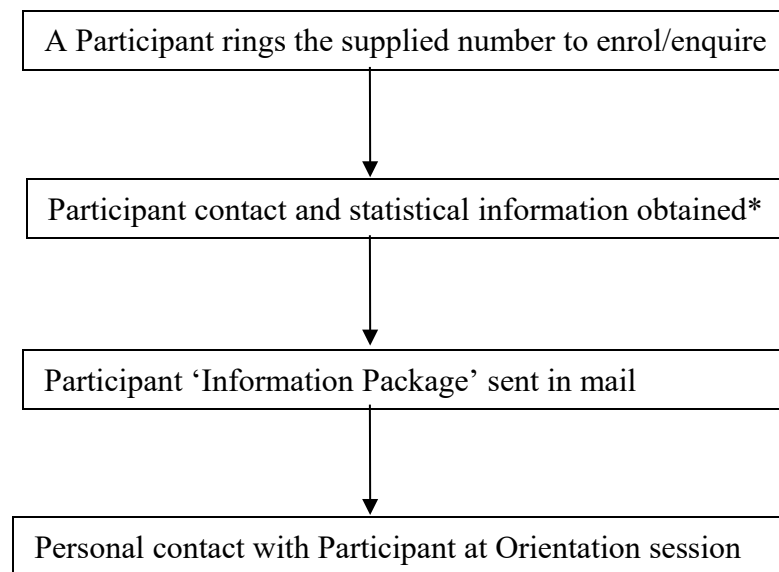
The proposed Information Package is presented in this part.

As a part of the set of IT resources that the Participant could receive will be access to and the use of an Internet resource for a period of time. This will allow continued access to resources beyond the length of the Program and this continued use would be actively encouraged. Thus Participants can "practise" on the Internet so as to increase their confidence and individual skills.

It is *stressed* that the following is only an example of what could be given to Participants. Various sections need to be added and adjusted according what may be ultimately decided by a sanctioning organisation.

It is obvious that this package should only be given to *appropriate* participants (eg. Members of the public).

The suggested contact pattern for a participant follows:



\* This information is pertinent to assist me in the presentation style of the sessions. For example, is the participant a senior citizen, a person from an equity group or a part of a greater group?

It is suggested that as a part of the 'participant recruiting process' that 'pre existing' groups be contacted. For example, contact the University of the Third Age, seniors groups, ethnic groups and other organisations.

Dear Participant,

Thank you for allowing me to propose these computer literacy courses that I hope will assist you in becoming proficient with Information Technology.

*Why*

I am of the strong belief that there is a need to empower all citizens with a basic understanding of Information Technology (IT) so that they may use it in their daily lives interacting with others, private companies and the Government of the day. This need is almost a requirement given the continuing advancement in IT and increasing gap between those who are and are not computer literate. I hope that this course can in some way empower *you* to explore and use Information Technologies to enrich your life.

*Who am I*

I have had many years of experience with the ‘mortally terrified’ as a lecturer in the Technical and Further Education (TAFE) *Adult* Community Education (ACE) sector. I have had the opportunity to present computer workshops to a broad range of groups of students at Murdoch University. These students include both undergraduate and postgraduate students.

Regardless of your level of computer knowledge the sessions will either be very informative or a ‘refresher’ of what may already know. Whatever the case the workshops will, at the very least, give you a chance to have fun and meet new friends.

*Costs*

<to be filled in as appropriate or necessary>

*When*

It is anticipated that both Programs will be held <insert times and dates>.

Please note that the *order* of the days presented below is subject to change.

Please familiarise yourself with what I have planned and where and when the Programs will occur.

*Where*

Please find attached a Program of Events for and a map of the campus (with directions to the computer room). The computer laboratory will be <insert room>

*How*

Please ring <insert number> to confirm your intention to participate in the sessions.

Once this is complete, you may assume that you have a place and I merely ask that they merely ‘turn up’ with pen and paper (to make notes should they wish to do so), an open mind and a sense of adventure!

