

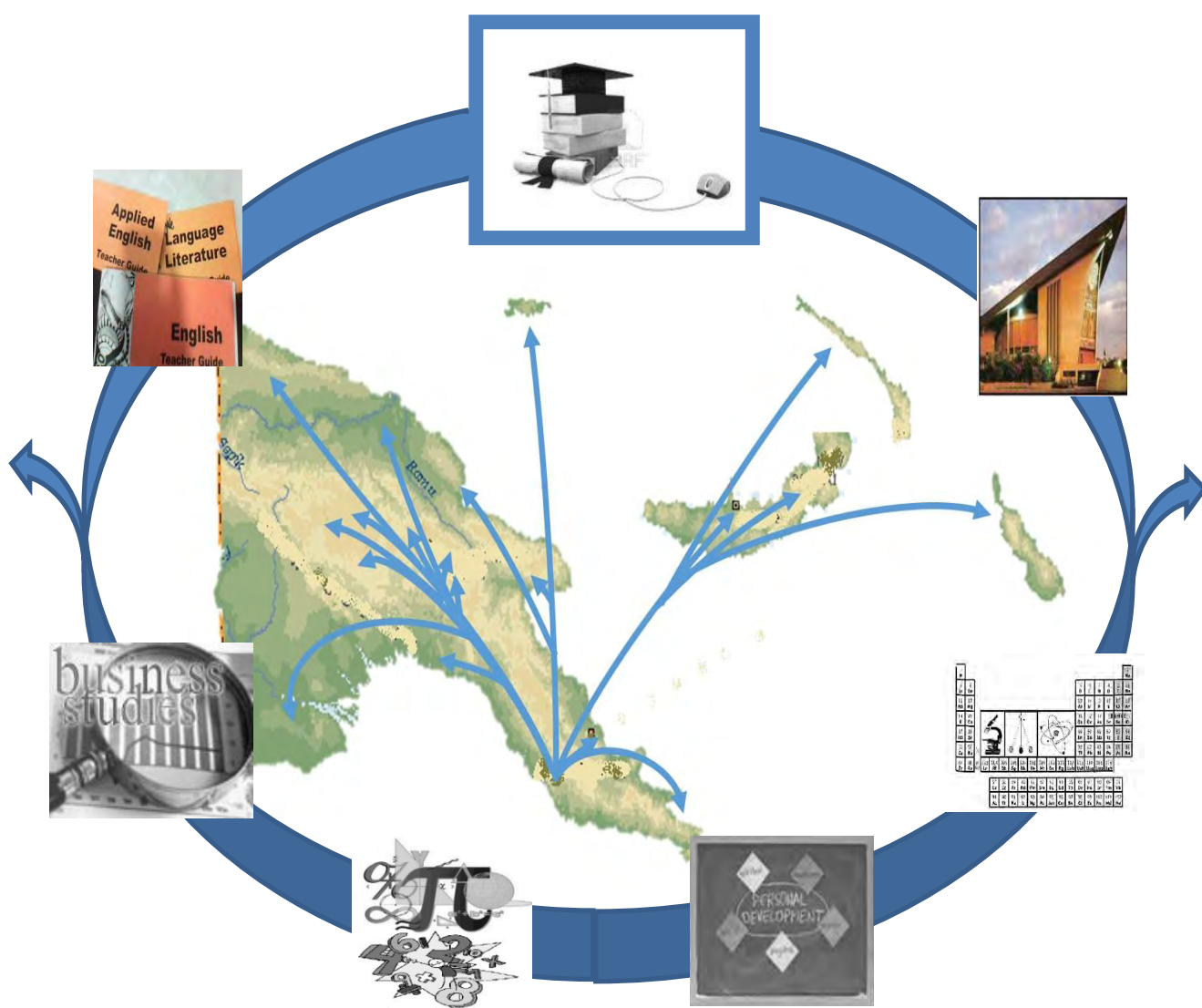


DEPARTMENT OF EDUCATION

GRADE 12

INFORMATION COMMUNICATION TECHNOLOGY

MODULE 3 - THE INTERNET AND WEBSITE
DEVELOPMENT



FODE DISTANCE LEARNING



PUBLISHED BY FLEXIBLE OPEN AND DISTANCE EDUCATION
FOR THE DEPARTMENT OF EDUCATION
PAPUA NEW GUINEA



Writers and Editors

Maria Clyde D Cerica

Writer

Dr. Janet S. Marcelo

Mrs. Diana Akis

Mrs. Cleofe Dagale

Mrs. Judy Mirou

Mrs. Martha Pitpit

Editors



GRADE 12

INFORMATION COMMUNICATION TECHNOLOGY

UNIT MODULE 3

THE INTERNET AND WEBSITE DEVELOPMENT

TOPIC 1: WEB FUNDAMENTALS

TOPIC 2: ELECTRONIC MAIL

TOPIC 3: CREATING A WEB PAGE

TOPIC 4: MORE WEB SITE TASKS



Acknowledgements

We acknowledge the contribution of all Secondary and Upper Primary teachers who in one way or another helped to develop this Course.

Our profound gratitude goes to the former Principal of FODE, Mr. Demas Tongogo for leading FODE team towards this great achievement. Special thanks are given to the staff of the Information Communication Technology Department-FODE who played an active role in coordinating writing workshops, outsourcing of lesson writing and editing processes involving selected teachers in NCD.

We also acknowledge the professional guidance and services provided throughout the processes of writing by the members of:

Information Communication Technology Subject Review
Committee-FODE
Academic Advisory Committee-FODE
Information Communication Technology Department- CDAD

This book was developed with the invaluable support and co-funding of the GO-PNG and World Bank.

DIANA TEIT AKIS
Principal-FODE

Published in 2017

© Copyright 2017, Department of Education
Papua New Guinea

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means of electronic, mechanical, photocopying, recording or any other form of reproduction by any process is allowed without prior permission of the publisher.

ISBN: 978-9980-89-688-9

National Library Services of Papua New Guinea

Compiled and finalised by: Information Communication Technology Department-FODE

Printed by the Flexible, Open and Distance Education



CONTENTS

Page

Title.....	1
Acknowledgement and Copyright.....	2
Contents.....	4
Secretary's Message.....	6
Course Introduction.....	7

12.3.1: GETTING STARTED

☐ 12.3.1.1: The Internet	9
☐ 12.3.1.2: Web Security	19
☐ 12.3.1.3: Search Techniques	20
☐ 12.3.1.4: Website Evaluation	26
☐ 12.3.1.5: Evaluating Internet-based Resources	29
☐ 12.3.1.6: Saving Text or Pictures from a Web Page	33
☐ Summative Activity 12.3.1	36
☐ Answers to Activity 12.3.1	39

12.3.2: ELECTRONIC MAIL

☐ 12.3.2.1: Creating an Email Account	45
☐ 12.3.2.2: Sending Email Messages.....	52
☐ 12.3.2.3: Reading Email Messages	59
☐ 12.3.2.4: Organising Email Messages	63
☐ 12.3.2.5: Introducing the Address Book.....	67
☐ 12.3.2.6: Organising Contacts and Folders	69
☐ Summative Activity 12.3.2	71
☐ Answers to Activity 12.3.2	74

12.3.3 : CREATING A WEB PAGE

☐ 12.3.3.1: Getting Started in Creating a Web Page	77
☐ 12.3.3.2: Editing and Inserting Text in a Website Template	87
☐ 12.3.3.3: Changing the Page Layout	90
☐ 12.3.3.4: Replacing an Image	93
☐ 12.3.3.5: Inserting a Table	97



☐	12.3.3.6: Inserting a Hyperlink	101
☐	Summative Activity 12.3.3.....	103
☐	Answers to Activity 12.3.3.....	103
12.3.4 : MORE WEB SITE TASKS		
☐	12.3.4.1: Inserting a File	110
☐	12.3.4.2: Inserting Links within your Site	112
☐	12.3.4.3: Inserting and Deleting Pages	115
☐	12.3.4.4: Inserting a Navigation Bar	118
☐	12.3.4.5: Viewing and Saving the Website	121
☐	12.3.4.6: Publishing to the Website with SSH	123
☐	Summative Activity 12.3.4.....	127
☐	Answers to Activity 12.3.4.....	128
SUMMARY.....		133
REFERENCES		134
GLOSSARY		135



SECRETARY'S MESSAGE

Achieving a better future by individual student, their families, communities or the nation as a whole, depends on the curriculum and the way it is delivered.

This course is part and parcel of the new reformed curriculum – the Outcome Based Education (OBE). Its learning outcomes are student centred and written in terms that allow them to be demonstrated, assessed and measured.

It maintains the rationale, goals, aims and principles of the National OBE Curriculum and identifies the knowledge, skills, attitudes and values that students should achieve.

This is a provision of Flexible, Open and Distance Education as an alternative pathway of formal education.

The Course promotes Papua New Guinea values and beliefs which are found in our constitution, Government policies and reports. It is developed in line with the National Education Plan (2005 – 2014) and addresses an increase in the number of school leavers which has been coupled with a limited access to secondary and higher educational institutions.

Flexible, Open and Distance Education is guided by the Department of Education's Mission which is fivefold;

- to facilitate and promote integral development of every individual
- to develop and encourage an education system which satisfies the requirements of Papua New Guinea and its people
- to establish, preserve, and improve standards of education throughout Papua New Guinea
- to make the benefits of such education available as widely as possible to all of the people
- to make education accessible to the physically, mentally and socially handicapped as well as to those who are educationally disadvantaged

The College is enhanced to provide alternative and comparable path ways for students and adults to complete their education, through one system, many path ways and same learning outcomes.

It is our vision that Papua New Guineans harness all appropriate and affordable technologies to pursue this program.

I commend all those teachers, curriculum writers and instructional designers, who have contributed so much in developing this course.

UKE KOMBRA, PhD
Secretary for Education



UNIT 3: THE INTERNET AND WEBSITE DEVELOPMENT

INTRODUCTION

The internet has become very popular over the years. It has made the world small by its capability to make people communicate despite the geographical challenges. Today, learning about the computer is not enough, we should also be equipped with the knowledge on how to use and manipulate the internet to our advantage.

Unit 3 Internet and Website Development focuses on teaching the basic of what and how to use the internet. Students gain first-hand information on how to use the internet and develop their own website.

Take note that the activities are found at the end of every module lesson and summative exercises after every topic. All answers to the activities are found after the summative exercises.

Please find below the icons and their respective meanings that are used throughout this module.



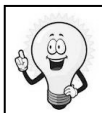
Student Aims



Student Activity



Time Frame



Note



Practical Student Activity



Answers to Learning Activities



Student Aims

On successful completion of this module, students will be able to:

- create a webpage using special effects, hyperlinks and other web components.
- integrate other applications in creating a presentable webpage.

**Time Frame**

This unit should be completed within 10 weeks.

If you set an average of 3 hours per day, you should be able to complete the unit comfortably by the end of the assigned week.

Try to do all the learning activities and compare your answers with the ones provided at the end of the unit. If you do not get a particular exercise right in the first attempt, you should not get discouraged, instead, go back and attempt it again. If you still do not get it right after several attempts then you should seek help from a friend or your tutor. Do not pass any question without solving it first.



12.3.1 Web Fundamentals



Activity 12.3.1 A

Below are some new words that you will encounter in this topic. Using the glossary provided in this module, look up their meaning and write their definition on the space provided. You will come across these new words throughout this topic.

Computer - _____

Router - _____

Server - _____

Protocol - _____

Network - _____

Local Area Network (LAN) - _____

Computer Language - _____

Browser - _____

Web Page - _____

Internet Protocol - _____

Universal Resource Locator (URL)- _____

Domain Name Server - _____

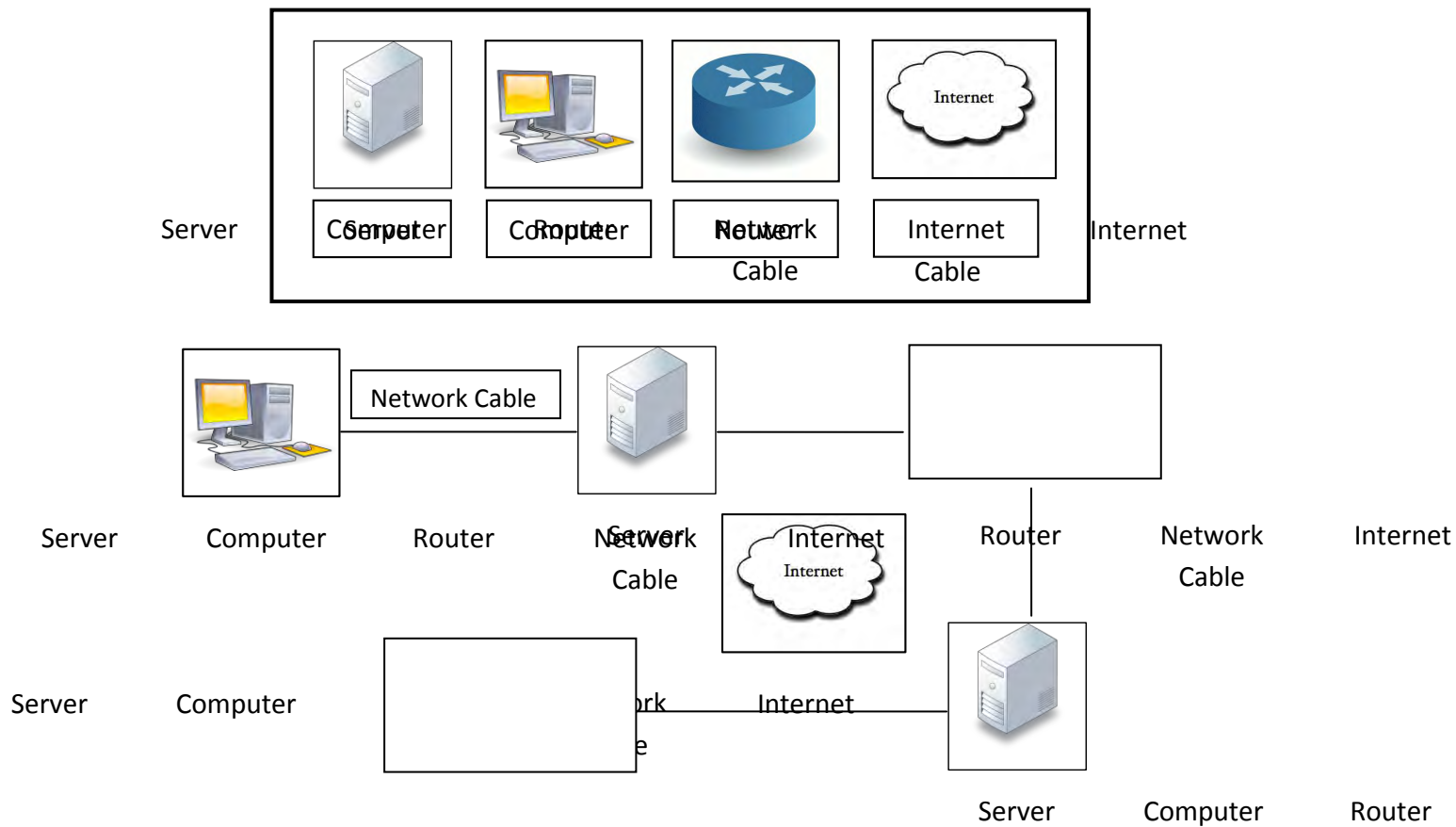
12.3.1.1 The Internet

Internet is a means of connecting a computer to any other computer anywhere in the world via dedicated servers and routers. When two computers are connected over the Internet, they can send and receive all kinds of information such as texts, graphics, voices, videos, and computer programs.



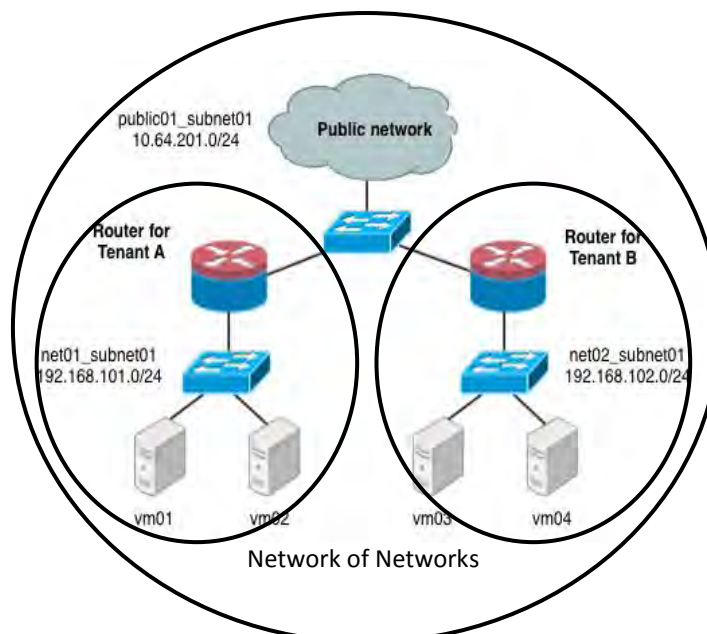
Student Activity 12.3.1.1 A

Based on the definition of Internet, complete the structure on the next page. Use the objects in the box to complete your diagram. Some parts have already been done for you.



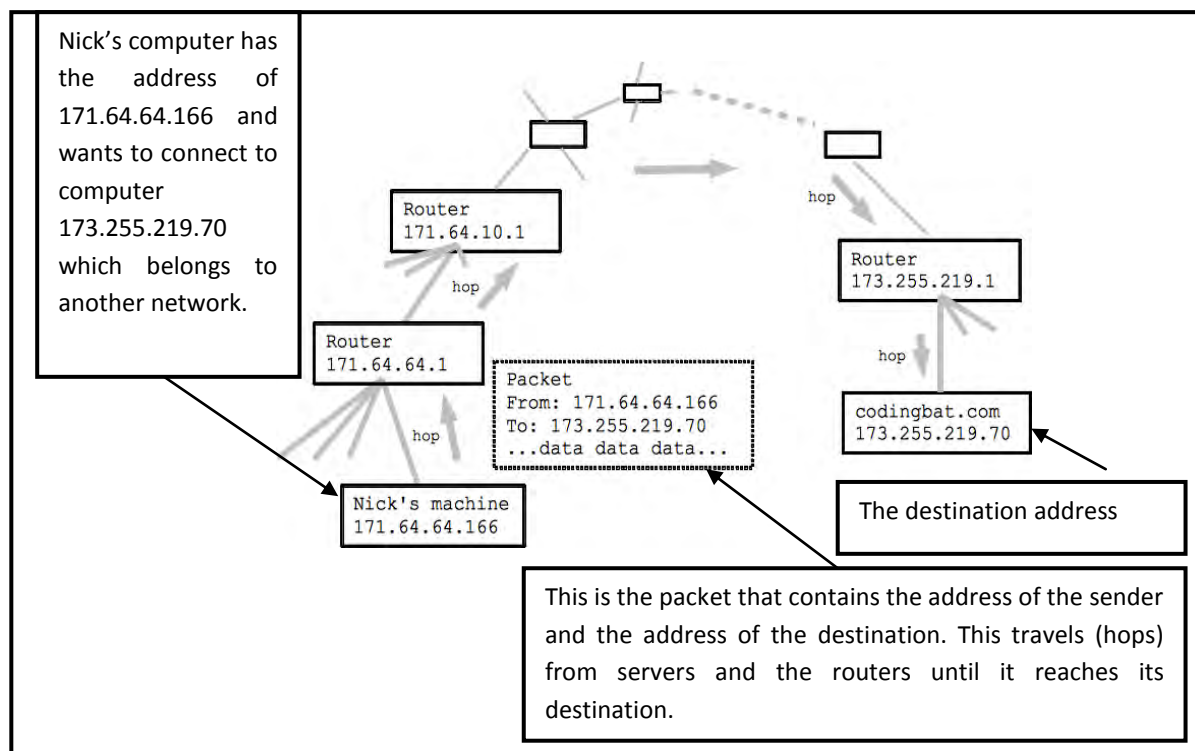
The following are the characteristics of an Internet:

1. **Network of Networks.** A few computer networks are connected together. In the illustration below, the encircled objects form a small single network. In this case, two small networks are connected to each other by the use of a router.





2. **Flexibility of the transfer of data.** Data sent over the internet is in the form of packets. It transmits a small part of the data. Let us look at the example.



Packet transmission

3. **Follows client-server architecture.** An architecture in which the user's PC (the client) is the requesting machine and the server is the supplying machine. This refers us back to the image in item 2, where Nick's machine is the client and codingbat.com is the supplying machine.

The History of the Internet

The Internet has transformed the computer and the communications world like nothing before. The Internet is at once a world-wide broadcasting capability, a device for information distribution, and a means for relationship between individuals and their computers regardless of the geographic location.

Look at the timeline below and explore the beginnings of the internet.

Date	Event/s
1942	Electronic Digital Computer (Hardware Developments) Credit : John Vincent Atanasoff and Clifford Berry Idea : First electronic digital computer Importance : Computers would become the basic nodes of the future internet
1956	FORTRAN (Software Developments) Inventor : John Backus and team



	Event : Development of Fortran Importance : First high-level computer language
1960	Communication Satellite (Hardware Developments) Credit : Echo in use Idea : First communication satellite launched Importance : International Communications became faster and more accessible
1961	Packet Switching Network (Important Ideas) Credit : Leonard Kleinrock Idea : Packet Switching Networks Importance : Messages could be divided into packets and sent over many different routes to their destination before being rejoined.
1963	Modem (Hardware Developments) Credit : Bell 103 Modem Idea : First Commercial Modem Importance : Dial-up connections made possible (connecting to the internet with the use of a telephone)
1963	Wide Area Network (WAN) (Hardware Developments) Credit : Thomas Marill and Lawrence Roberts Idea : Set up of the first Wide Area Network Importance : Connecting computers between remote sites was a vital step to the development of a true internet
1965	Hypertext (Important Ideas) Credit : Ted Nelson Idea : Hypertext Importance : Text could be used to link to other texts
1966	ARPANET (Hardware Developments) Credit : Bob Taylor Event : First steps taken to set up the ARPANET (Advanced Research Projects Agency Network) Importance : US universities linked to exchange information
1968	ASCII (Development in Protocol) Event : First full version of the American Standard Code of Information (ASCII)
1968	WAN (Hardware Developments) Credit : British National research Lab Event : First WAN to use packet switching Importance : More efficient use of the network links is made possible
1970	NCP (Development in Protocol) Inventor : Steve Crocker and Network Working Group Event : First use of the Network Control Protocol Importance : Standard rules to link computers
1971	FTP (Development in Protocol) Event : File Transfer Protocol



	Importance : Standard rules of transfer files
1972	EMAIL Software (Software Developments) Inventor : Ray Tomlinson Event : First Email software Importance : the beginning of message communication
1974	TCP (Development in Protocol) Inventor : Vint Cerf and Bob Kahn Event : Introduction of the Transmission Control Protocol Importance: Rules to control file movement on the internet set standards allowing easy communication
1977	Cray Supercomputer (Hardware Developments) Change : First Cray supercomputer developed Event : 8MB (megabytes) memory 160 megaflops speed \$8.8 million price Importance : Concept of servers required the idea of a major central computer able to handle the traffic.
1977	Gateway Packet Switching (Hardware Developments) Credit : Vint Cerf, Bob Kahn etc. Event : First widespread use of the gateway packet switching technology Importance : Computers of different types could now “talk” to each other
1978	TCP and IP (Development in Protocol) Inventor : Vint Cerf, Steve Crocker and Danny Cohen Event : Transmission Control Protocol divided into TCP (error handling and data) and IP (routing) Importance : More complex transfers are possible
1979	MUD (Software) Inventor : Richard Bartle and Roy Trubshaw Event : First Multi user domain Importance : People of similar interest were able to confer electronically
1981	Hypertext Database (Important Ideas) Credit : Ted Nelson Idea : Hypertext database Importance : Linked data could be made accessible through queries
1982	Internet Relay Chat (Software Developments) Inventor : Jarkko Oikarinen Event : Internet Relay Chat written Importance : Chat session now possible
1983	DNS server (Hardware Developments) Credit : Paul Mockapetris Event : DNS server (Jeeves) Importance : Server was able to handle the domain names instead of IP addresses
1983	ARPANET (Hardware Developments) Change : ARPANET Split Event : Military and civilian sectors



	Importance : First commercial Internet was possible (took until 1991 to remove military restrictions)
1987	Internet Security (Development in Protocol) Inventor : Jeff Case, Mark Fedor, Martin Schoffstall and James Davin Event : Demonstration of the need for internet security – The Simple Gateway Monitoring Protocol Importance : Expansion of the internet makes security a priority
1988	Country Link (Hardware Developments) Change : Fiber optic transatlantic link in use Event : Europe to North America link Importance : Fast, rapid digital data transfer is established
1989	WWW (Important Ideas) Credit : Tim Berners – Lee Idea : World Wide Web Importance : Suggested a graphical internet that would be easier to use
1990	WWW (Software Developments) Inventor : Tim Berners – Lee Event : First WWW software Importance : Graphical internet made it more user-friendly
1990	Java Programming Language (Software Developments) Inventor : Jim Gosling Event : Java programming language Importance : A language understood by the computer of many types
1992	Surfing the Net (Important ideas) Credit : Jean Armour Polly Ideas : Surfing the net Importance : Provided a term to explain how users could browse in the internet environment
1993	Netscape (Software Developments) Inventor : Mosaic Corporation Event : First version of Netscape released Importance : Free web browser

Timeline created by Keshini in Science and Technology

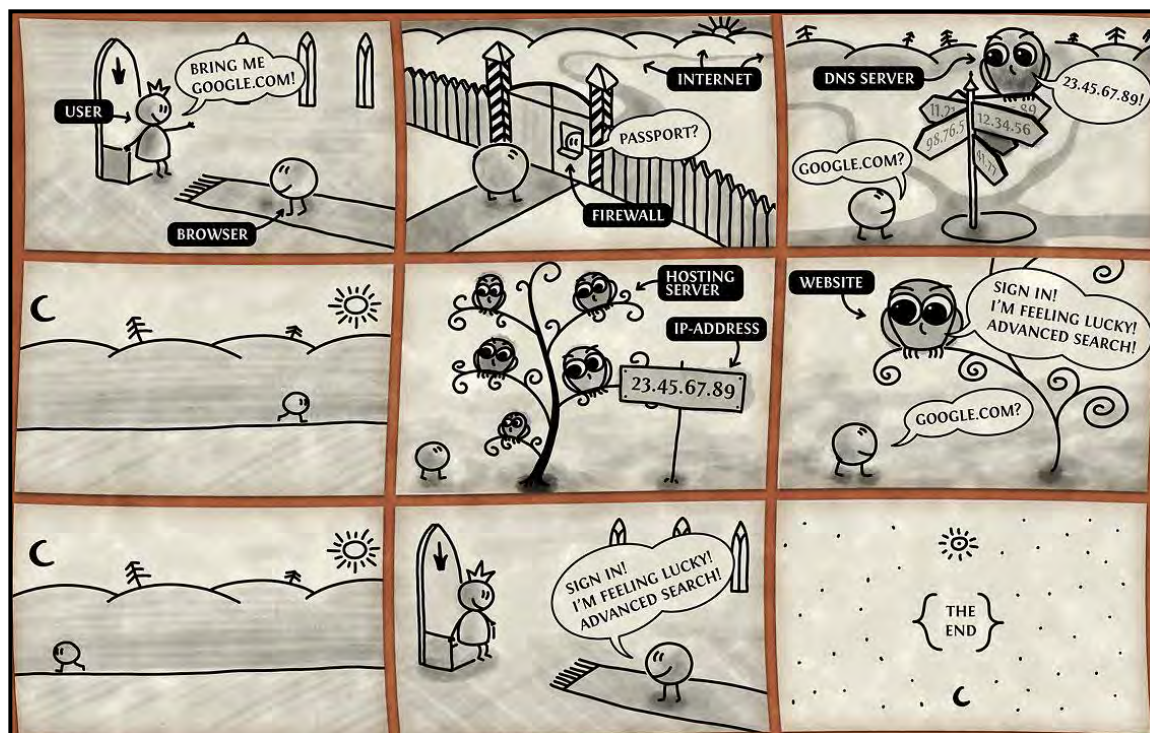
How the Internet Works



Student Activity 12.3.1.1 B

Now read and study the comic presentation on the next page and answer the question that follows.

Based on the comic strip, write a short description of how internet works based on your understanding. There is no right or wrong answer at this point, the aim is to try to understand How the Internet Works based on what you see the comic strip.



The comic strip of how the internet works

Now let us see if your description is close to how an internet works.

The Internet Protocol (IP) makes the internet work. Let us base this discussion on the illustration, the **user** represents you or any other internet user. You use a browser to connect to the internet. In using a browser, type the address of the webpage you wish to visit, example google.com. Google.com is the human readable form or a Universal Resource Locator (URL) for the IP address 64.233.160.0.

A **Domain Name Server (DNS)** looks up that URL and then figures out the IP address associated with it. Think of a REALLY big phone book. You look up your plumber's name and then you figure out what his phone number is.



Each piece of data (in this case your data is google.com) you send out is broken down into packets. Imagine mailing your friend a book, page by page. Each page will have to carry your friend's address and the page number to let him know what order it goes in. It should also let him know how many pages there are, so he knows when he has it all. They should also have your address, so if the mail person cannot deliver it, they know where it came from.

When the packets arrive at the destination, the server or computer receiving it compiles it into something organised, or it puts the book back together. Now the computer receiving all the packets sends back a message to the originating computer. Going back to our illustration the message that goes back to the sender is "Sign in! I'm feeling lucky! Advanced Search!"

Functions and Uses of the Internet

The four major functions of the Internet:

1. Communications

According to a study by Deborah Fallows, internet users have high regard for the internet as a tool of communication; 85% of both men and women say they consider the internet to be a good way to interact or communicate with others in their everyday lives.

2. Transactions

Men and women are about equally likely to go online to do many of these: to buy products, as well as everyday items like groceries, food, and household items and prescriptions; to make travel arrangements or to purchase tickets; to do their banking; and to donate to charities among others.

3. Getting Information

Nearly all internet users, 91%, agree that the internet is a good source of information for everyday interests like news, weather reports, and sports scores. About 80% of both men and women also expect to find information online about more specialised topics of government, health or medical issues.

4. Entertainment

About two-thirds of men and women surf the web for fun. With hobbies, slightly more men compared to women go online looking for information about their hobbies and many more actually pursue their special interests online.

Threats from the Internet

Internet threats are malicious software programs that are installed in your computer without your knowledge or permission.

Here are some basic threats over the internet; you would note that most of them are spread through email. We will discuss the email a little later.



Threats	Description
Virus 	This is a small software program that can spread from one computer system to another and cause interferences with the computer operations. A computer virus has the capacity to corrupt or to delete data on your computer
Worms	This is a type of malicious software (malware) that self-replicates and distributes copies of itself to its network. These independent virtual viruses spread through the Internet, break into computers, and replicate without intervention from and undiscovered by the computer users.
Trojan 	These are software programs that cover-up as regular programs, such as games, and even antivirus programs. But if they are run, these programs can do malicious things to your computer. For example, a Trojan might appear to be a computer game, but once you double-click it, the program starts writing over certain parts of your hard drive, corrupting your data.
Adware	Adware is the free software that is supported by advertisements. The common adware programs are the toolbars that sit on your desktop or work together with your Web browser. They include features like advanced searching of the Web or your hard drive.
Spam 	Spam may be defined as unwanted emails. Most users are exposed to scam, which is more than 50% of all Internet emails. Though spam is not a direct threat, it can be used to send different kinds of malware.
Phishing 	It is similar to fishing in a lake, but instead of trying to capture fish, phishers attempt to steal your personal information. Phishers send out e-mails that appear to come from legitimate websites such as banking institutions. The e-mails state that your information needs to be updated or validated and ask that you enter your username and password, after clicking a link included in the e-mail.
Pharming	Pharming forwards users to false websites without them even knowing it.



Keyloggers	This is a program that records the keystrokes on a computer. It does this by monitoring a user's input and keeping a log of all the keys that are pressed. The log may save to a file or even send to another machine over a network or the Internet.
Rogue security software	A special type of threat is the software that claims to be the security software. It tricks users that have installed it to pay a sum of money to be really protected (which they will not be). Most often it pretends to be the antivirus and the antispymware programs.



12.3.1.2 Web Security

Earlier we discussed some of the Internet threats which can be passed through the web. This time we will discuss how to protect ourselves from the threats that the internet may bring. However, before we start you may go to the glossary and read the definition of **Web**. Remember that the Internet is different from a Web.

The Web security involves protecting that information (go back to Functions and use of Internet on page 15 in case you forgot these information on page 15) by preventing, detecting, and responding to the attacks.

Here are some guidelines that we can use to protect ourselves from the Web threats:

1. Recognise the risks and become familiar with some of the terminology associated with them. Refer to the topic: **Threats from the Internet** on pages 15 and 16 for some of these terminologies.
2. Use the latest browser software.
3. Use the Anti-Virus software that has the web security features.



Student Activity 12.3.1.2

- A.** On the space provided below, write the difference between the Internet and the Web.

- B.** Visit your nearest computer store. Ask the sales person about the different Anti-Virus available in the store. Name at least three Anti-Virus and write them on the space provided.

1. _____
2. _____
3. _____



12.3.1.3 Search Techniques



Student Activity 12.3.1.3 A

Using the glossary provided in this module, look up the meaning of the following words. You will encounter them in this module as we go along. Write the definition on the space provided.

- Internet - _____
- World Wide Web - _____
- Search _____ engine - _____

You can search for the information about the Web using any number of different search engines. When you use a search engine (such as Google, Yahoo, Ask, AltaVista) you are asking it to scan its directory of sites and match your keyword(s) and phrase(s) with those in the texts of documents within its database.

Due to the total number of words catalogued by search engines you may get many responses to simple search requests. Remember a search engine, cannot think for you, cannot understand what you mean by your concepts or terms but can only match the word(s) you choose.

Searching for information can be frustrating and the results overwhelming. The list below will give you guidelines on how to do web search more effectively:

1. Identify your topic; break it into key concepts or points.
2. Write down all the keywords and phrases that best describe your topic.
3. Think of synonyms or related terms for each concept or point.
4. Consider spelling variations as well as the singular and plural of words. Example: If you are searching *driving* consider these related terms: Driving, drive, automobile driving, car driving, auto driving.
5. Using different words in your search may give you additional information.
6. Use a plus sign (+) in front of a word to require its inclusion (no space between the sign and the word). A word or phrase preceded by a + must be present in the search results. Example: +newborn
7. Use a minus sign – in front of a word to require its exclusion (no space between the sign and the word). A word or phrase preceded by a – will exclude that word in the search results. Example: –infant



-
8. Use the lower case to find both the upper and the lower case versions of a word. Use of the upper case results in only the exact upper case matches.
 9. Boolean searching: A way of connecting the keywords using the “operators” AND, OR, NOT, here is how they work:
 - a. Use of the “operator” AND narrows your search because the results must contain all of the search terms connected by the word AND, not just one of the words. Example: heart AND lung, newborn AND infant.
 - b. Use of the “operator” OR broadens your search because the results must contain at least one of the search terms connected by the word OR. Example: heart OR lung, adolescent OR teenager.
 - c. Use of the “operator” NOT excludes terms so that your results do not contain any of the terms that follow it. The use of NOT excludes unwanted concepts or words. Example: lung disease NOT smoking.
 10. Use truncation and wildcards to search for variations in the spelling and the form of a word. Examples of spelling variations can be seen in the difference between the American and British spelling. Examples: pediatric vs. paediatric, orthopedic vs. orthopaedic.
 11. Typing the stem, or root of a word, plus a * or \$ symbol at the end of the word will retrieve all forms of the word. Example: allerg\$ will yield allergy, allergic, allergen. Example: gastro* will yield gastroenteritis, gastrointestinal, gastroenterologist
 12. Wildcard symbols such as a ? may be inserted in place of a letter(s) in a keyword. This is useful when you are not sure of a spelling or when there are different forms of the root word. Example: wom?n will yield both woman and women.

How to use a Search Engine?

Previously, we discussed the different search techniques. These techniques are essential in searching rapidly with efficiency. In this part of our lesson we are going to apply the techniques with the use of the search engine.



Student Activity 12.3.1.3 B **Answer the questions below.**

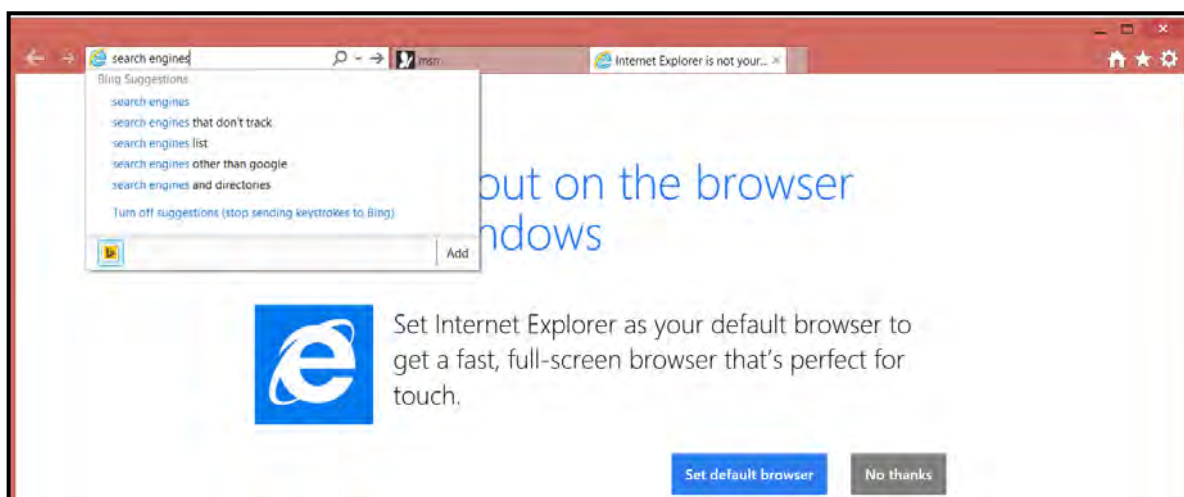
The different examples of search engines were given earlier. List some of them here:
1. _____, 2. _____, 3. _____,
4. _____. In addition to what you have just written are: Bing, Blekko, Dogpile, and DuckDuckGo.



Now that we have identified the different search engines, we are going to do a step by step procedure of how to search using a search engine. In this part of the lesson it is helpful to have a computer that is connected to the internet or else a mobile phone with internet capability will do. We need a web browser apart from the internet connection, the most common and available is the Internet Explorer.

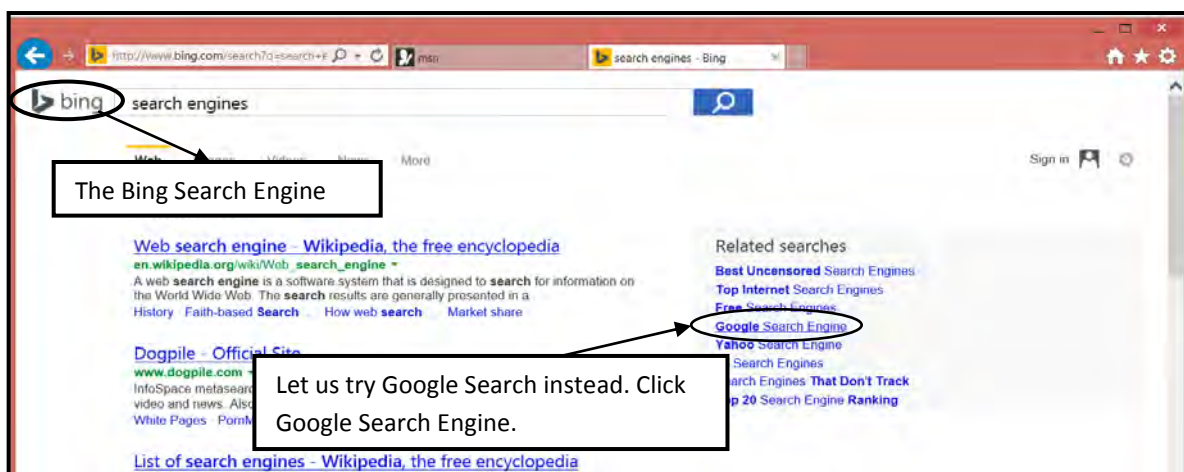
Look for the logo  and click it. If you have other search engines you can use that too. The result of the search will be much the same. Now let us start!

1. **Select a search engine.** At the top of any page on your browser (address bar), type the phrase “search engines” and press enter to gain access to several different sites that specifically aid in searching.