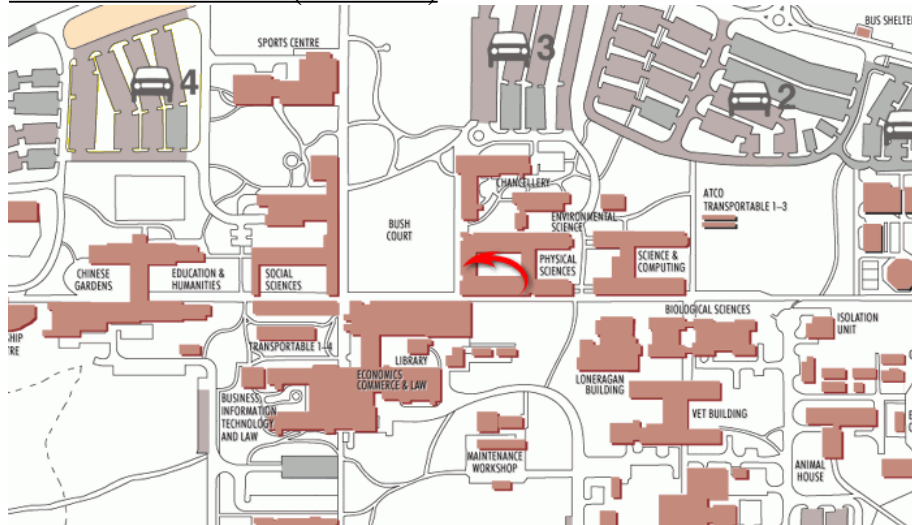
Look forward to you seeing you!

Yours sincerely,

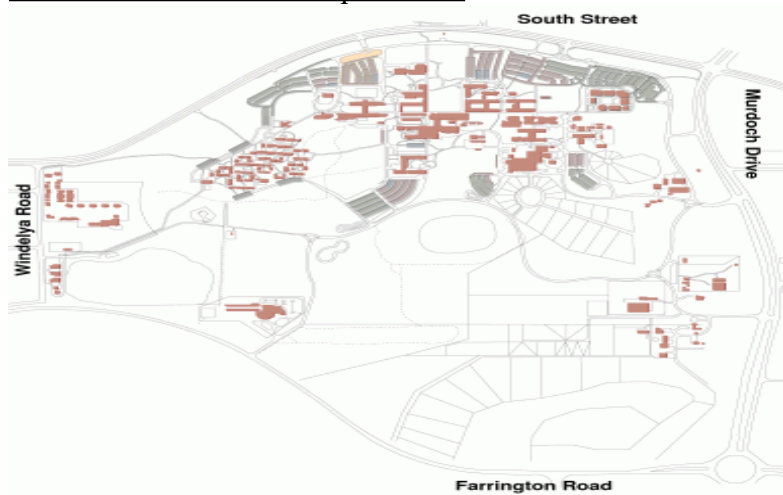
Simon Knox

## MAP OF LOCATIONS

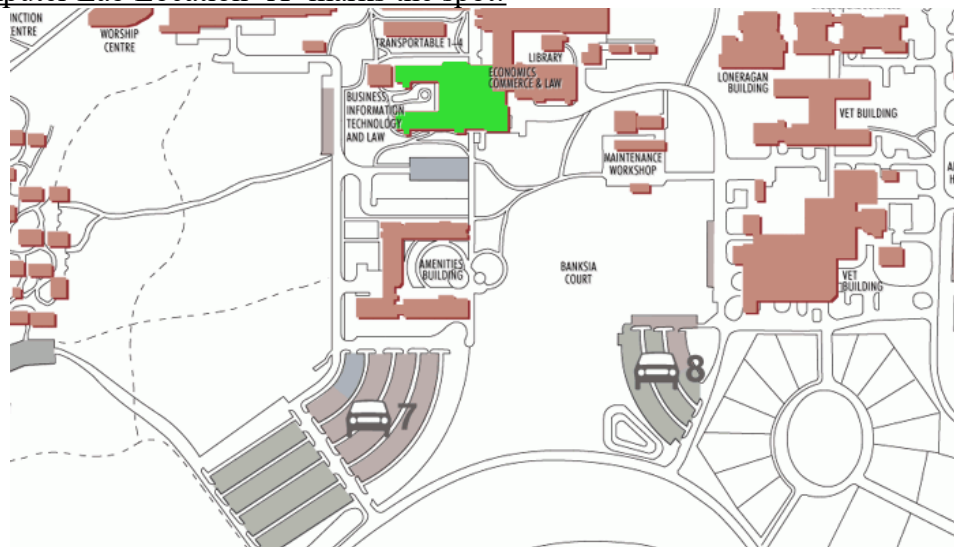
Guild Service Station (see arrow)