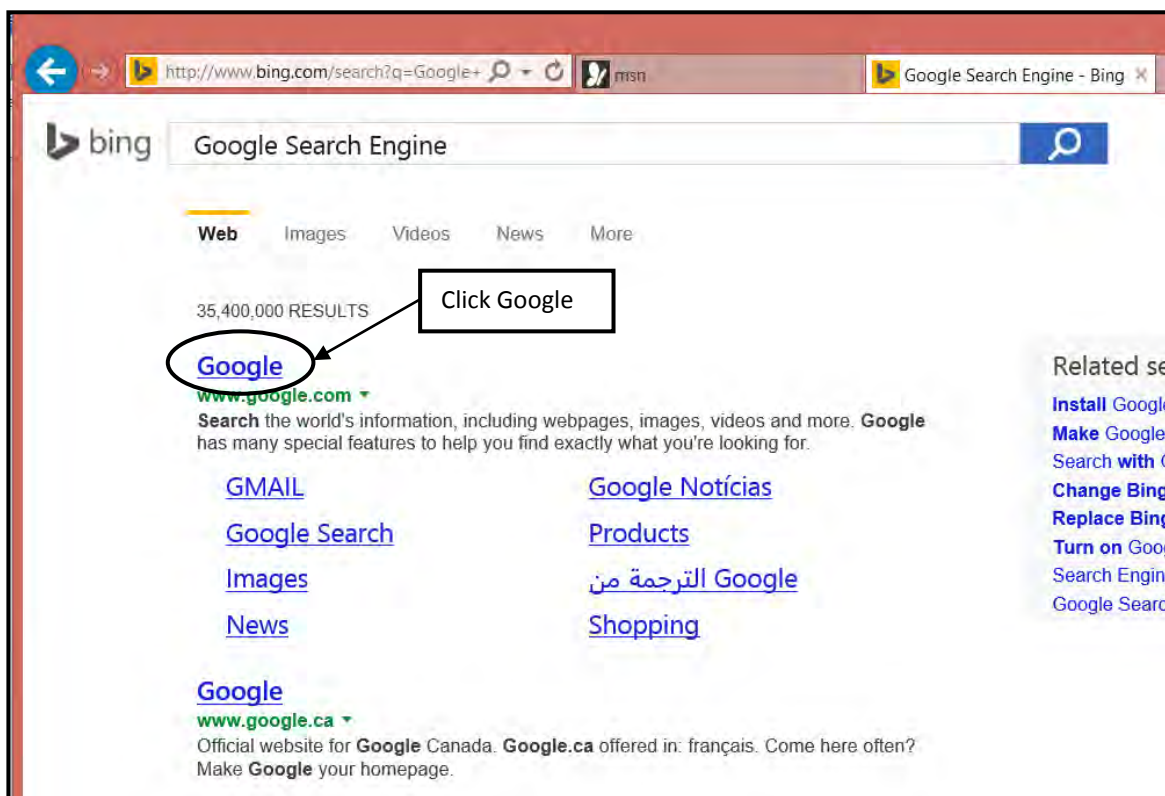
The Internet Explorer Web browser

2. If you are using the Internet Explorer browser, you will observe that the Bing search engine will appear automatically. Bing is the default search engine for the Internet Explorer however; you can still use other search engines. Let us try to use the Google search.





3. Upon clicking the link (look up at the glossary), it will lead you to a different page similar to the one below. Let us click Google in this page.



4. After clicking you will see that it will direct you to the Google website. Another way to go to your preferred search engine directly is to type its website address on the address bar. Examples:



Type the search engines website address directly on the address bar

5. Now that you are at the Google search engine, try to search about Papua New Guinea. Type Papua New Guinea on the Search Bar and click Google Search.



Searching for a Particular Topic

6. The search will look something similar to the one below.



The result of the Search

If you are looking for a specific topic, use the search techniques that we have discussed earlier.

To be successful in identifying the best journal articles, newspapers, reference resources, etc. to support your project, it is important to use effective search techniques. The proper search techniques will directly affect the success of your search. Remember that searching is active. Commands will vary and change, but search principles remain the same. Your ability to evaluate and modify results will result in a more effective and precise search.

**Student Practical Activity 12.3.1.3**

Follow the instructions below to complete this activity. Answer each question as you go along.

1. Open the internet browser on your computer and type www.google.com on the address bar.
2. On the Google website type "History of Papua New Guinea" on the search bar.
3. From the list that opens below the search bar, select "History of Papua New Guinea – Wikipedia" by clicking it.
4. Answer the following questions based on the Wikipedia. Write your answer on the space provided
 - a. When did the first settlers of Papua New Guinea arrive? _____
 - b. Who was the Russian anthropologist that made a number of expeditions to New Guinea? _____
 - c. Who was the first Prime Minister of Papua New Guinea? _____
 - d. When did Papua New Guinea join the United Nations (UN)? _____
 - e. When did the permanent cease fire on the Island of Bougainville taken place?



12.3.1.4 Website Evaluation

As you have already learned, anyone with a computer and an Internet connection can publish on the Web. That means it is up to you to determine which sites are reliable and which are not worth your time. How do you go about doing this? Start by using the 5Ws (*who? what? when? where? and why?*) as your evaluation criteria.

1. Who wrote/published the information on the site?

Because anyone can publish on the Web, it is important that you first identify the source or the author of the information on the site. Ask yourself:

- Who is the author/publisher? Is that source clearly identified on the site?
- Can I contact the author through an e-mail, phone number, or a mailing address?
- What are the author's credentials? Is he or she an expert in the subject I am researching?
- Is the site created or sponsored by a reputable organisation? If so, can I confirm that the organisation is a credible, authoritative source of information?

2. What information and resources does the site provide?

The information you find on a Web site does not necessarily pass through the hands of editors, fact-checkers, or reviewers, so it is up to you to determine the value of the site's content and presentation. Ask yourself:

Content

- What is the site's purpose: to persuade, inform, or entertain? Does the site achieve its purpose?
- Is the information on the site objective or biased? The site should present several authoritative viewpoints on the subject and not just one person's opinion.
- Does the site provide thorough coverage of the topic? Does it reference or link to other in-depth resources?
- Is the information on the site well written? Are there misspellings or grammatical errors?
- Does the site provide a Works Cited page or a bibliography? Can I verify that the resources the author consulted are reliable, thorough, and objective?
- Does the site feature graphics, video and audio clips, or animations? Do these multimedia elements help explain or clarify the site's topic?



3. When was the site created/last updated?

Is your topic time-sensitive? In other words, is it important that you locate the most current, up-to-date resources? If so, ask yourself:

- Does the site indicate when it was first created and last updated?
- Do the links work, or do they lead to error messages, such as "Page Not Found" ? Sites that are not regularly updated are likely to have more "broken links."

4. Where does the site "live"?

- Look closely at the site's Uniform Source Locator (URL), specifically at the three-letter suffix known as an *extension*. For example, in the address *www.archives.gov*, the extension is *.gov* . Sometimes, the extension can provide clues about the source of the site you are viewing.

- Some Common Extensions

Extension	Source
.gov	Government agency
.edu	Educational institution
.org	Organisation (usually, though not always, nonprofit)
.com	Commercial business or personal Web site
.mil	Military

Watch Out! A site with the *.gov* extension signals a government agency, and therefore, probably has reliable and trustworthy information. However, it can be harder to determine whether sites with the *.edu*, *.org*, or *.com* extensions are quality ones. For example, the *.edu* extension indicates that a site is associated with an educational institution, but it does not tell you whether it is the official site of the History department or one created by a first-year student.



Remember: Looking at the URL's extension can uncover the clues about the quality of the site, but does not tell the whole story. To really determine whether the site is a good one, you will need to ask the other 4 Ws: *who?* *what?* *when?* and *why?*

5. Why should I use this site?

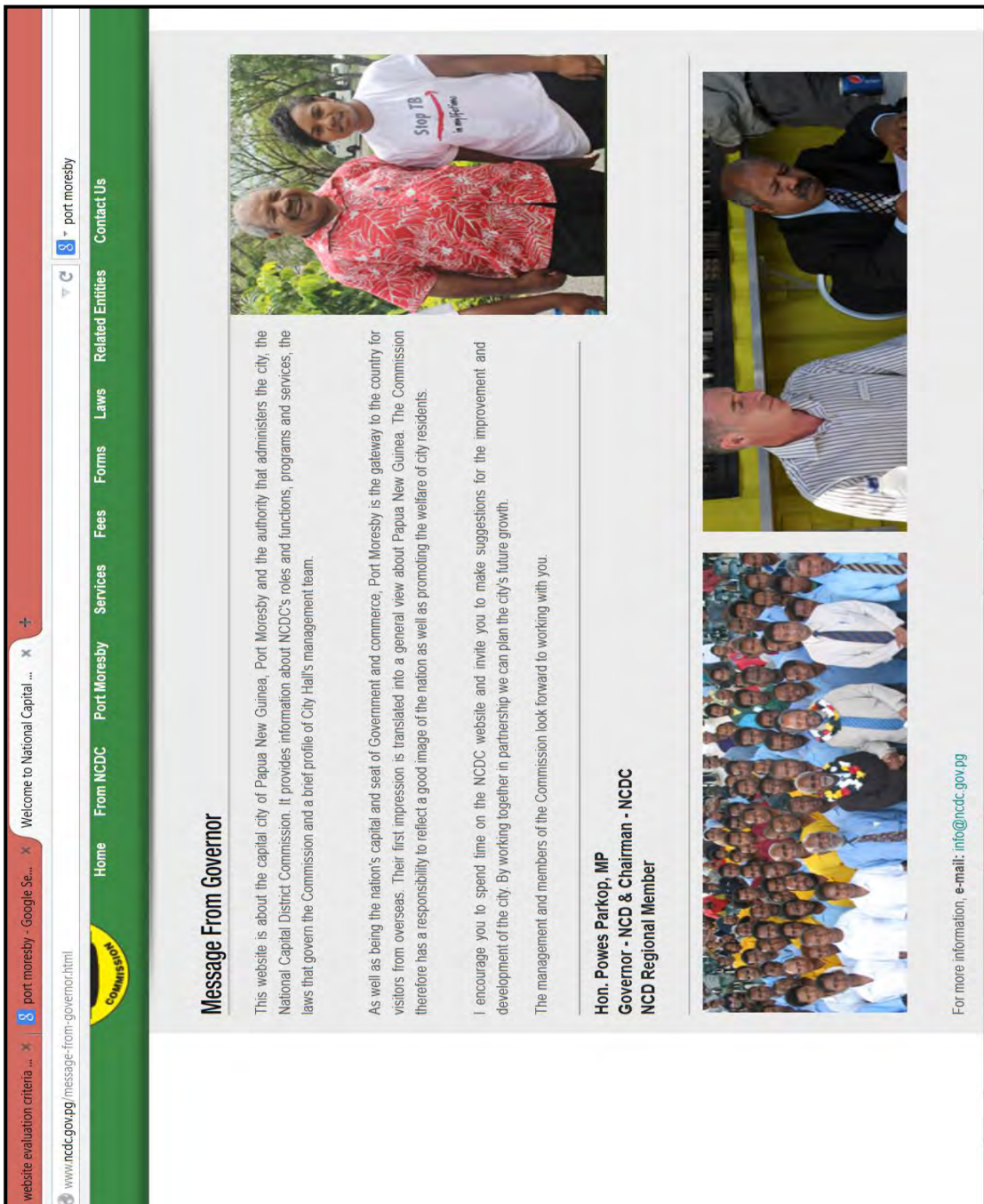
Evaluating the credibility, thoroughness, accuracy, currency, and the presentation of a Website will help you determine whether to use that site for your research. Ask yourself:

- Do the resources on this site meet all my needs? Is the information verifiable, in-depth, and up to date?
- Why is this Web site a better research source than some of the other sites I have already visited?



Student Activity 12.3.1.4

Go to the Appendix A and use the Website evaluation sheet on page 122 to evaluate the website below:



website evaluation criteria ... * port moresby - Google Se... * Welcome to National Capital ... * port moresby

www.ncdc.gov.pg/message-from-governor.html

Home From NCDC Port Moresby Services Fees Forms Laws Related Entities Contact Us

Message From Governor

This website is about the capital city of Papua New Guinea, Port Moresby and the authority that administers the city, the National Capital District Commission. It provides information about NCDC's roles and functions, programs and services, the laws that govern the Commission and a brief profile of City Hall's management team.

As well as being the nation's capital and seat of Government and commerce, Port Moresby is the gateway to the country for visitors from overseas. Their first impression is translated into a general view about Papua New Guinea. The Commission therefore has a responsibility to reflect a good image of the nation as well as promoting the welfare of city residents.

I encourage you to spend time on the NCDC website and invite you to make suggestions for the improvement and development of the city. By working together in partnership we can plan the city's future growth.

The management and members of the Commission look forward to working with you.

Hon. Powes Parkop, MP
Governor - NCD & Chairman - NCDC
NCD Regional Member

For more information, e-mail: info@ncdc.gov.pg



12.3.1.5 Evaluating Internet Based Resources

Unlike similar information found in newspapers or television broadcasts, information available on the Internet is not controlled for quality or accuracy; therefore, it is particularly important for the individual Internet user to evaluate the resource or information. It is often difficult to determine the origin of Web sources, and even if the author is listed, he or she may not always represent himself or herself honestly, or he or she may represent opinions as fact. The responsibility is on the user to evaluate the resources effectively. **Ask yourself these questions before using the resources from the World Wide Web:**

Author

- What is the name of the author/creator on the page?
- Are his/her credentials listed (occupation, years of experience, position or education)?
- Is the author qualified to write on the given topic? Why?
- Is there contact information, such as an email address, somewhere on the page?
- Is there a link to a homepage?
- If there is a link to a homepage, is it for an individual or for an organisation?
- If the author is with an organisation, does it appear to support or sponsor the page?
- What does the domain name/URL reveal about the source of the information, if anything?
- If the owner is not identified, what can you tell about the origin of the site from the address?



Note: To find relevant information about the author, check personal homepages on the Web, campus directory entries and information retrieved through search engines.

Purpose

Knowing the motive behind the page's creation can help you judge its content.

- Who is the intended audience?
 - a. The Academic audience or the experts?
 - b. The General public or the beginners?



-
- If not stated, what do you think is the purpose of the site? Is the purpose to:
 - a. Inform or Teach?
 - b. Explain or Enlighten?
 - c. Persuade?
 - d. Sell a Product?

Objectivity

- a. Is the information covered a fact, an opinion, or a propaganda?
- b. Is the author's point-of-view objective and impartial?
- c. Is the language free of emotion-rousing words and bias?
- d. Is the author connected with an organisation?
- e. Does the author's membership with an institution or organisation appear to bias the information?
- f. Does the content of the page have the official approval of the institution, organisation, or company?

Accuracy

- a. Are the sources for factual information clearly listed so that the information can be verified?
- b. Is it clear who has the ultimate responsibility for the accuracy of the content of the material?
- c. Can you verify any of the information in independent sources or from your own knowledge?
- d. Has the information been reviewed or referred?
- e. Is the information free of grammatical, spelling, or typographical errors?

Reliability and Credibility

- a. Why should anyone believe the information from this site?
- b. Does the information appear to be valid and well-researched, or is it unsupported by evidence?
- c. Are quotes and other strong assertions backed by sources that you could check through other means?



- d. What institution (company, government, university, etc.) supports this information
- e. If it is an institution, have you heard of it before? Can you find more information about it?
- f. Is there a non-Web equivalent of this material that would provide a way of verifying its legitimacy?

Currency

- a. If timeliness of the information is important, is it kept up-to-date?
- b. Is there an indication of when the site was last updated?

Links

- a. Are links related to the topic and useful to the purpose of the site?
- b. Are links still current, or have they become dead ends?
- c. What kinds of sources are linked?
- d. Are the links evaluated or annotated in any way?
- e. Note: The quality of Web pages linked to the original Web page may vary; therefore, you must always evaluate each Web site independently.

In addition be reminded of the following:

- Be very critical of any information you find on the Web and carefully examine each site.
- Web pages are prone to both accidental and slow alteration, and may move or disappear with no notice.
- Print out or download all pages you plan to use in your research so that your bibliography will be complete and accurate.



Student Activity 12.3.1.5

Visit this website www.education.gov.pg. Browse and study the content of the website and answer the questions. Write your answer on the space provided.

1. What is the motive behind the creation of the webpage?



2. Are the information on the website accurate?

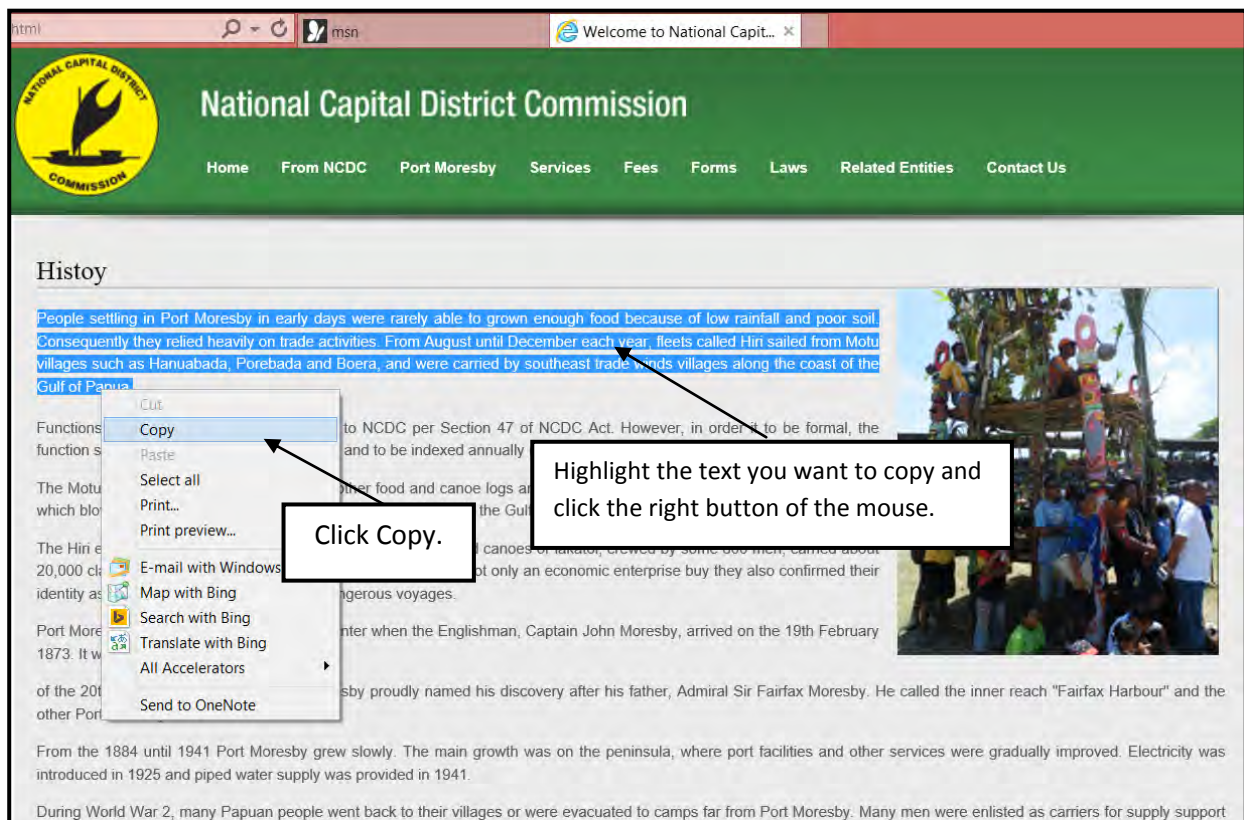
3. Was the website helpful to you as a student? Why?



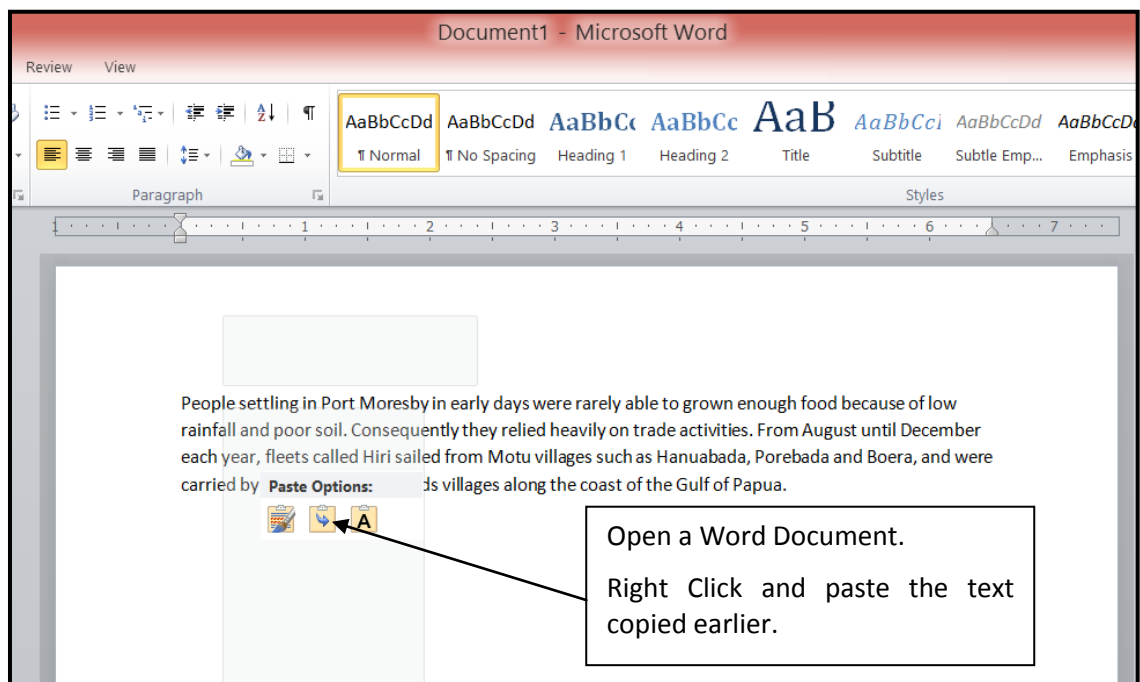
12.3.1.6 Saving Text or Pictures from a Web Page

When you are browsing the Internet, you will probably come across texts and pictures that you want to save to your computer for future references, say for a report or research, or you are creating a personalised card to be given to a friend.