To Car Park Nearest Computer Lab



Computer Lab Location 'X' marks the spot!



# ITAWARE

## COMPUTER WORKSHOPS FOR THE COMMUNITY

### PROGRAM OF EVENTS

#### Program 1

9.30AM-11.30AM

Session 1      MICROSOFT WORD

-

NOON-1PM (approx.)

Presentation

1PM-1.30PM

Lunch (Participant own arrangement)

1.30PM-3.30PM

Session 2

#### MICROSOFT EXCEL

- How to start Excel
- Basic elements of the Excel interface
- Concept of cells, rows and columns
- A very simple formula
- A very simple function

# IT AWARE

## COMPUTER WORKSHOPS FOR THE COMMUNITY

### PROGRAM OF EVENTS

#### Day 2

9.30AM-11.30AM

Session 3      WORLD WIDE WEB

- What is the WWW?
- Introduction to a web browser (Internet Explorer)
- Concept of links and web addresses
- What is a Search Engine
- How to search for information on a particular topic (search phrases and results)
- How to narrow down these results through the use of appropriate phrases and Boolean functions.

Noon-1pm

Presentation

1PM-1.30PM

Lunch (Participant own arrangement)

1.30PM-3.30PM

Session 4      ELECTRONIC MAIL

- The concept of email as the electronic equivalent to ‘paper’ mail
- How to send, receive, store and delete emails
- E- Mail Etiquette
- You will be given an email account to use courtesy of ITS at Murdoch University



# IT AWARE

## COMPUTER WORKSHOPS FOR THE COMMUNITY

### PROGRAM OF EVENTS

#### Day 3

9.30AM-11.30AM

Session 5      GENERAL COMPUTER USE (1 of 2)

- Become familiar with the Windows XP desktop
- The function of the typical Icons found on a Desktop (My Computer, Recycle Bin, IE icon, shortcuts, etc)
- The functioning of a mouse (to move and manipulate objects) and when to use, and the functioning of, the left and right mouse buttons.
- The 'right click' popup menu
- How to adjust the Wallpaper and Screen Saver

11.30AM-NOON

Lunch (Participant own arrangement)

12.30PM-2.30PM

Session 6      GENERAL COMPUTER USE (2 of 2)

- Desktop in more detail: examine the Start Menu and Task Bar
- Files and Folders
- Concept that (generally) a disk has a file and folder structure
- The tools necessary to 'view' and manipulate these structures (eg. My Computer [and contents] and Windows Explorer)
- Discussion of what is a floppy disk, correct way to insert into drive, how to access, etc

2.45PM-?

Afternoon Tea and Coffee at Walters

Meet and Greet with Guild Education Vice President and/or President

Other possible surprises!

## PART IV

### FURTHER SUGGESTIONS

## Centrelink Online Workshop

Centrelink has made available various online services for its clients.

This idea would encompass inviting users (or potential users) of this service to participate in a workshop explaining what online services are on offer and how to use them.

This could be coupled with a presentation from a Centrelink representative who would allow further promotion and/or information about Centrelink to be given. There would be the obvious potentials of promoting the sanctioning organisation (at least indirectly) and the “the community service” aspect of the sanctioning organisation (as a good corporate citizen).

Possible additional target groups include the longer-term unemployed, *students*, parents and the disabled.

Further Resources on this idea

1) This information from the Centrelink website

### Customer Online Services

Centrelink's online services provide you with more self service delivery options while protecting your privacy and security. Our Self Service options let you use the telephone or internet to find, update, or ask for, some of your personal information from Centrelink.

*Business:* We also provide online services for businesses. To see how business can also benefit, visit our [Business Online Services](#).

*Important security notice:* You can protect your privacy by never responding to hoax emails requesting your personal details, including your Customer Access Number (CAN) or password. Centrelink does not send emails requesting these details, so if you receive an email, please delete it. For more information, visit our [Protect Your Privacy](#) page.

## **Registration not required**

You do not need to be registered to use the following customer online services:

*Income and Assets*                    [1. Advise Parental Income.](#)

*Payment Enquiries*                [1. Centrelink/Family Assistance Rate Estimator.](#)

## **Registration required**

To use these customer online services you will first need to [Register](#).

<i>Reporting</i>	<ol style="list-style-type: none"><li><a href="#">1. Report Employment and Activity Test Details.</a></li><li><a href="#">2. View Reporting Dates.</a></li><li><a href="#">3. View Your Employment Income.</a></li><li><a href="#">4. View Income Bank Balance.</a></li><li><a href="#">5. View Working Credit Balance.</a></li></ol>
<i>Income and Assets</i>	<ol style="list-style-type: none"><li><a href="#">1. View Your Income and Asset Summary.</a></li><li><a href="#">2. View Your Other Government Payments.</a></li><li><a href="#">3. View Your Shares.</a></li><li><a href="#">4. View Your Savings Accounts.</a></li></ol>
<i>Payment Enquiries</i>	<ol style="list-style-type: none"><li><a href="#">1. View Payment History.</a></li><li><a href="#">2. View Or Update Your Payment Destination.</a></li></ol>
<i>Reminders and Letters</i>	<ol style="list-style-type: none"><li><a href="#">1. View Online Letters.</a></li><li><a href="#">2. Electronic Reminders.</a></li></ol>
<i>Family Assistance</i>	<ol style="list-style-type: none"><li><a href="#">1. View Family Income History.</a></li><li><a href="#">2. Update Family Income Estimate.</a></li><li><a href="#">3. Family Tax Benefit Child Reviews.</a></li><li><a href="#">4. Advise Non-lodgement of Your Tax Return.</a></li><li><a href="#">5. Advise Return to Work.</a></li></ol>
<i>Child Care</i>	<ol style="list-style-type: none"><li><a href="#">1. View Child Care Details.</a></li><li><a href="#">2. View 30% Child Care Tax Rebate.</a></li><li><a href="#">3. Claim Approved Child Care Benefit.</a></li><li><a href="#">4. Add or Remove Child Care Centres.</a></li><li><a href="#">5. Update Your Work, Study or Training Details.</a></li><li><a href="#">6. Update Child Schooling Details.</a></li></ol>
<i>Online Claims</i>	<ol style="list-style-type: none"><li><a href="#">1. Make an Online Claim for a Student.</a></li><li><a href="#">2. Make an Online Claim for an Australian Apprenticeship or Traineeship.</a></li><li><a href="#">3. Make an Online Claim for a Child.</a></li><li><a href="#">4. Make an Online Claim for Retirement.</a></li><li><a href="#">5. View or Update Your Online Claims.</a></li></ol>
<i>Money You Owe</i>	<ol style="list-style-type: none"><li><a href="#">1. View the Money You Owe.</a></li><li><a href="#">2. Make a Repayment.</a></li></ol>
<i>Advance Payments</i>	<ol style="list-style-type: none"><li><a href="#">1. Check Eligibility for an Advance Payment.</a></li><li><a href="#">2. Apply for an Advance Payment.</a></li></ol>