To save just a little of a web page's text, select the text by highlighting, right-click it, and choose Copy. Open your word processor and paste the text into a new document and save it in your Documents folder with a descriptive name.

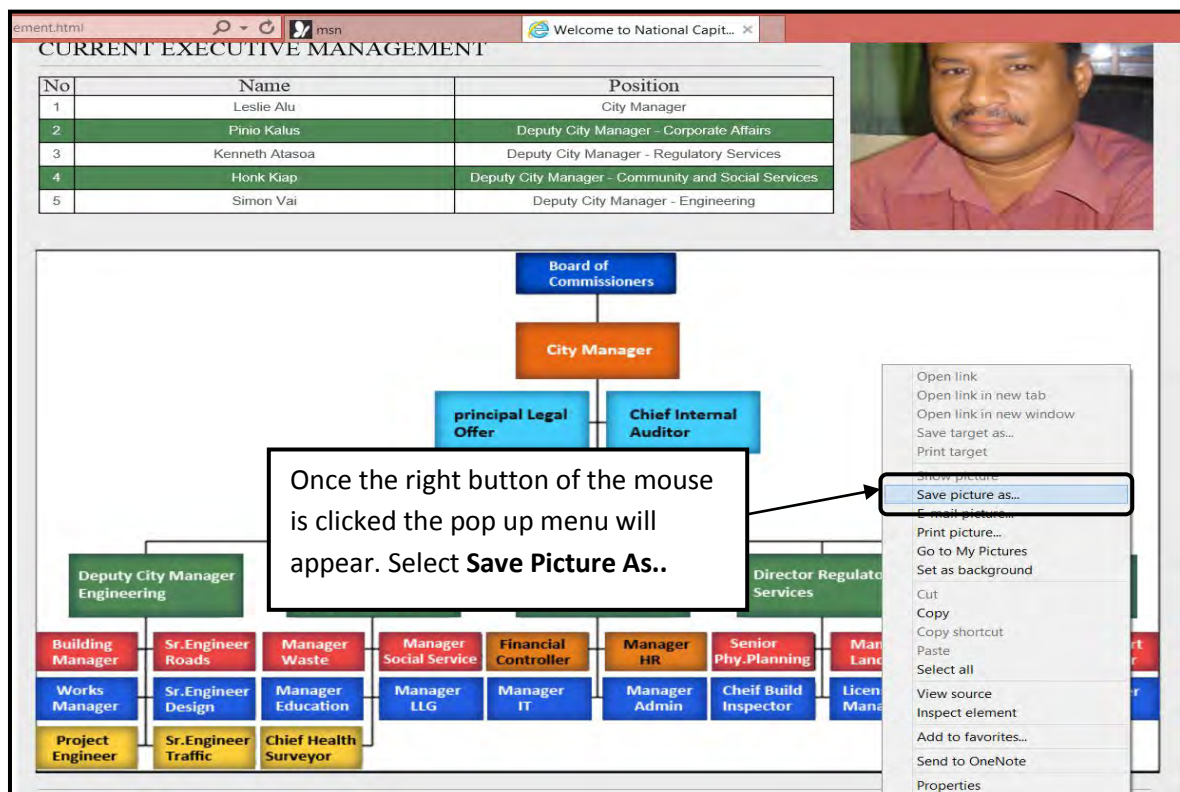


Copying text on a Website.



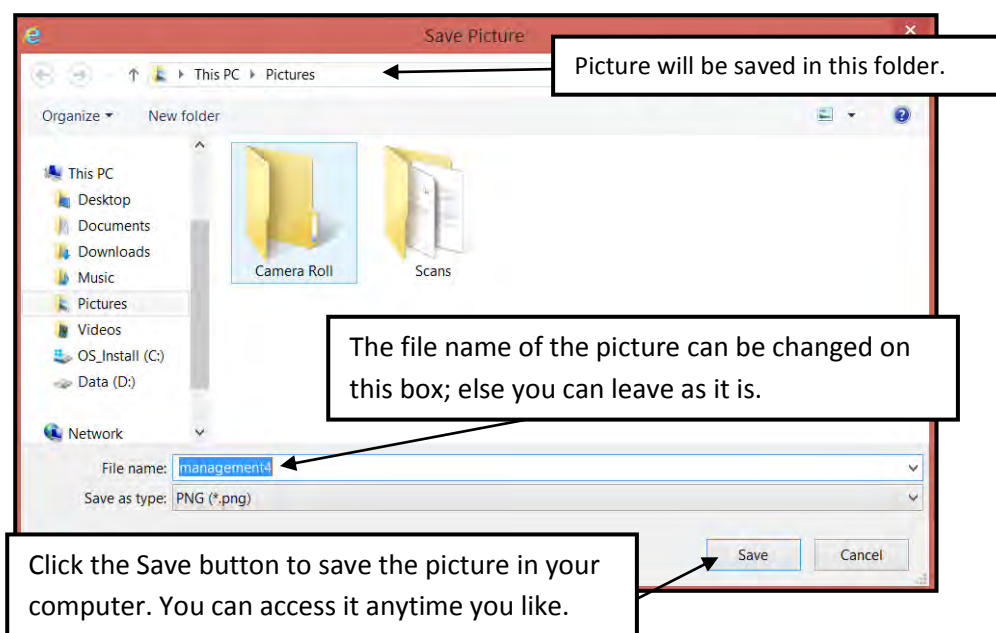
As you browse through the web pages and spot a picture that you will need for a research, save it to your computer. Follow these steps:

1. Right-click the picture and choose **Save Picture As**.



Saving a Picture to a computer.

2. The Save Picture Dialogue Box will open.

**Student Practical Activity 12.3.1.6**

Practise copy and pasting words and images from a website to a Word document. Follow the instructions below.

1. Open www.education.gov.pg.
2. Click the Students button.
3. Copy the text from “Basic Education” to “grade 8”.
4. Paste the text on Word document
5. Copy the images found at the bottom of the page.
6. Paste it to the same Word document, after the text.
7. Save the file with the filename “Practical Activity 12.3.1.6

**Summative Exercise 12.3.1**

Select the best answer from the choices given. Write the letter of your answer on the space provided.

_____ 1. Web pages are stored on a _____

- a. modem
- b. client
- c. server

_____ 2. A URL is usually typed in a browser's _____.

- a. googles
- b. plug-in
- c. address bar

_____ 3. The words you type into a search bar are known as _____.

- a. search terms
- b. search results
- c. Googles

_____ 4. What is the World Wide Web?

- a. A computer game.
- b. The part of the internet that enables information-sharing via interconnected pages.
- c. Another name for the internet.

_____ 5. The internet was originally developed by whom?

- a. Computer hackers.
- b. A corporation.
- c. The U.S. Department of Defense.

_____ 6. Which one of the following is a search engine?

- a. Macromedia Flash.



b. Google.

c. Netscape.

_____ 7. Which description does NOT apply to the internet?

a. An interconnected system of networks that allows for communication through the email, and the World Wide Web.

b. A catalogue of information organised and fact-checked by a governing body.

c. A vast network that connects millions of computers around the world.

_____ 8. Which of the following is a TRUE statement?

a. You are free to copy information you find on the Web and include it in your research report.

b. You do not have to cite the Web sources when you are doing a research report.

c. Just like print sources, Web sources must be cited in your research report. You are not free to plagiarise information you find on the Web.

_____ 9. What is URL?

a. A type of an electronic mail.

b. The address of a document or “page” on the World Wide Web.

c. An acronym for Unlimited Resources for Learning.

_____ 10. What are the three main expressions, or operators, recognised by the Boolean logic?

a. FROM, TO, WHOM.

b. AND, OR, NOT.

c. SEARCH, KEYWORD, TEXT.

_____ 11. <http://www.classzone.com> is an example of?

a. a URL.

b. a directory.

c. a server.



_____ 12. A _____ is a set of programs that searches the web for specific words you wish to look for and returns a list of results

- a. search form
- b. search page
- c. search engine

_____ 13. Internet Explorer is a _____

- a. person browsing the internet.
- b. Web browser.
- c. News reader.

_____ 14. WWW stands for _____

- a. World Wide Web.
- b. World Wide Wait.
- c. World Wide Wares.

_____ 15. The Internet and the World Wide Web mean the same.

- a. Always True
- b. Always False
- c. Sometimes True

_____ 16. If someone has sent you a SPAM, they _____

- a. send you an insulting email.
- b. infected your computer with a virus.
- c. sent you unsolicited mail.

_____ 17. Where do files reside on the internet?

- a. On your computer
- b. On one massive computer
- c. On individual computers, known as servers



_____ 18. What is a Browser?

- a. A server.
- b. A software program that enables you to view www documents.
- c. A network.

_____ 19. A domain name ending with “org” is _____.

- a. an organisation
- b. a commercial website
- c. a network site

_____ 20. Who do we credit the greatest invention for WWW?

- a. Bill Gates
- b. Steve Jobs
- c. Tim Berners – Lee



Answers to Student Activities

Student Activity 12.3.1

Activity A

Computer - is a machine which can be instructed to accept, process, store and output data.

Router - is a device that connects two networks - frequently over large distances.

Server - is a computer that provides data to other computers. It may serve data to systems on a local area network (LAN) or a wide area network (WAN) over the Internet.

Protocol - When computers communicate with each other, there needs to be a common set of rules and instructions that each computer follows. A specific set of communication rules is called a protocol.

Network - a group of two or more computing devices connected via a form of communications technology. Example, a business might use a computer network connected via cables or the Internet in order to gain access to a common server or to share programs, files and other information.



Local Area Network (LAN) - is a computer network limited to a small area such as an office building, university, or even a residential home, which makes it easy to share information.

Computer Language - is a formal constructed language designed to communicate instructions to a machine, particularly a computer. Programming languages can be used to create programs to control the behaviour of a machine or to express algorithms.

Browser - is a software application that is your entry to the internet - a software program installed on your computer enabling you to visit websites, navigate from web page to web page, print web pages and even email. Common browser brands include Internet Explorer, Chrome, Safari, Mozilla firefox and Opera. Remember that if you use different computers in different locations.

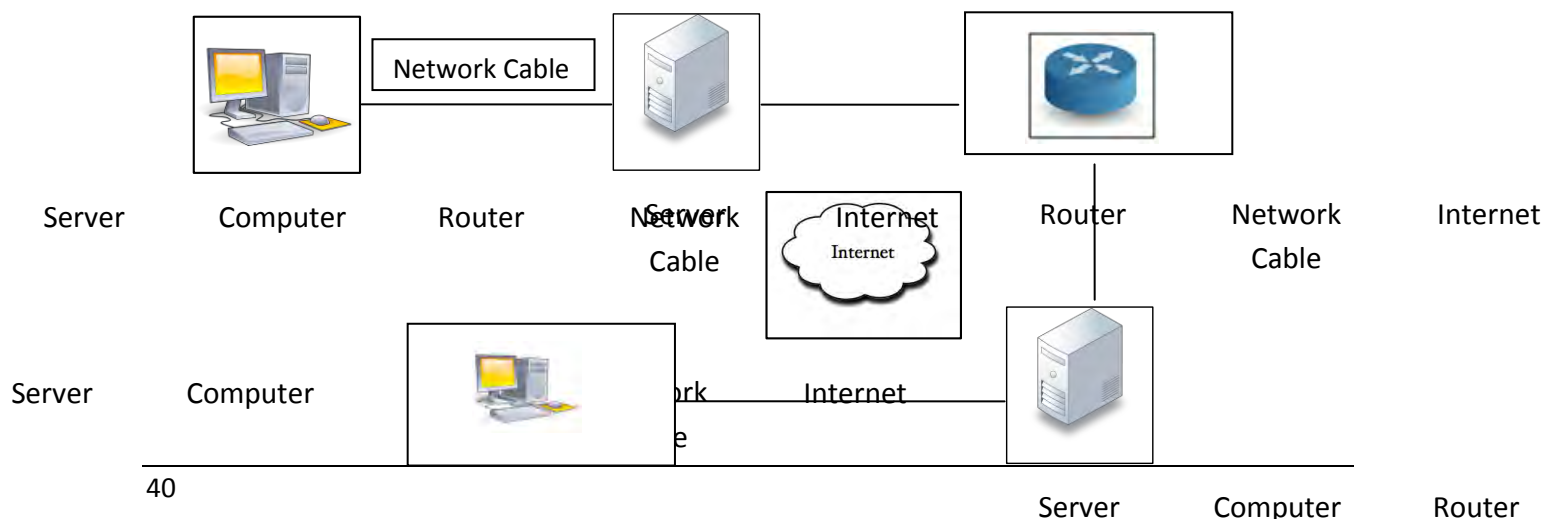
Web Page – it is any page that you see when you surf the internet. Every new screen you see is a new web page.

Internet Protocol -It provides a standard set of rules for sending and receiving data through the Internet.

Universal Resource Locator - is the address of a specific Web site or file on the Internet. It cannot have spaces or certain other characters and uses forward slashes to denote different directories. Some examples of URLs are <http://www.cnet.com/>, <http://web.mit.edu/>, and <ftp://info.apple.com/>.

Domain Name Server - are the Internet's equivalent of a phone book. They maintain a directory of domain names and translate them to Internet Protocol (IP) addresses. This is necessary because, although domain names are easy for people to remember, computers or machines, access websites based on IP addresses.

Student Activity 12.3.1.1 A



**Student Activity 12.3.1 B**

The **user** represents you or any other internet user. You use a browser to connect to the internet. In using a browser, type the address of the webpage you wish to visit, example google.com. Google.com is the human readable form or a Universal Resource Locator (URL) for the IP address 64.233.160.0.

A **Domain Name Server (DNS)** looks up that URL and then figures out the IP address associated with it.

Each piece of data (in this case your data is google.com) you send out is broken down into packets.

When the packets arrive at the destination, the server or computer receiving it compiles it into something organised, or it puts the book back together. Now the computer receiving all the packets sends back a message to the originating computer.

Student Activity 12.3.1.2 A

The Internet is used to send information quickly between computers while a Web is a part of the internet and contains websites and webpages.

Student Activity 12.3.1.2 A

Any of the following is correct:
Kaspersky, Norton, McAfee, etc...

Student Activity 12.3.1.3 A

Internet - is a large group of computers that are connected to each other. The Internet is used to send information quickly between computers around the world. It has millions of smaller domestic, academic, business, and government networks and websites, which together carry many different kinds of information (facts and details) and services. So in other words, the Internet is a network of networks.

World Wide Web -is the part of the Internet that contains websites and webpages. It was invented in 1989 by Tim Berners-Lee at CERN, Geneva, Switzerland. Sir Tim Berners-Lee created a new language called HTML. Websites are composed of pages linked by hypertext links.



Search Engine - is a web site that offers its visitors the ability to search the content of numerous web pages on the Internet. Search engines periodically explore all the pages of a website and add the text on those pages into a large database that users can then search.

Student Activity 12.3.1.3 B

Google, Yahoo, Ask, AltaVista

Student Practical Activity 12.3.1.3

The student took the following answers about Google.

- a. 60,000
 - b. Nikolai Miklukho-Maklai
 - c. Sir Michael Sumare
 - d. October 10, 1975
 - e. October 1997
-

Student Activity 12.3.1.4

(The completed Evaluation Sheet)

Student Activity 12.3.1.5

1. The motive of the webpage is to deliver the latest happenings in the Department of Education. The webpage also provides contact details, listings of schools in Papua New Guinea, and the copy of Syllabuses among others that are helpful not only to students but to teachers as well.
 2. Yes, the information's on the website are accurate.
 3. Yes, it has elaborately explained the process of education in Papua New Guinea, the Basic Education, Secondary Education, FODE, TVET Education. There are also Quick links to other news, like the education plans, giving me a preview of the government's plan to schools.
-

**Student Activity 12.3.1.6**

Basic Education - At 6 years of age all children begin their basic education in an elementary school in a language that they speak. For the next three years they develop the basis for sound literacy and numeracy skills, family and community values including discipline; personal health care and respect for others. At 9 years of age children continue their basic education in a primary school. After six years of primary education that begins with a bilingual program, children have the skills to live happily and productively, contribute to their communities and use English to understand basic social, scientific, technological, and personal concepts and value learning after grade 8.

**Answers to Summative Exercise 12.3.1**

- | | |
|-------|-------|
| 1. c | 11. a |
| 2. c | 12. a |
| 3. a | 13. b |
| 4. b | 14. c |
| 5. c | 15. b |
| 6. b | 16. c |
| 7. b | 17. c |
| 8. c | 18. b |
| 9. b | 19. a |
| 10. b | 20. a |



12.3.2 Electronic Mail



Student Activity 12.3.2.1 A

Vocabulary Exercises: Go to the Glossary and look up the meaning of these words. You will be using them throughout this lesson.

Digital - _____

Facebook - _____

Amazon - _____

Domain - _____

Webmail - _____

Scammer - _____

Cybercriminal - _____

Malware - _____

Virus - _____

Inbox - _____



12.3.2.1 Creating an Email Account

Electronic Mail or Email is a way to send and receive digital messages and content over the internet.

The traditional way of sending a mail is through the Snail Mail, this is the type that is sent to an address and drop to drop boxes. Let us compare the differences of a Snail Mail and Email.

Task	Snail Mail	Email
Address	Jonathan Kau Sec 2, Lot 5, Mage St. Port Moresby, Papua New Guinea	<u>JKau@yahoo.com</u>
Delivery	• Envelop or package is dropped off at the nearest postal office. • Recipient receives through his/her personal box	• Your digital message is delivered electronically across the internet through various servers • Received online in the inbox of your email service provider (Gmail, Yahoo, Hotmail, etc.)
Time	• Average of two days for letter • Average of three to ten days for packages	Instantly or few minutes if servers are busy
Contents	• May include packets with documents or packages with larger items	May include attachments for digital documents, files, images, videos and more
Costs	• The price of stamps or shipping for larger items	Free with Internet connection

Now, let us look at the advantages of an email:

- Productivity Tools – Email is usually packaged with a calendar, address book, instant messaging and more for convenience and productivity.
- Access to Web Services – if you want to sign up for accounts like Facebook, or order products from services like Amazon, you will need an email address, so you can be safely identified and contacted.
- Easy Mail Management – Email Service providers have tools that allow you to file, label, prioritise, find, group, and filter your emails for easy management. You can even easily control spam, or junk email.
- Private – Your email is delivered to your own personal and private account with a password required for accessing and viewing.



- Communicate with Multiple People – You can send an email to multiple people at once allowing you the option of having a conversation with several people or sending out a message to a hundred people.
- Access Anywhere at Anytime – you do not have to be at home to get your email. You can access it from any computer or mobile device that has an internet connection.

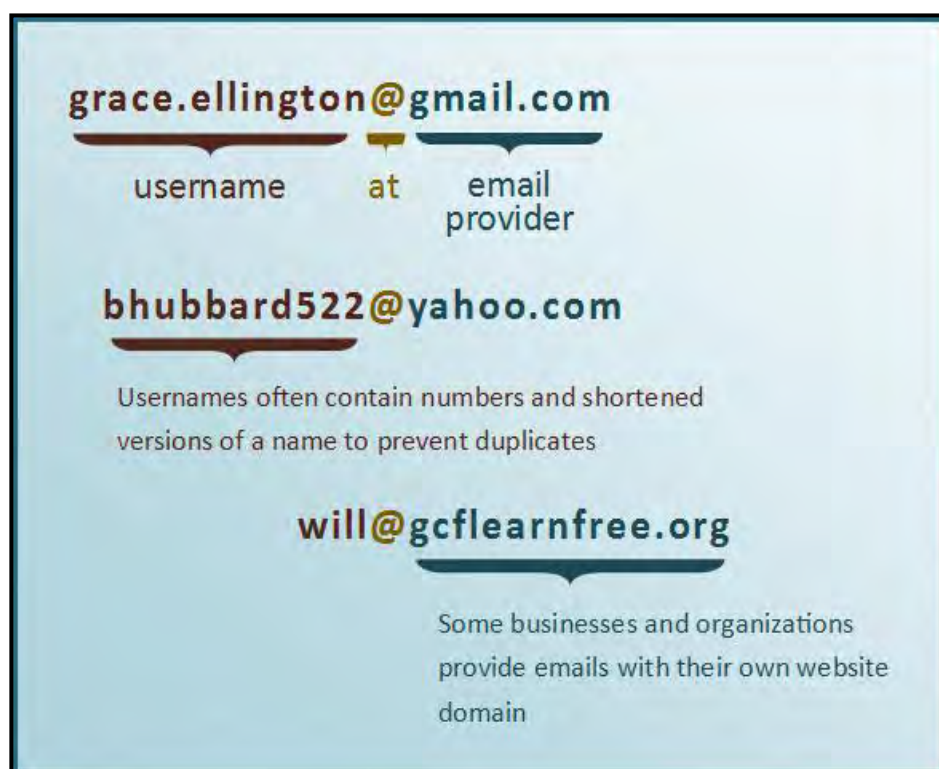
Understanding email addresses

To receive emails, you will need an **email account** and an **email address**. Also, if you want to send emails to other people, you will need to obtain their email addresses. It is important to learn how to write email addresses correctly, because if you do not enter them correctly, your emails will not be delivered or might be delivered to the wrong person.