### [3. View Your Advance Payment Details.](#)

Deductions

[1. Update Your Deductions.](#)

Study Details

[1. View Your Study Details.](#)

[2. Report Future Study Intentions.](#)

Personal Details

[1. View Your Appointments with Centrelink.](#)

[2. View Your Address Details.](#)

[3. View Your Accommodation Details.](#)

[4. View Your Contact Details.](#)

[5. Update Your Address, Contact or Accommodation Details.](#)

Cards and Statements

[1. Request a Document.](#)

[2. View and Print your Income Statement.](#)

Self Service Access

[1. Change Your Password.](#)

[2. Set Your Secret Questions and Answers.](#)

[3. Cancel Your Registration.](#)

[4. Upgrade Your Registration.](#)

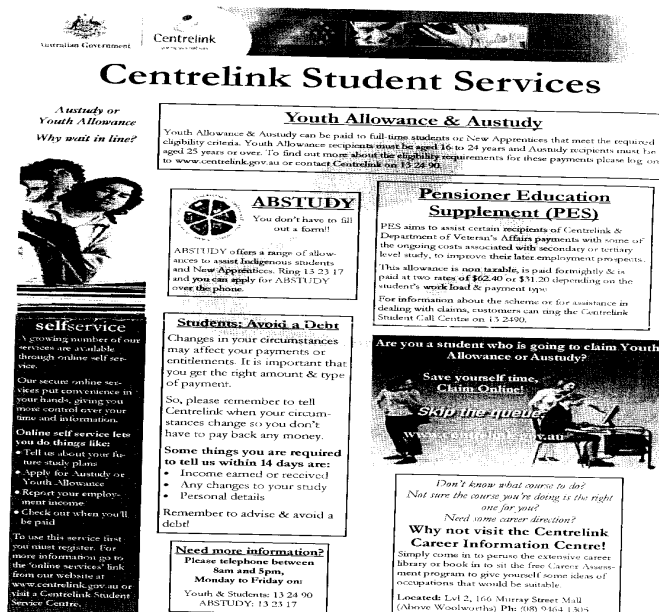
2)

[http://www.centrelink.gov.au/internet/internet.nsf/filestores/ah1103\\_0411/\\$file/ah1103\\_0411en.rtf](http://www.centrelink.gov.au/internet/internet.nsf/filestores/ah1103_0411/$file/ah1103_0411en.rtf)

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[http://www.centrelink.gov.au/internet/internet.nsf/filestores/ah1103\\_0411/\\$file/ah1103\\_0411en.rtf](http://www.centrelink.gov.au/internet/internet.nsf/filestores/ah1103_0411/$file/ah1103_0411en.rtf)

3)



**Centrelink Student Services**

**Youth Allowance & Austudy**  
Youth Allowance & Austudy can be paid to full-time students or New Apprentices that meet the required eligibility criteria. Youth Allowance recipients must be aged 16 to 24 years and Austudy recipients must be aged 25 years or over. To find out more about the eligibility requirements for these payments please log on to [www.centrelink.gov.au](http://www.centrelink.gov.au) or contact Centrelink on 13 24 90.

**ABSTUDY**  
You don't have to fall out a four!!  
ABSTUDY offers a range of allowances to assist Indigenous students and New Apprentices. Ring 13 23 17 and you can apply for ABSTUDY over the phone.

**Pensioner Education Supplement (PES)**  
PES aims to assist certain recipients of Centrelink & Department of Veteran's Affairs payments with some of the ongoing costs associated with secondary or tertiary level study, to improve their later employment prospects. This allowance is non taxable, is paid fortnightly & is paid at two rates of \$62.90 or \$11.20 depending on the student's work load & payment type. For information about the scheme or for assistance in dealing with claims, customers can ring the Centrelink Student Call Centre on 13 24 90.