Email addresses are always written in a standard format that includes a **username**, the **@** (pronounced as “at”) symbol, and the **email provider's domain**.

The **username** is the name you choose to identify yourself, and the **email provider** is the website that hosts your email account.

Review the graphic for examples of how email addresses are written.



The Email Address format



The Email providers

In the past, people usually received an email account from the same companies that provided their Internet access. For example, if America On-Line (AOL) provided your Internet connection, you would have an AOL email address. While this is still true for some people, today it is increasingly common to use a **free web-based email service**, also known as **webmail**. Anyone can use these services, no matter who provides their Internet access.

Webmail Providers



Today, the top three webmail providers are **Yahoo!**, Microsoft's **Outlook.com** (previously Hotmail), and Google's **Gmail**. These providers are popular because they allow you to access your email account from anywhere with an Internet connection. You can also access webmail on your **mobile device**.

Other Email Providers

Many people also have an email address **hosted by their company, school, or organisation**. These email addresses are usually for professional purposes. If you are part of an organisation that hosts your email, they will show you how to access it.

Many hosted web domains end with a suffix other than **.com**. Depending on the organisation, your provider's domain might end with a suffix like **.gov** (for government websites), **.edu** (for schools), **.mil** (for military branches), or **.org** (for nonprofit organisations).

Getting your own email account

If you want to sign up for your **own email account**, you can choose from one of the three major webmail providers.

Type the following links below on the address bar of the webpage to sign up for an email account:

- www.yahoomail.com: **Click Create New Account**
- <http://www.microsoft.com/en-us/outlook-com/>: **Click Sign Up**
- www.gmail.com: **Click Create an Account**

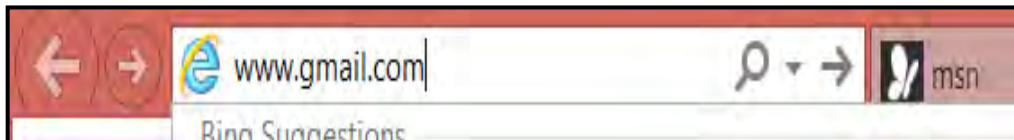
In this lesson we will create an email account under Gmail. The Process is most likely the same for other providers should you opt for Yahoo Mail or Outlook.



It may only differ on the interface and buttons to click. The key to creating an email account is reading the instruction presented on the website.

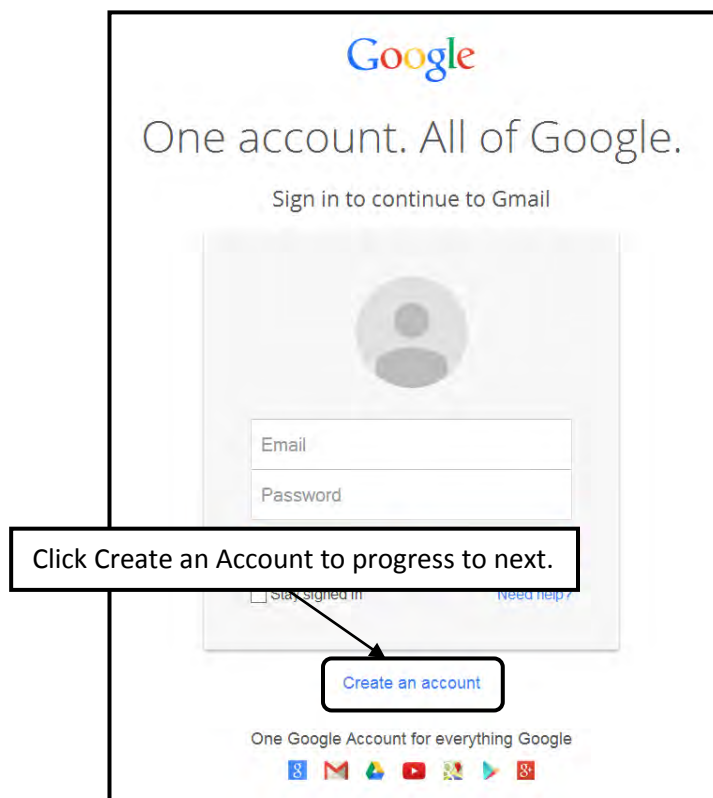
Let us now create our very own Gmail account, follow the steps and do not forget to read the instructions on the screen:

1. Go to www.gmail.com (type this in the address bar of your web browser)



Type www.gmail.com on the address bar of your web browser

2. Click **Create** an Account.



Select Create an Account

3. The **sign-up** form will appear. Follow the directions and enter the required information, such as your name, birth date, and gender.

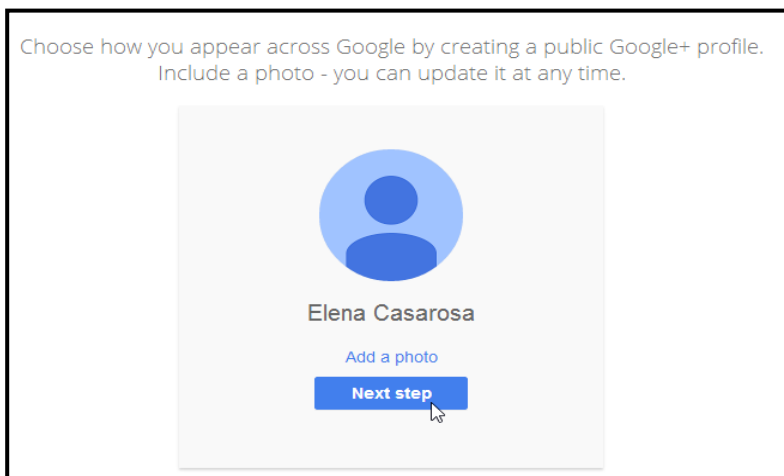


The Sign Up Form

4. Finally, review Google's Terms of Service and Privacy Policy, click the checkbox, and then click **Next step**. Be sure to read and understand what is written on the Terms of Services and Privacy Policy before clicking the Agree check box.

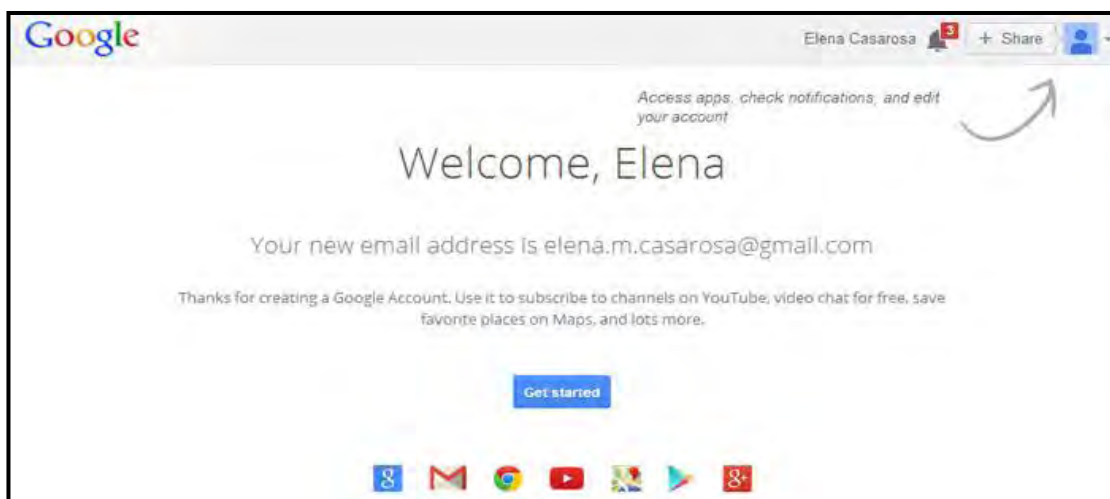
Google's Terms and Conditions

5. The **Create your profile** page will appear. Click **Add a photo** if you wish to add a photo to your **Google+** profile. If you do not want to set a profile photo at this time, click **Next step**.



Profile Page

6. Your account will be created, and the Google welcome page will appear.



The Welcome Page



Note: Just like with any online service, it is important to choose a **strong password**—in other words, one that is difficult for someone to guess.

A strong password is a combination of letters, numbers and symbols.

**Student Activity 12.3.2.1 B**

Have an access to a computer, tablet/iPod, or mobile phone with internet connection. Open your web browser and type www.gmail.com on the address bar. Follow the instructions discussed earlier and create your mother's email account. Remember to read and analyse the instruction given on the screen before proceeding to the next step. Once done, write your newly created email address below.

Email address: _____ @gmail.com



12.3.2.2 Sending email Messages

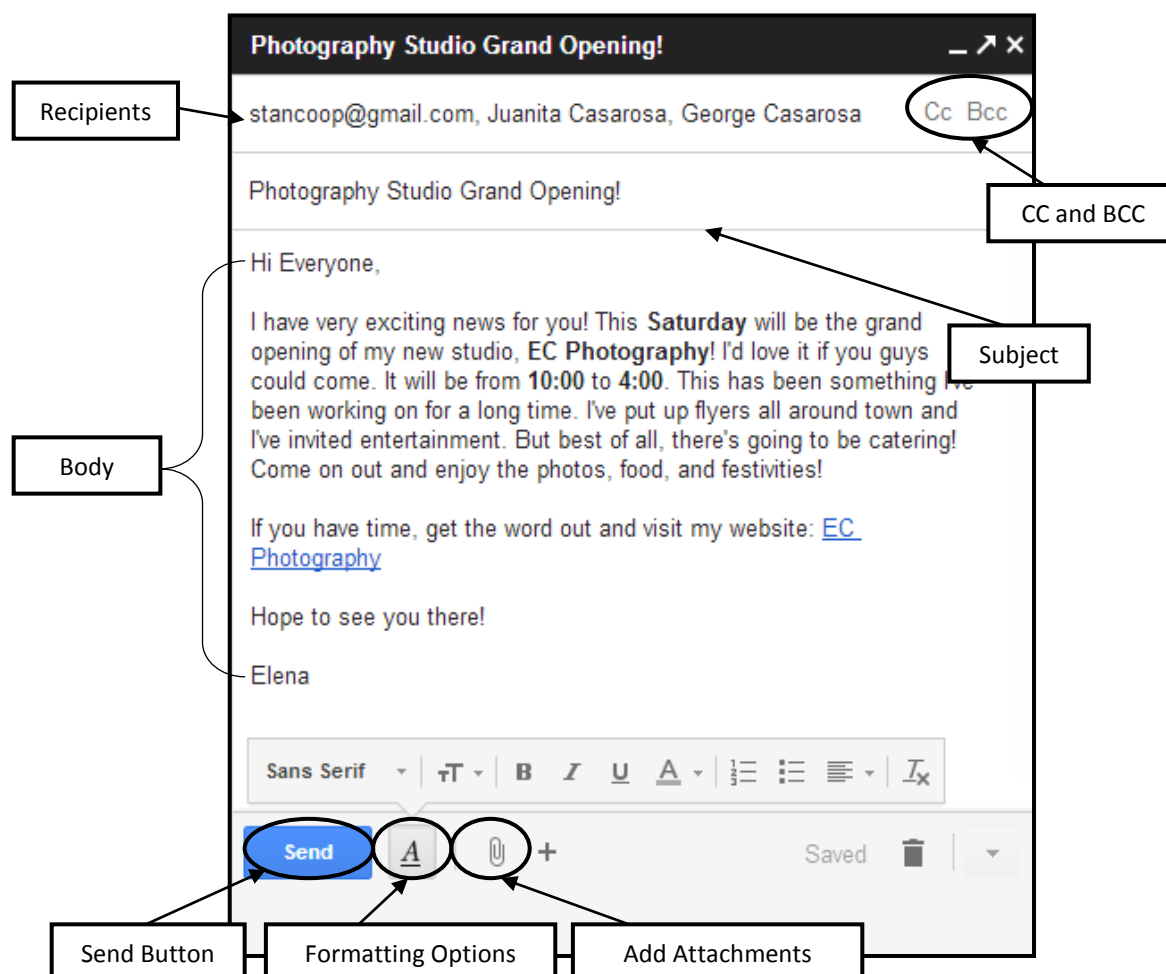
Now that you have created a Gmail account, you can start sending email messages. Writing an email can be as simple as typing a message or you can use **text formatting**, **attachments**, and a **signature** to customise your message.

Here we will show you how to **compose an email** and add an **attachment**.

When you write an email you will be using the compose window. This is where you will add the email address of the recipient(s), the subject, and the body of the email, which is the message itself.

You will also be able to add various types of text formatting, as well as one or more attachments. If you want, you can even create a signature that will be added to the end of every email you send.

Study the picture on the next page to familiarise yourself on how to compose an email.



Composing an Email.



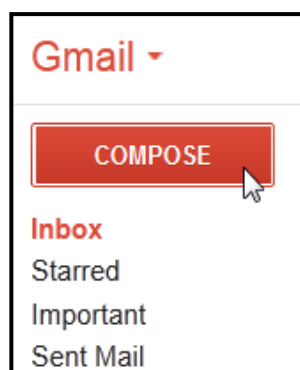
- Recipients – are the people you are sending the email to. You will need to type the email address for each recipient. Most of the time, you will add the recipients to the **To: Field** but you can also add the recipients to the **CC:** or **BCC: fields**
- CC and BCC – CC stands for “Carbon Copy.” This is used when you want to send an email to someone who is not the main recipient. This helps to keep that person “in the loop” while letting them know that they probably do not need to reply to your message.

BCC stands for “Blind Carbon Copy.” It works almost the same way as CC, except all the email address in the BCC fields are hidden, making it ideal when emailing a very large number of recipients when privacy is needed.

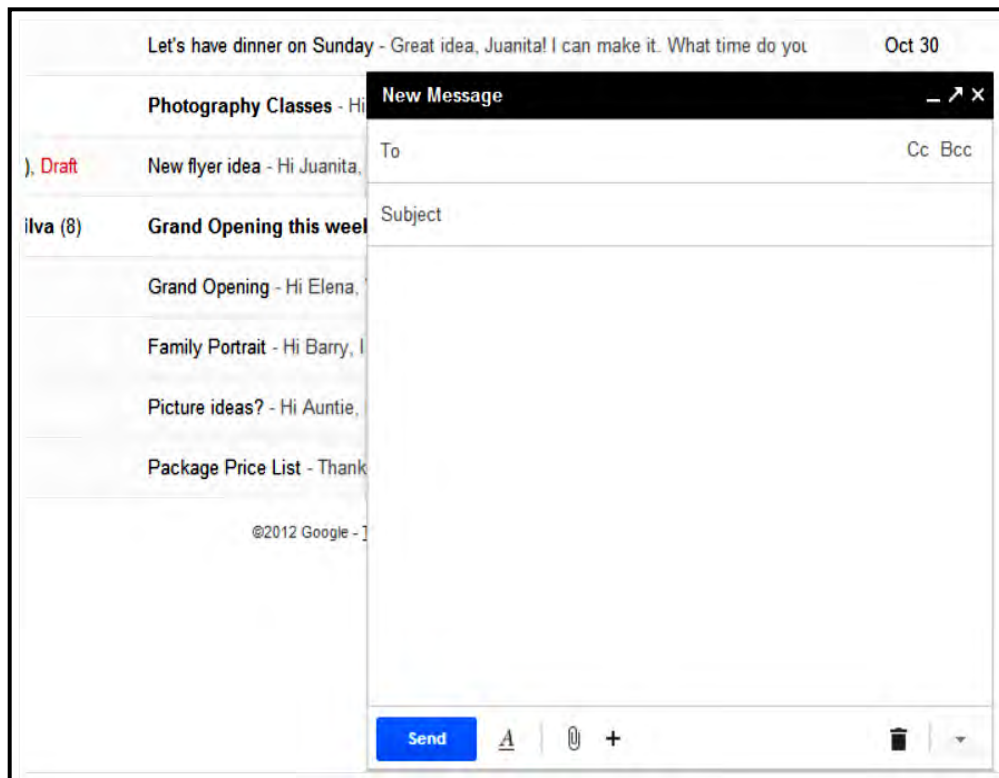
- Subject – should say what the email is all about. Keep the subject brief, but give the recipients a reasonable idea of what is in the message.
- Body – is the actual text of the email. Generally, you will write this like a normal letter, with the greeting, one or more paragraphs, and closing with your name.
- Send Button – when you are satisfied with your message. Click Send to send it to recipients.
- Formatting Options – Click the Formatting button to access formatting options. Formatting allows you to change the look and feel of your message. For example, you can change the font style, and colour.

Follow the steps below on how to send an Email:

1. In the Left Menu pane, click the **Compose** button.



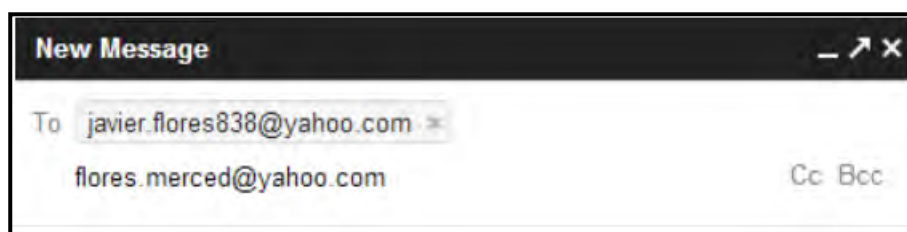
2. The **compose window** will appear in the lower-right corner of the page.



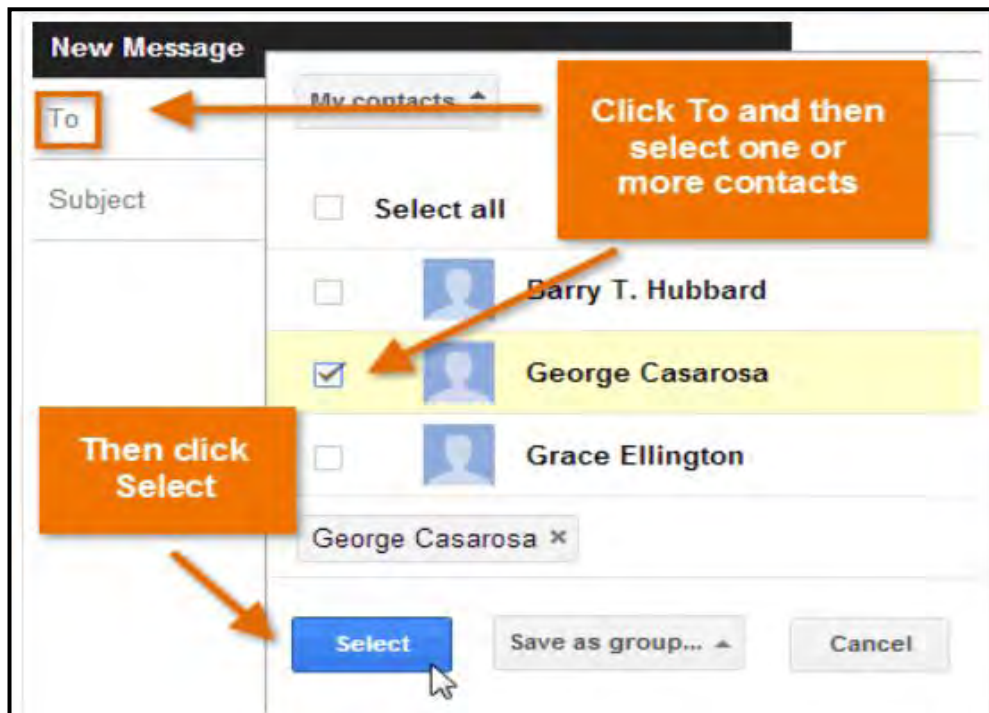
The Compose Window.

3. You will need to add one or more recipients to the **To: Field**. There are two ways to do this:

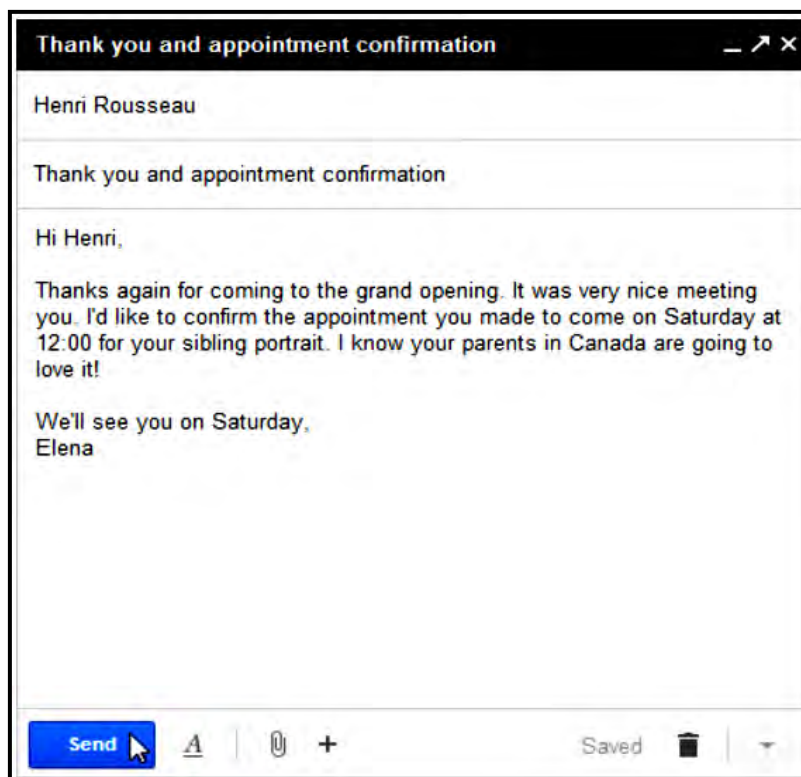
- Type one or more email addresses, separated by comma.



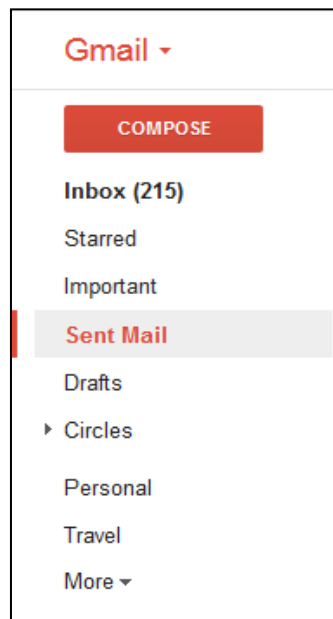
- Click **To** select recipients from your **contacts**, and then click **Select**.



4. Type a **Subject** for the message.
5. In the **Body** field, type your message. When you are done, click **Send**.



To check if your email has been successfully sent, go to the sent folder and check the last email that you have forwarded. If you see it, your email has been sent.



Showing the Sent Mail option

Adding Attachments

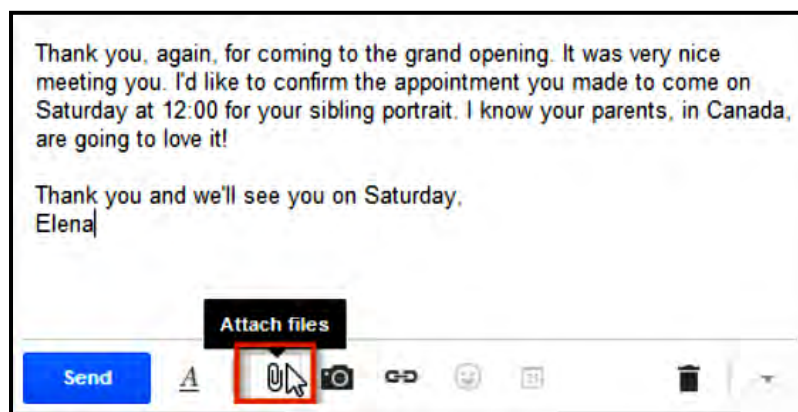
An **attachment** is simply a **file** (such as an image or document) that is sent along with your email. For example, if you are applying for a job, you might send your **resume** as an attachment, with the body of the email being the **cover letter**. It is a good idea to include a **message** in the body of your email explaining what the attachment is, especially if the recipient is not expecting an attachment.



Note: Attach your file before you click Send. Forgetting to attach a file is surprisingly a common mistake.

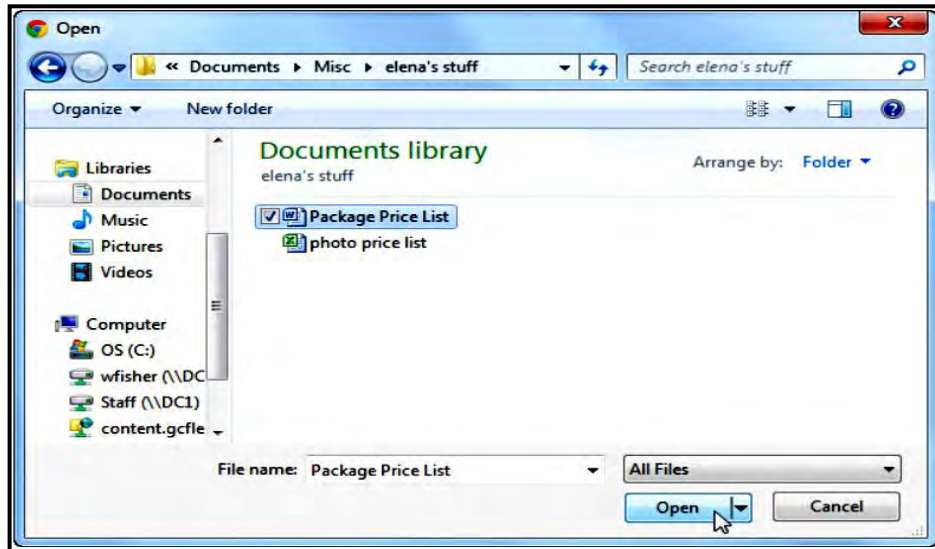
Follow the steps below on how to add an Attachment:

1. While composing an email, click the **paperclip icon** at the bottom of the compose window.



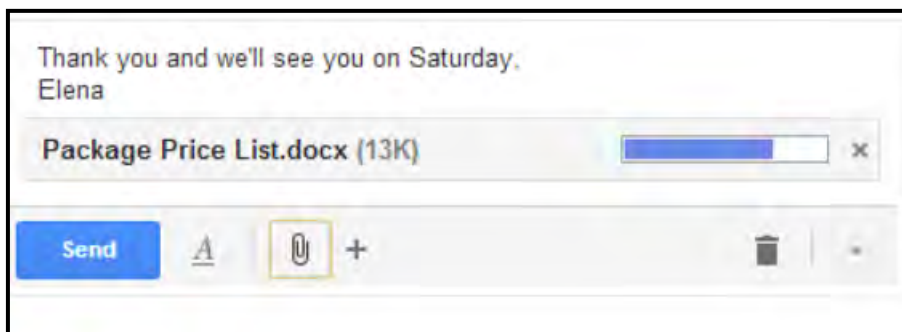


- The **file upload dialogue box** will appear. Choose the file you want to attach and click **Open**.



File Upload Dialogue Box

- The attachment will begin to upload. Most attachments will upload within a few seconds, but the larger ones can take longer.



Attachment Progress Bar

- When you are ready to send your email, click **Send**



Note: You can click **Send** before the attachment finishes uploading. It will continue to upload, and the Gmail will automatically send the email once it is done.

**Student Activity 12.3.2.2**

Read each question and choose the best answer. Write your answer on the space provided.

1. When you are composing a new message, what does the paper clip icon enable you to do? _____
 - a. Flag the outgoing message
 - b. Attach a file
 - c. Blind Copy someone
 - d. Insert a file
2. Generally, an email that you compose should include _____.
 - a. recipients
 - b. subject
 - c. message in the body field
 - d. A, B and C
3. If you want to reply to a group of people, you should use the _____ option.
 - a. Reply
 - b. Reply All
 - c. Forward
 - d. Delete
4. The function of BCC is to be the _____ of the email.
 - a. direct recipient
 - b. copy
 - c. blind copy
 - d. no recipient

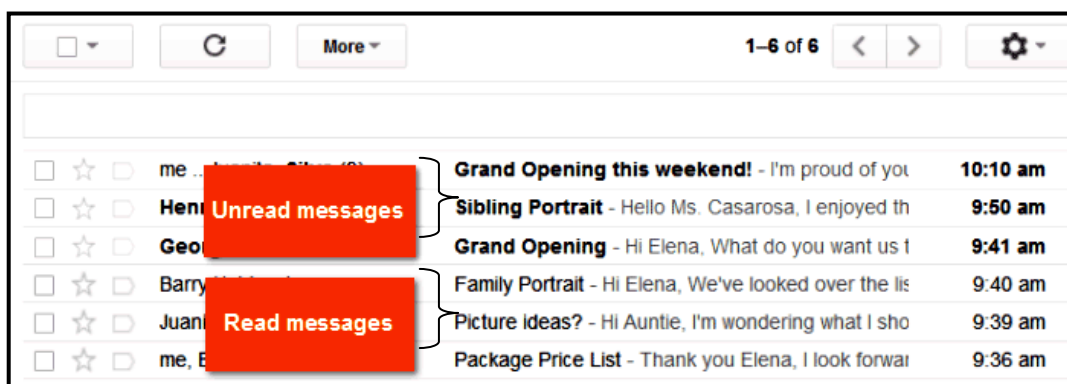


12.3.2.3 Reading email messages

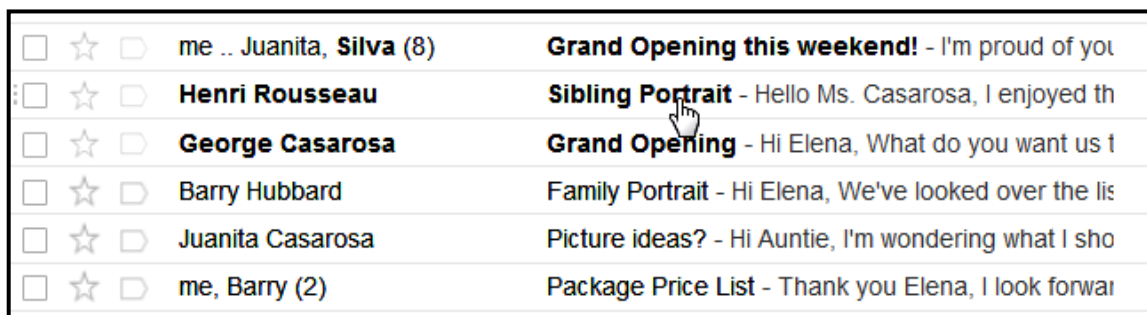
In addition to sending emails, you will also be receiving emails from other people. Once you have read an email, there are several different actions you can take to respond to the email.

In this lesson, we will talk about reading emails, opening attachments, replying to an email, and forwarding it to someone else.

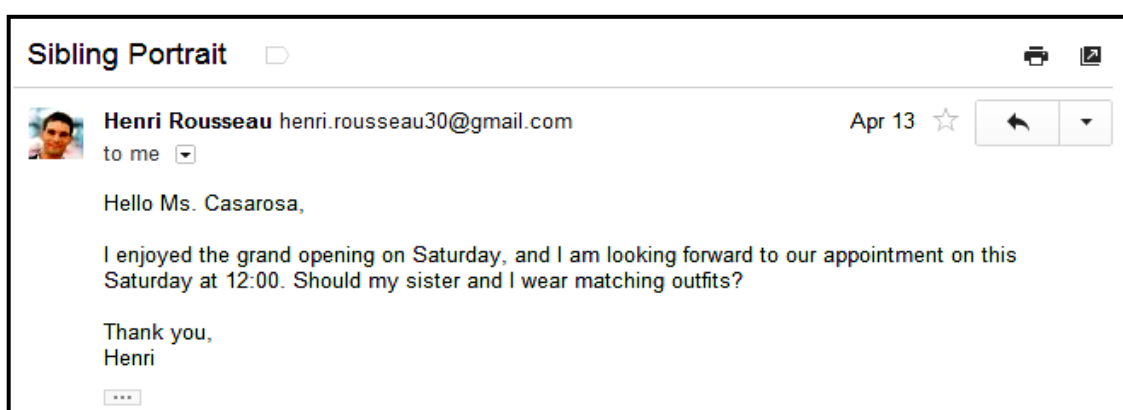
By default, any email you receive will go to your **inbox**. You will be able to tell which emails are unread because they will be **bolded**. You can also see the name of the sender, the subject of the email, and the first few words of the email body. That means even before you click on an email, you can tell quite a few things about it.



From your inbox, click on the email you want to read.



The email will open in the same window.





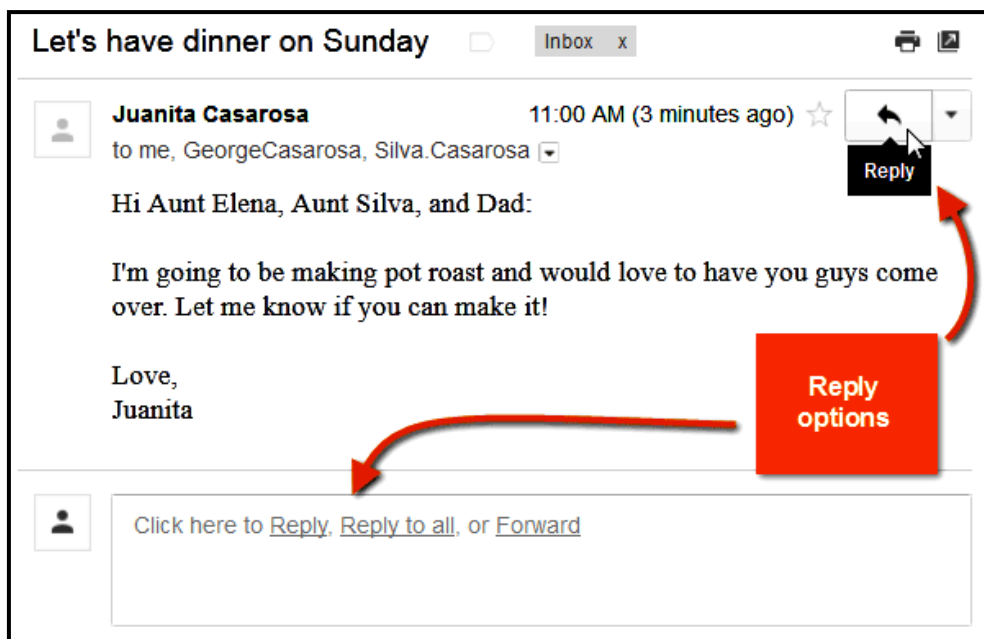
Replying To Emails

Much of the time, you will be **replying** to an email that someone else sends you, instead of composing a brand-new message. When you reply, the recipient's email address will automatically appear in the **To: field**, so you do not need to worry about choosing the recipient.

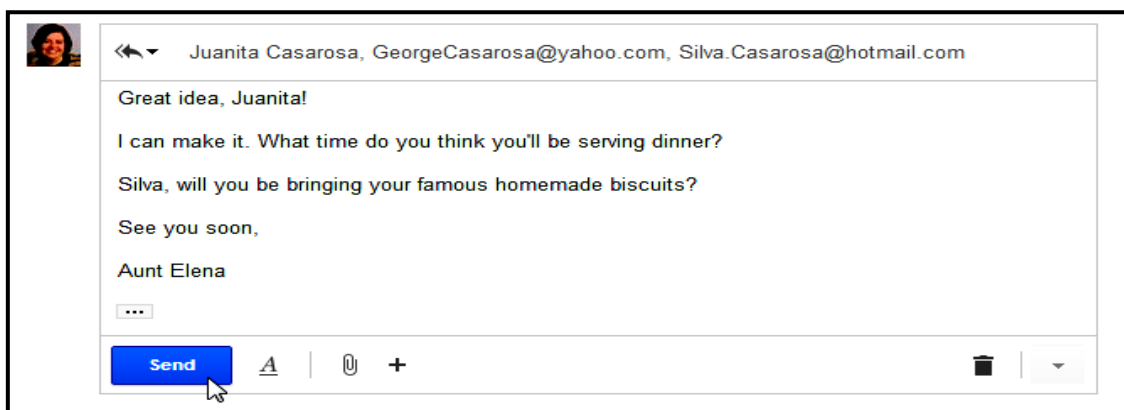
Sometimes, you will receive emails where you are not the only recipient, and you will need to decide whether you want to **reply just to the person who sent the message** or **reply to all** (the sender and all recipients). For example, if you are collaborating with a group of people by email, you will probably want to **reply to all** so that everyone gets the message. However, if you want to send a more private message to the sender, you will need to select the **reply** option so the message stays between the two of you.

Follow the steps below on how to reply to an email.

1. While viewing the message, click **Reply** at the bottom of the message. If the message was sent to multiple recipients, you will also have the option to **Reply to all**. Alternatively, you can click the **Reply arrow** to respond to the message.



2. You may want to double-check the **To:** and **Cc:** fields to make sure you are sending your message to the correct people. If you are **Replying to all**, the additional recipients will appear in the **Cc:** field.



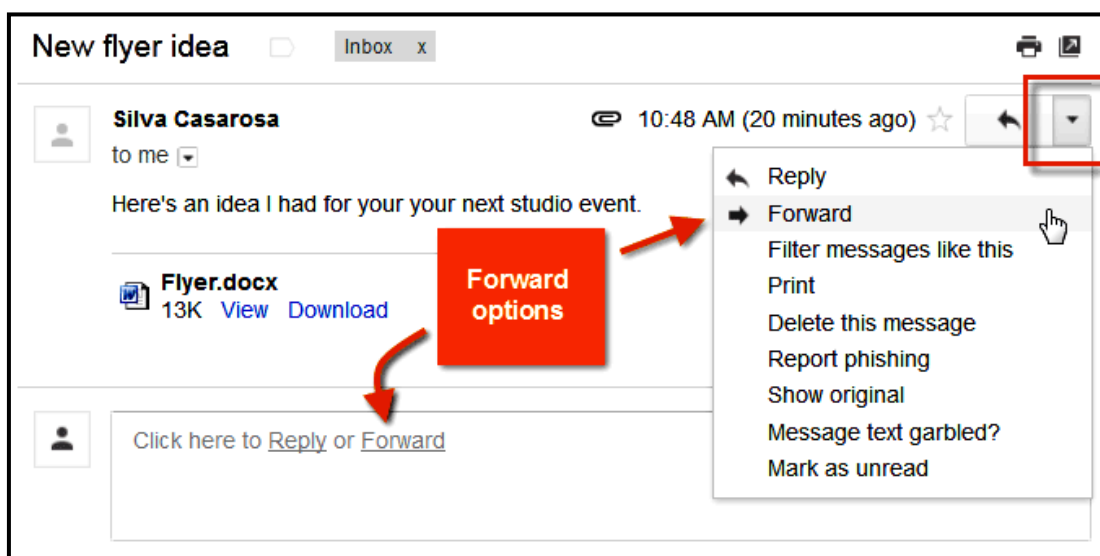
3. Type your message on the body field, and then click Send.

Forwarding an Email Message

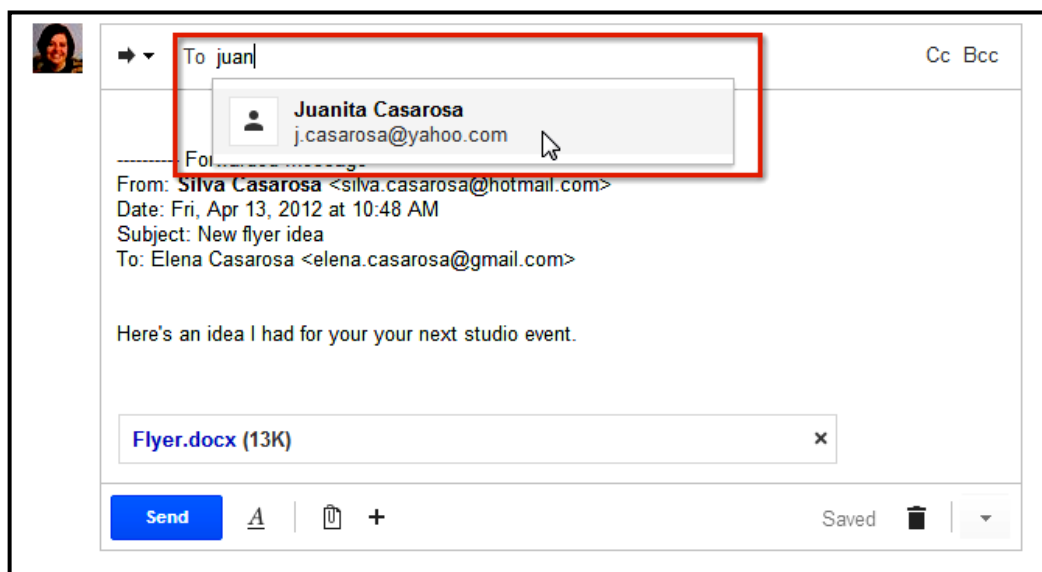
You can also choose to **forward** an email. This basically works the same as **replying**, except that it is used to send the email to someone who was not one of the original recipients. Just like a reply, the original message will appear as a **quote**. It is usually a good idea to include a brief message of your own to explain why you are forwarding the email.