**selfservice**  
A growing number of our services are available through online self-service. Our secure online services put convenience in your hands, giving you more control over your time and information. Online self service lets you do things like:  
• Tell us about your future study plans  
• Apply for Austudy or Youth Allowance  
• Report your employment income  
• Check just when you'll be paid  
To use this service first you must register. For more information go to the online services link from our website at [www.centrelink.gov.au](http://www.centrelink.gov.au) or visit a Centrelink Student Service Centre.

**Students: Avoid a Debt**  
Changes in your circumstances may affect your payments or entitlements. It is important that you get the right amount & type of payment. So, please remember to tell Centrelink when your circumstances change so you don't have to pay back any money. Some things you are required to tell us within 14 days are:  
• Income earned or received  
• Any changes to your study  
• Personal details  
Remember to advise & avoid a debt!

**Need more information?**  
Please telephone between 9am and 5pm, Monday to Friday on Youth & Students: 13 24 90 ABSTUDY: 13 23 17

**Are you a student who is going to claim Youth Allowance or Austudy?**  
Save yourself time. Claim Online! Skip the queue!

*Don't know what course to do? Not sure the course you're doing is the right one for you? Need some career direction?*  
**Why not visit the Centrelink Career Information Centre!**  
Simply come in to preview the extensive career library or book in to sit the free Career Assessment program to give yourself some ideas of occupations that would be suitable.  
Located: Lot 2, 166 Murray Street Mall (Above Woolworths) Ph: (08) 9164 1315

## **Online Banking Workshop**

The idea of this workshop would be to introduce Participants to the concepts of 'safe' banking online. Such features to look for would be the Secure (Socket) Link (SSL) to their banking site and the identification of a 'padlock' at the bottom of the browser. There would be the obvious potentials of promoting the University (at least indirectly) and the "the community service" aspect of the University (as a good corporate citizen).

## Adult Learners Week

Some or all of these workshops could be presented as an Adult Learning Week Activity.

Additional incentives are the:

- Possible Financial Incentive to assist in my presenting of various activities
- Payment of a Grant

See below

SATURDAY, MAY 19, 2007 • 47

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**Adult Learners' Week**  
1-8 SEPTEMBER 2007

**Grants are now available to hold an adult learning activity during Adult Learners' Week, 1 to 8 September 2007.**

**Community based, not-for-profit, non-government organisations can apply for grants of between \$100-\$500. Grants up to \$2500 may be available for organisations planning a collaborative community event.**

For further details and application forms telephone the Department of Education and Training on 9264 5056 or visit [vetinfo.net.det.wa.edu.au](http://vetinfo.net.det.wa.edu.au).  
Applications close 4.00pm, Friday 29 June 2007.

Logos for:  
Department of Education and Training  
Metropolitan Government  
Department of Southern Metropolitan Areas  
South Coast Community Services  
Community Development

### Possible Accreditation

One possible approach would bring to the Programs a sense of professional integrity and the exposure of the latest learning tools to those who wouldn't ordinarily be exposed to them.

Further, should these participants go on to seeking a place at the University, they will be already familiar with the electronic teaching tools that they most probably interact with in their enrolled course of study.

Continued development of accompanying resources to the Programs *could* see the formation of accredited courses of study and/or the formation of Adult Community Programs with the view of making additional income for the sanctioning organisation.

UWA Extension (<http://www.extension.uwa.edu.au/>) is an example of the possible end product(s) of this and other Programs. The accredited and non-accredited diversified nature of UWA Extension gives ample scope for success and opportunity for both a possible business and the presenters.



To be written over the next weeks

- Orientation Session including Oasis

All of Program 3

- Rationale for Program 3
- DVD Authoring
- FTP Tutorial
- Photography
- Web Page Creation

Other miscellaneous ideas

- Have a student from the Humanities? Faculty write proper training materials
- setup laptop to wireless and remote access workshop
- astronomy lecture and viewing nights (to promote The Year of Astronomy)
- Participant CD with software and other resources.