Follow the Steps below in Forwarding Emails:

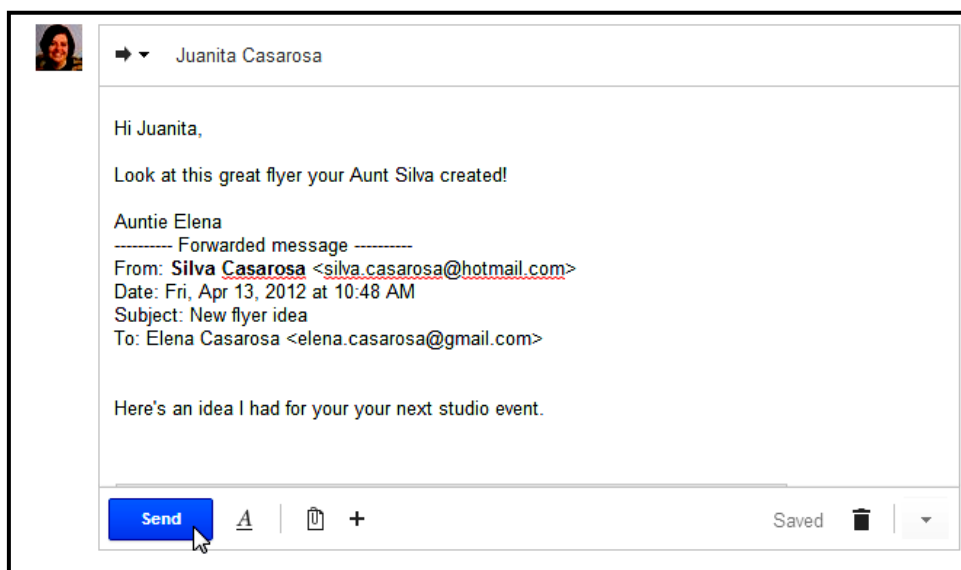
1. While viewing the message, click **Forward** at the bottom of the message. Alternatively, you can select **Forward** from the More drop-down menu next to the Reply arrow.



2. Type the recipient's email address in the **To: field**, or click **To** to choose a recipient from your contacts. If the person is in your contacts, you can start typing that person's name and his email address should appear.



3. Type your message in the **Body** field, and then click **Send**.



Student Activity 12.3.2.3

Start gathering your friends' and families' email addresses. Write at least five of them below (remember the email address format!).

1. _____
2. _____
3. _____
4. _____
5. _____



12.3.2.4 Organising email messages

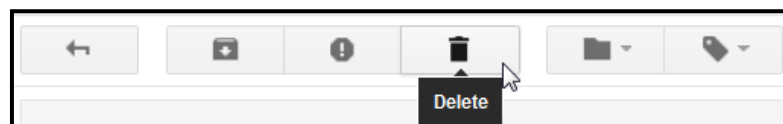
As you use email more and more, your inbox can become cluttered with old messages. It is important to keep your inbox organised so you can find messages when you need them.

In this lesson, we will talk about **deleting** unwanted messages, **creating folders and subfolders**, and using **search** feature.

Deleting unwanted messages

No matter how many emails you receive, you will probably never run out of space. Most email providers give you several gigabytes of storage, which will hold countless emails and their attachments. However, it is a good idea to delete messages you do not want to make it easier to find the ones you want.

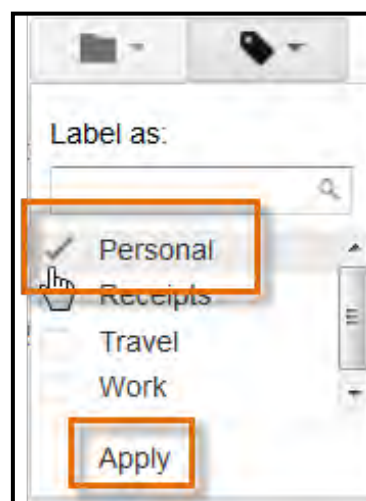
- While viewing the message, click the **Delete** button.



Working with Labels (Folders)

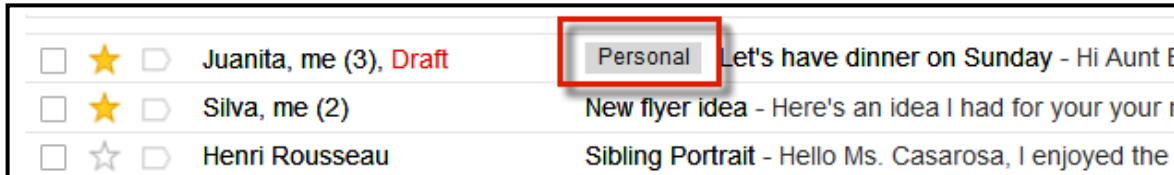
Labels allow you to organise your messages and make them easier to find. Applying a label to a message is kind of like putting it into a folder, with one important difference: You can apply more than one label to a message. For example, if you received a message about a company trip, you could label it as Travel and Work. You can choose to label just the most important messages, or you can label every single one—it is up to you. You can create new labels whenever you need to.

1. While viewing the message, click the **Labels** button. A drop-down menu will appear with a list of labels.
2. Place a tick next to all of the labels you want, and then click **Apply**.





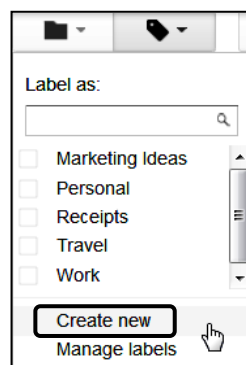
- Now, when you view your inbox, you will be able to see the label next to the message subject.



To Create a New Label

Follow the steps below on how to create a new label.

- While viewing the message, click the **labels** button, and select Create New.



- Type a new **label name**, and click Create. The new label will be applied to the message.

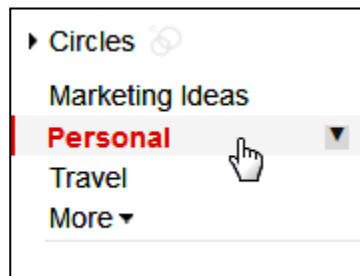


Viewing labelled messages

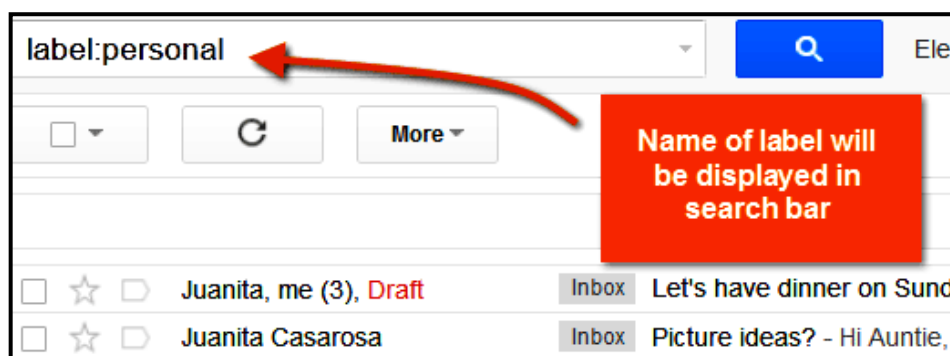
Once you have added labels to some of your messages, you can easily view all of the messages that contain a particular label. This is where all of the time spent labelling messages pays off. For example, you may wish to view messages with the label **Travel** so you can see everything that pertains to an upcoming trip.

Follow the steps below on Viewing Labelled Messages:

- In the **left menu pane**, click the **name of the label** that you want to view.



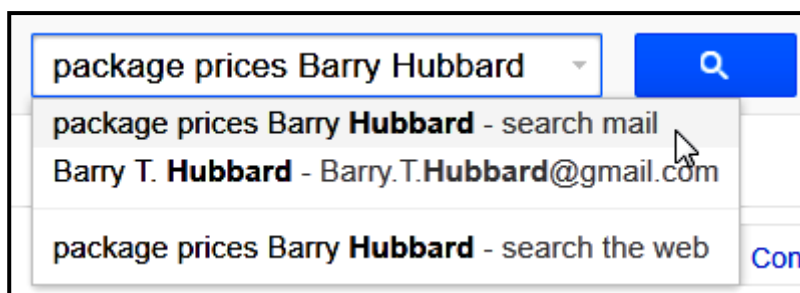
2. Gmail will now display only the messages containing the label you selected. The name of the label you chose will appear in the search bar.



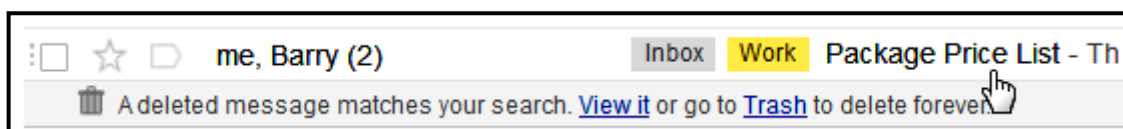
Search Mail

The **Search Mail** feature allows you to perform a Search in your email. This means you can find any message, no matter how new or old. It searches every part of the message, so you can find a message even if you do not remember who sent it, or if you never labelled it.

1. At the top of the page, type some search terms in the search box, and click search mail.

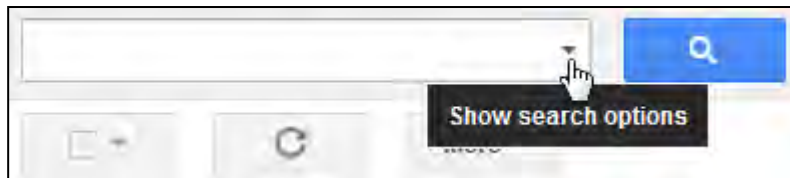


2. Your inbox will display your search results. You can click on an email to read it, or you can try a different search.





Note: If you still do not find what you are looking for, you can click **Show search options** to perform an advanced search.



Student Activity 12.3.2.4

Multiple Choice: Circle the letter of your choice to each question.

1. If you want to remove a message from your inbox without getting rid of it, use the _____ button.
 - a. archive
 - b. report a Spam
 - c. delete
 - d. labels
2. When you are organising your messages, you can apply one or more _____ to categorise them.
 - a. folders
 - b. labels
 - c. stickies
 - d. spams
3. You can search for emails in Google Mail using the search field. What is the best way to search multiple fields in the email, such as sender, subject and date?
 - a. You cannot. The search field only enables a single search criteria at a time
 - b. Enter the from and subject information into the search field
 - c. Enter all the information you want to find
 - d. Use the Search Options to select the information into the search field.
4. You have subscribed to an industry news feed but you would rather have these messages be grouped together into an existing label when they arrive in your inbox. What is the best way to do this?
 - a. Create a filter based on the messages and apply a label to them
 - b. Search for those messages and then move them all to the label
 - c. Download all those messages and put them in a folder in My Documents
 - d. Star those messages as they come in

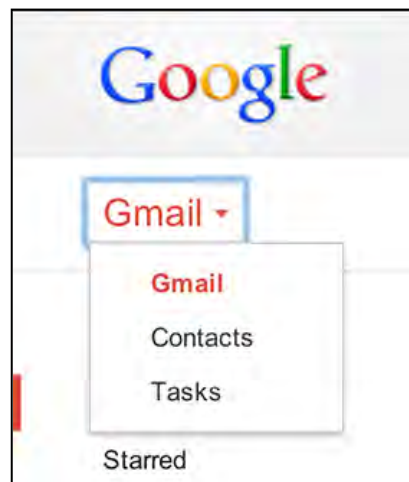


12.3.2.5 Introducing the Address book

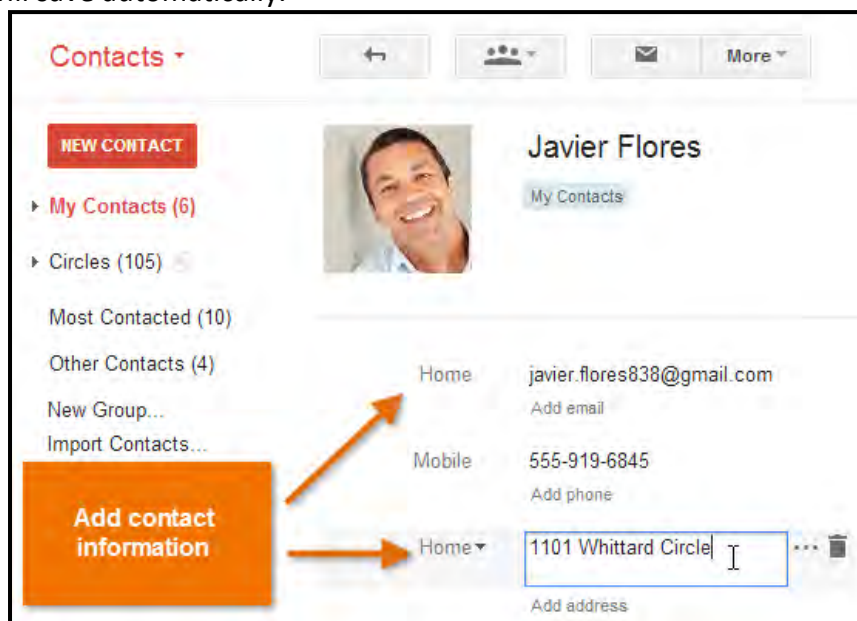
Online contacts lists help you organise contact information for your friends, family, and classmates, just like an address book. Once people are added to your contacts list, it is easy to access their information anytime and anywhere.

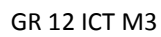
Follow the steps on how to create contacts:

1. Open your Contacts list by clicking **Gmail** in the top-left corner of your Gmail page, and then choose **Contacts**.



2. Click the **New Contact** button in the top-left corner.
3. Enter your contact's information in the appropriate fields. Any information you add will save automatically.





Write something about the item below.

How is an email address book different from an ordinary address book?

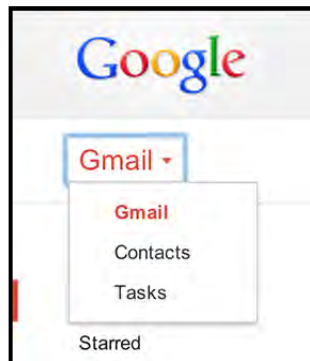
68



12.3.2.6 Organising Contacts

To edit or delete contacts, you will need to open your Contacts list.

Click **Gmail** at the top-left corner of your Gmail page, and then choose **Contacts**.



An existing contact can be edited. Editing contacts is when a person has updated his profile for example he has changed his address. To be updated you need to edit the contact information from your address book. Follow these steps in editing the contact information:

1. Find and click the name of the contact in the **Contacts list**.
2. Make any changes you would like to make.
3. Exit the editing field to save automatically or click **Save now** in the upper right hand corner.

Your email address book has a great capacity for a number of contacts. Follow these steps on how to add contact to contact groups:

1. Select the contact in the **Contacts list**.
2. Click the **Groups** button .
3. Select the group you would like to add the contact to, or select **Create new** to create a new group.

There would be instances that some contacts need to be removed from your contacts group or from the entire address book. Follow the separate steps below in removing the contacts:

Remove contact from contact groups

1. Select the contact in the Contacts list.
2. Click the **Groups** button .
3. Select the group you would like to remove the contact from (boxes will be checked next to the groups that contact is already in).



Delete contact

1. Select the contact in the Contacts list.
2. Click **More**, then click **Delete contact**.

**Student Activity 12.3.2.6**

Multiple Choice: Choose the right answer. Write your answer on the space provided.

_____ 1. Dia is an existing person in my address book, he has moved from Gordons to Waigani. In my address book, I _____

- a. edit profile.
- b. add new contact.
- c. delete as contact.

_____ 2. Peter Wagu appeared twice on my address book. What do I do with the duplicate?

- a. Edit profile
- b. Add new contact
- c. Delete as contact

_____ 3. Kathy's number used to be 7026598, she updated her number and is now using 7058325. In my address book, I _____

- a. edit profile.
- b. add new contact.
- c. delete as contact.

**Student Practical Activity 12.3.2**

Ask a friend for an email address. Write your friend an email and ask him to reply to you. Send your email and make sure that it appears on the sent folder. Once you have received the reply from your friend, answer the questions below.

1. What is the subject of the email from your friend? _____
2. What is the time and date of arrival of the email? _____
3. What is your friend's email address? _____



4. Is your friend on your contact list? _____

**Summative Activity 12.3.2**

Select the best answer from the choices given. Write the letter of your answer on the space provided.

_____ 1. To sign out of the Gmail, you will first need to click _____.

- a. Mail
- b. Contacts
- c. Your Name
- d. The Gear Icon

_____ 2. A paperclip symbol by the side of the message means.

- a. This is an urgent message
- b. Another person will get the email
- c. You have been sent an attachment
- d. This is a low priority message

_____ 3. To get to your settings, you will first need to click _____.

- a. Mail
- b. Contacts
- c. Your email address
- d. The gear icon

_____ 4. Generally, an email you compose should include _____.

- a. A recipient
- b. A subject
- c. A message in the body field
- d. a, b, and c

_____ 5. If you want to reply to a group of people, you should use the _____ option.



-
- a. Reply
 - b. Reply All
 - e. Forward
 - f. Signature

_____ 6. When you are organising your messages, you can apply one or more _____ to categorise them.

- a. labels
- b. spams
- c. stickies
- d. folders

_____ 7. What kind of digital files can you attach to your email?

- a. Photos
- b. Music
- c. Documents
- d. a, b, and c

_____ 8. Which of these is a valid email address?

- a. Professor@learnthenet
- b. Professor.learnthenet.com
- c. Professor@learnthenet.com
- d. Professor@learnthenet@com

_____ 9. Email etiquette requires that you _____

- a. send it anonymously.
- b. keep your message short.
- c. leave the subject line blank.
- d. write you message in all capital letters.



_____ 10. One advantage of using a personal address book is _____.

- a. Everyone can use it
- b. You can copy the address easily
- c. Easy to access information
- d. You know where your friends live

_____ 11. What is the name of the service that lets you view the email messages?

- a. Gmail
- b. Web browser
- c. Email providers
- d. Internet Explorer

_____ 12. Creating and sending an email message is, in many ways, similar to _____.

- a. using the Fedex
- b. Using a phone
- c. Mailing a letter
- d. writing a letter without a stamp

_____ 13. When you receive an email, it will appear in your _____.

- a. inbox
- b. outbox
- c. task list
- d. draft folder

_____ 14. When sending a message, you should copy (cc) _____.

- a. the whole world
- b. your boss and your boss' boss
- c. only those people who need to know



d. everyone in the department – just in case

_____ 15. Email stands for _____

- a. Enter Message
- b. Electronic Mail
- c. Enter Message
- d. Electronic Message



Answers to Student Activities

Student Activity 12.3.2 A

Digital -describes electronic technology that generates, stores, and processes data in terms of two states: positive and non-positive. Positive is expressed or represented by the number 1 and non-positive by the number 0. Thus, data transmitted or stored with digital technology is expressed as a string of 0's and 1's. Each of these state digits is referred to as a bit (and a string of bits that a computer can address individually as a group is a byte).

Facebook -is an online social networking website where people can create profiles, share information such as photos and quotes about themselves, and respond or link to the information posted by others.

Amazon -is a product that enables companies of all sizes to build and operate an eCommerce business. Amazon Webstore manages every aspect of running an eCommerce business:

- Design and merchandising
- Catalogue and inventory management
- Order management
- Checkout and payment processing (including fraud protection)
- Customer service

Domain - contains a group of computers that can be accessed and administered with a common set of rules.

Webmail - is a Web page interface used to access e-mail through a Web browser. Web mail service (some are free, other subscriptions). Web mail is a secure Web page that you load in your Web browser and log in by entering your username and password. Web mail is popular as it allows you to send or receive e-mail from anywhere, so long as the computer you are using is connected to the Internet and has a Web browser.



Scammer - a person who swindles you by means of deception or fraud

Cybercriminal - is an individual who commits cybercrimes, where he or she makes use of the computer either as a tool or as a target or as both.

Malware - Short for "malicious software," malware refers to the software programs designed to damage or do other unwanted actions on a computer system.

Virus - are small programs or scripts that can negatively affect the health of your computer. These malicious little programs can create files, move files, erase files, consume your computer's memory, and cause your computer not to function correctly. Some viruses can duplicate themselves, attach themselves to programs, and travel across networks. In fact, opening an infected e-mail attachment is the most common way to get a virus.

Inbox - is the main folder that your incoming mail gets stored in.

Student Activity 12.3.2.1 B

(Mother's Email Address that they have created)

Student Activity 12.3.2.2

1. b
 2. d
 3. b
 4. c
-

Student Activity 12.3.2.3

(Email address)

Student Activity 12.3.2.4

1. a
 2. b
 3. d
 4. a
-



Student Activity 12.3.2.5

The address book on an email is electronic. It has more capacity than of an ordinary address book and has the capacity to add more fields.

Student Activity 12.3.2.6

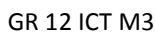
1. c
2. a
3. c

Student Practical Activity 12.3.2

(All the answers to this activity will depend on the reply email from the friend to the student)

**Answers to Summative Activity 12.3.2**

- | | | |
|------|-------|-------|
| 1. d | 6. c | 11. c |
| 2. c | 7. d | 12. c |
| 3. d | 8. c | 13. a |
| 4. d | 9. b | 14. c |
| 5. b | 10. c | 15. b |



Vocabulary Exercises: Go to Glossary and look up the meaning of these words. You will be using them throughout this lesson.

HTML - _____

Hyperlink - _____

Database -

Wikis -

Raster Graphic

Vector	Graphic
1. Definition: A vector is a quantity that has both magnitude and direction. 2. Representation: Vectors are often represented by arrows. The length of the arrow indicates the magnitude, and the direction of the arrow indicates the direction of the vector. 3. Operations: Vectors can be added, subtracted, and multiplied by scalars. The addition of two vectors is done by the triangle rule or the parallelogram rule. 4. Applications: Vectors are used in physics to describe quantities like displacement, velocity, and acceleration. They are also used in computer graphics to represent 3D objects and movements.	 The diagram shows a horizontal arrow pointing to the right. The tail of the arrow is labeled 'A' and the head is labeled 'B'. Above the arrow, the word 'Vector' is written. Below the arrow, the label 'AB' is written.

Before jumping into web design, it is important to make sure you have a basic grip on what websites are and how they work.

Essentially, a **website** is a collection of documents known as **webpages** (or **pages** for short) that contain information: images, words, digital media, and the like. The main page in a website is called a **homepage**, and other pages in a website are called **subpages**. These are connected by **hyperlinks**, which are spots on a page (usually text or images) that, when clicked, take the user to different locations. This can be another subpage, another location on the same page, or another website altogether.

Webpages are written in a language called **HyperText Markup Language (HTML)**. HTML tells web browsers what information to display and how to format it.

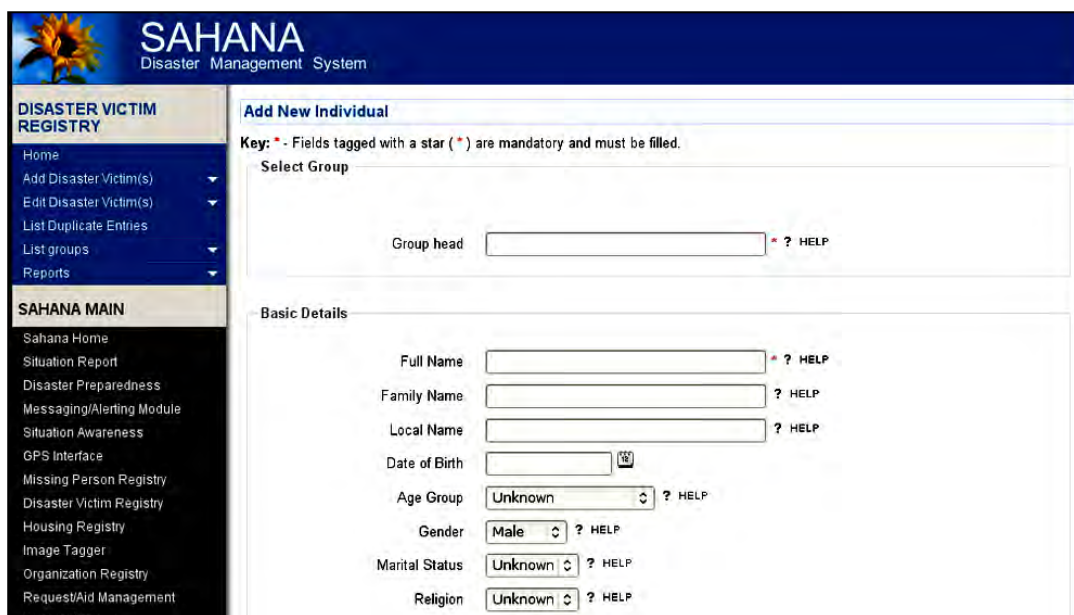
Webpages are stored on a server, which is a network of computers designed to store websites. Server space is sold and maintained by **hosting providers**. Hosting your website on a server ensures that your website is open to the public.

1. **Brochure-type Website (static website)** - This is the simplest type of website. It is the internet equivalent of a paper brochure, with the main purpose of demonstrating and promoting a service or a good. Visitors of this type of website cannot interact with the website or company apart from viewing information, or through emailing them.



Brochure-type Website

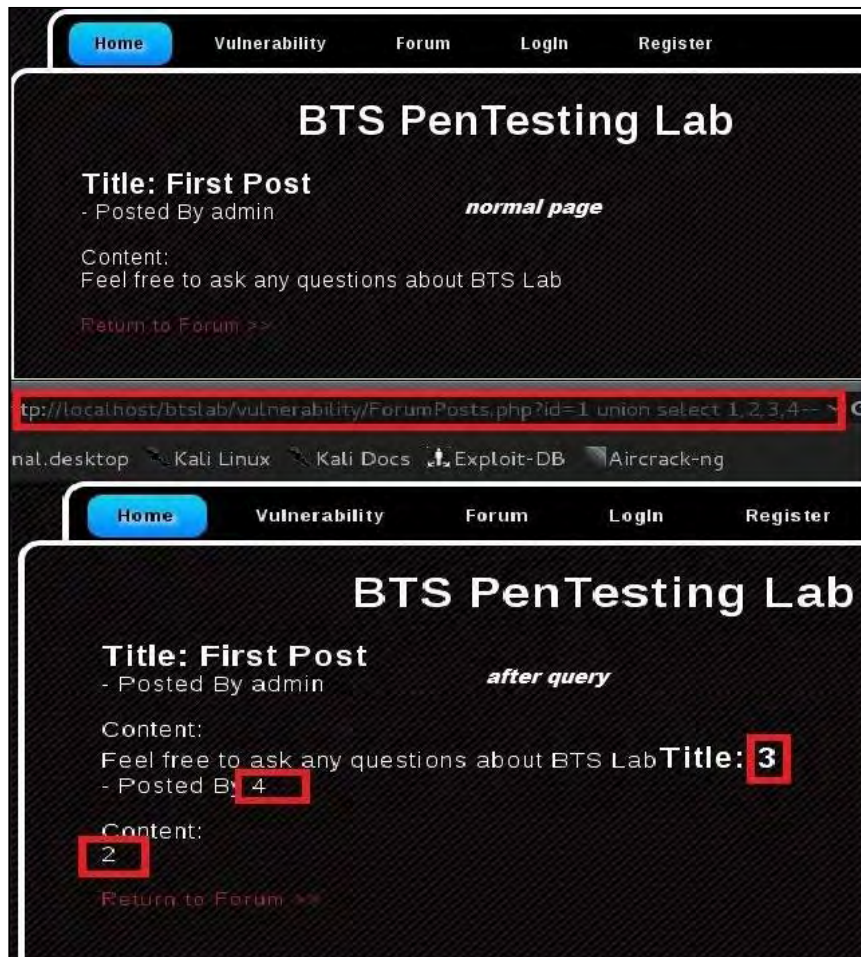
2. Website with additional functionality such as forms - A minor and common addition to a static website is a website that includes forms. Forms allow a user to interact with the website or company in a number of ways. One of the simplest types of forms is a contact form, which allows a visitor to send a message direct from the browser - without opening or using an email program.



Website with a form



3. Website based on a database - Websites that use databases add a whole new level of functionality to your website. Databases provide websites with a form of “memory”, and a new way for a user to interact with your website.



Website based on a database

4. Website with a content management system (CMS) - This is a website that has a system that allows users to make changes to the website content easily, which is very useful for websites that have owners that do not want to tamper with the code directly, but need to make regular changes to the content of their website. The CMS usually relies on forms to make changes to the text of the page that is stored in databases.



Spice Company

Home

Keyword search

Anywhere

☐ Search within results

More options

Current search

[x] Product Category: Retail

Guided search

Click a term to refine your current search.

Product Category: all » Retail

Product Subcategory

- Category-3 (41)
- Category-1 (38)
- Category-2 (34)
- Bulk-Items (13)
- Tea-and-Instant-Drinks (9)
- Snack-Items (6)

Content type

Products (141)

Advanced Search: Retail Results

141 results

Item #	Title	Product Size	Description	Featured	All terms	Thumbnail	Alternate Image	Edit
40044	ALLSPICE, GROUND	12/75 oz. Bags	A dried unripe berry of an of Pimenta oddicalis, Lindl of the evergreen tree in the myrtle family. They are small dark reddish brown balls. It has a strong pungent clove-cinnamon like flavor. Shelf life up to one year.	No	Category-1, Retail			edit
40001	ALLSPICE, WHOLE	12/75 oz. Bags	A dried unripe berry of an of Pimenta oddicalis, Lindl of the evergreen tree in the myrtle family. They are small dark reddish brown balls. It has a strong pungent clove-cinnamon like flavor. Shelf life up to one year.	No	Category-1, Retail			edit
30040	ALMONDS	12 / 1.25 oz. Bags	Raw almonds the perfect snack treat.	No	Retail, Snack-Items			edit
40003	ANISE SEED	12/75 oz. Bags	A small gray-brown oval-shaped, and about 3/16" long seed of an herb of the parsley family. It is identified by it's licorice flavor. It gives the characteristic aroma to Anisette and other liqueurs. It resembles the flavor of fennel.	No	Category-1, Retail			edit
20068	ANNATTO SEED	12/ 1 oz. Bags	This product is ground from the seed of the dried fruit of the Bixa orellana imported from South America, Central America and Asia. The color is brick orange-red powder with brown and orange specks with a slightly peppery flavor with warm, slightly fragrant aroma	No	Retail, Category-2			edit

Website with a CMS

5. Wiki or website with a Wiki - A wiki is very similar to a CMS (see above), but they are normally set up to allow more than one user to make changes to the content. This is what is behind the most famous wiki of them all, Wikipedia.



Wikipedia



6. Blog or Website with a blog - This type of website is for people that regularly post articles and/or receive comments. The technology behind blogs is usually based on the same technology that is used in CMS or wikis.



Website with a Blog

7. Ecommerce website - Ecommerce refers to doing business on the internet, and this type of website is needed if you plan to sell items or services directly over the internet. There are a number of ways of collecting money over the internet, including directly using merchant accounts or by using a third-party service such as [Paypal](#) or [Google Checkout](#). These services can be integrated with your website through a database that keeps track of your stock or services, and the payment system can be very simple and you can manage your records manually.



Website with ecommerce

Web Hosting

A web host is a service provider that stores your website on a server, and allows your website to be seen by anyone in the world who has an internet connection and a browser.

There are many differences between web hosts. Some offer free web hosting in return for advertisements on your website, or they may provide a shared domain name, that you cannot change. Different web hosts offer support for different website coding languages and functionality, such as mailing list software, databases etc. They will also provide a different amount of space for your website (web space) and the amount of bandwidth (how much information that can be downloaded from your website).

If ever you have plans to putting your web page in the internet for people to see, here are some recommended web hosting that are for free. If you find web designing interesting and you wish to pursue it then you can simply search over the internet for paid web hosting later on:

- <https://wordpress.com/> - Wordpress; great for blogs, small to medium-sized websites of all kinds
- <https://www.drupal.org/> - Drupal; great for medium to large-sized websites



-
- <http://www.webs.com/> - Webs
 - <http://www.angelfire.lycos.com/> - Angelfire
 - <http://us.webnode.com/> - Webnode
 - <http://www.wikia.com/Wikia> - Wikia; great for wikis

How to Develop a Website

Designing a website is exciting. It will be like working in an art class. However, for a website to be successful careful planning is needed. Let us look at how to plan for an effective website:

1. Set a SMART goal – examples of a good website goal: To increase email subscription by 50% within six months; to attract ten new online requests for services per week.
 - S – Specific
 - M – Measurable
 - A – Achievable
 - R – Relevant
 - T – Time-bound
2. Make your website for your market; not yourself
 - a. Identify the benefits that your website provides.
 - b. Focus on your target market.
 - c. Create a customer profile – write a summary of your ideal expected customer.
 - d. Revisit your website goal.
3. How to write your content – should be tightly focused on: your website goal and your target market.
 - a. Use strong headlines – encourage your visitor to read more.
 - b. Focus on the benefits of your visitor; not features – do not talk about how great your product is, but how it will improve your visitor's life.
 - c. Keep your language simple – be clear and concise.
 - d. Be credible – back up what you are saying with facts, statistics and testimonials
 - e. Use emotive (touching) language – Be subtle; tell stories.



f. Consider the search engines

- Put pictures in your content as it adds value to the text
- Pictures attracts readers

4. Design your website.

Now that we know how to plan for a website, let us do some website designing using our Microsoft Publisher 2010. The Publisher comes with the Microsoft Office bundle.

Microsoft Publisher 2010 is a program designed to help you create publications, or documents that you can print and distribute.



MS Office Publisher

Even if you have never used Publisher before, you will probably find its interface familiar, as it has many of the same features as other Microsoft Office programs. However, it does include some features specifically designed for creating publications.

The Publisher offers templates and other tools to help you create a variety of publications, including brochures, newsletters, business cards, and menus.

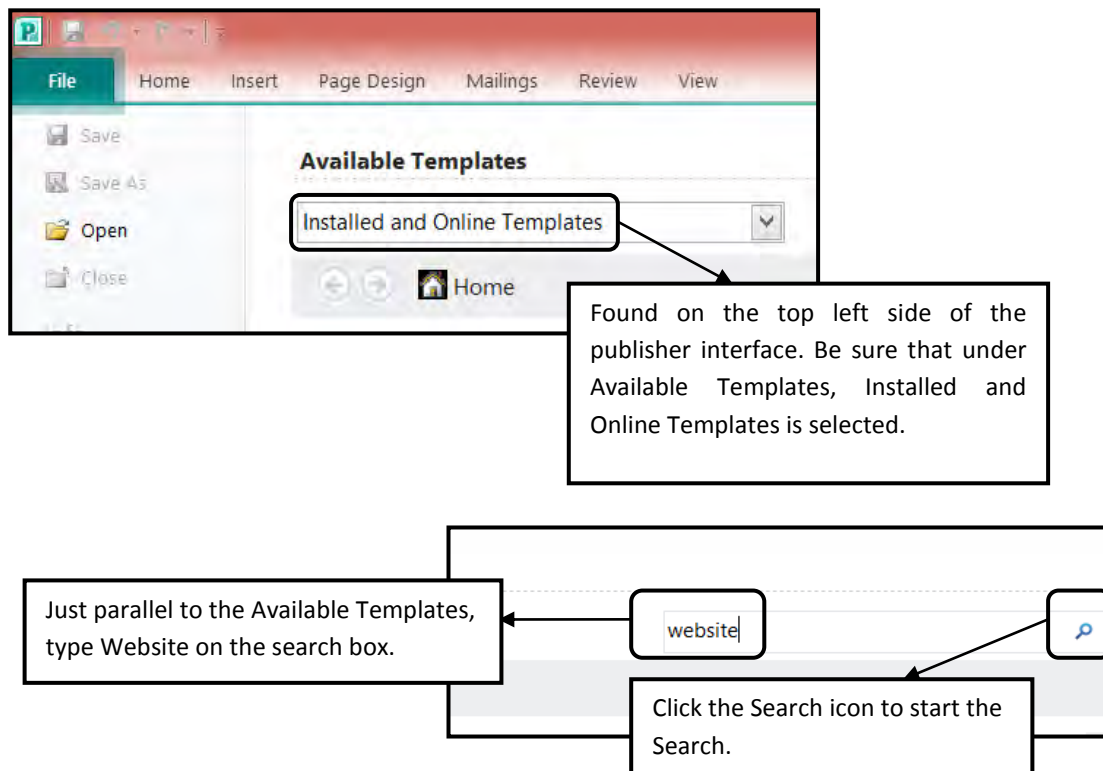
The Publisher gives you a variety of website design templates to choose from. A template contains colour elements, graphics, and text formatting and placeholders for the pages that will make up the website. You can then modify the pages as you like.



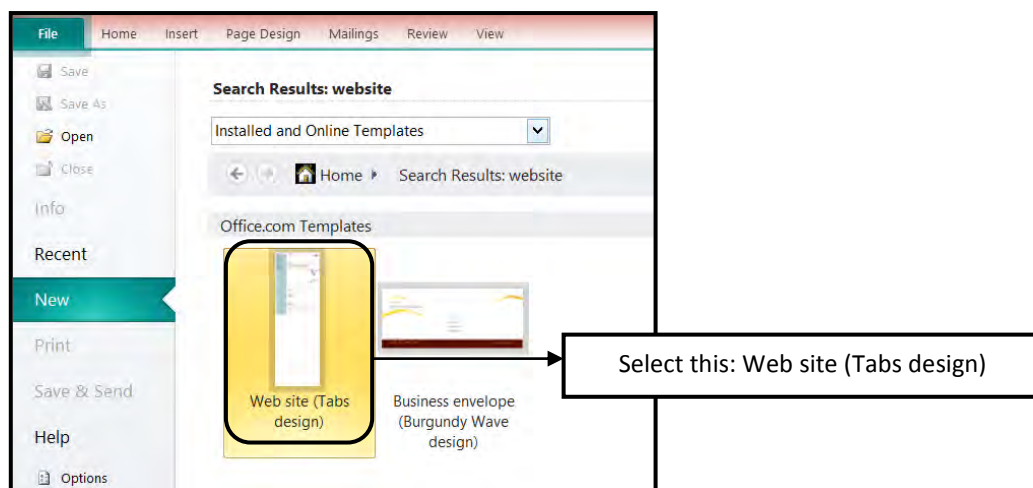
Note: Be sure that your computer is connected to the internet when doing this step by step exercise. We will use templates available in Office.com. Templates for creating website that are only available through the internet.

Follow the steps on how to begin with your website:

1. To get started, select **New** in the file tab and type web site in the Search for the templates box.



- For this training exercise we will select the Web site (Tabs design) templates. Double click the template; it will automatically download from the internet.



- Be sure to save what you have done. You can name your file as “My First Website”. We will be using the same template as we go along this unit module.

Congratulations! You have now created your very first website using a template on MS Office Publisher.



Student Practical Activity 12.3.3.1

Create your own website. Follow the instructions below to complete the activity. Be sure that you are connected to the internet when doing the activity.

1. Open MS Publisher.
2. Go to templates and search for the website. If unsure what to do you can revise our lesson and review how this is done.
3. Select the Web site template (Tabs design).
4. Save your work as Practical Activity 12.3.3.1

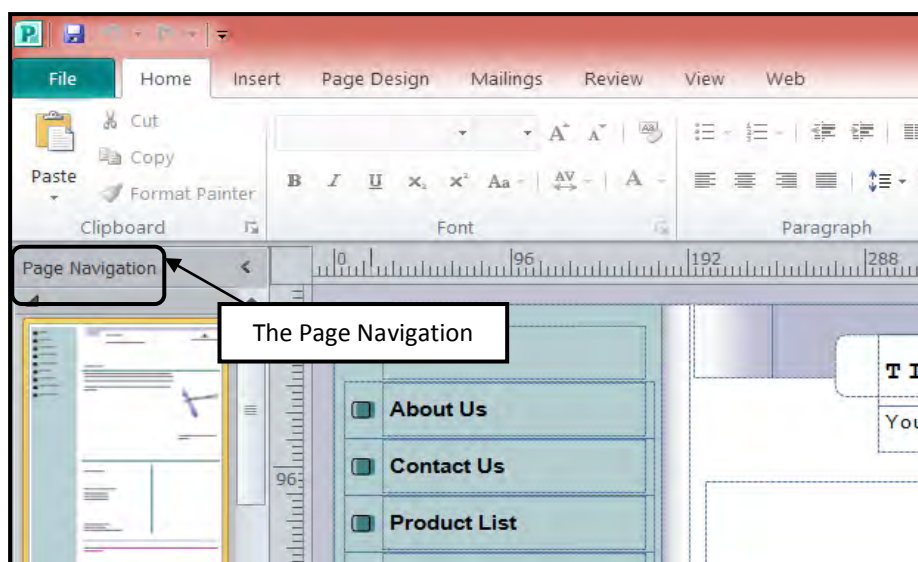


12.3.3.2 Editing and Inserting Text in a Website Template

Let us now continue with the website that we have created in the previous lesson. If you have closed it, you can open it to proceed.

The Publisher window now displays your home page based on the design template that you selected. The template contains placeholder text and images which can be replaced by your own text, and images of your choice. This is the first page of your Web site that visitors will see. On this page, explain your site's purpose, content, and layout. Include tips on how to move through your site and where to find key information. Change the pictures to your own pictures.

The Page Navigation Pane contains various pages that you will use to identify your website function and purpose. This Page Navigation pane contains the pages that you can edit.



Page Navigation

Editing Text

You will create a fictitious company for this next part of the lesson. You will be focusing on our fictitious company as we move along with the rest of the upcoming sections.

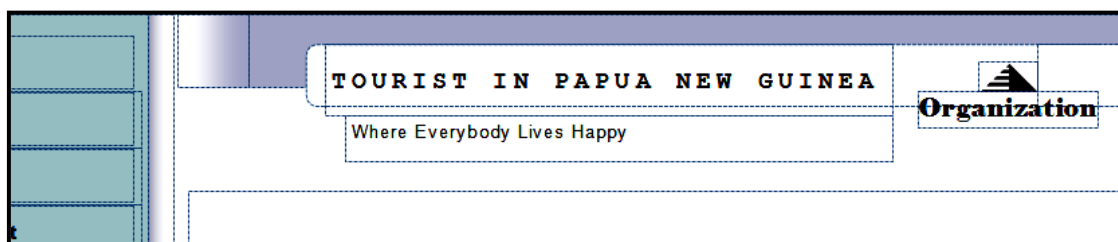
A text is the main body of matter in a document, book, newspaper, etc., as distinguished from notes, appendixes, headings, illustrations, and others.

Follow the steps on how to edit a text:

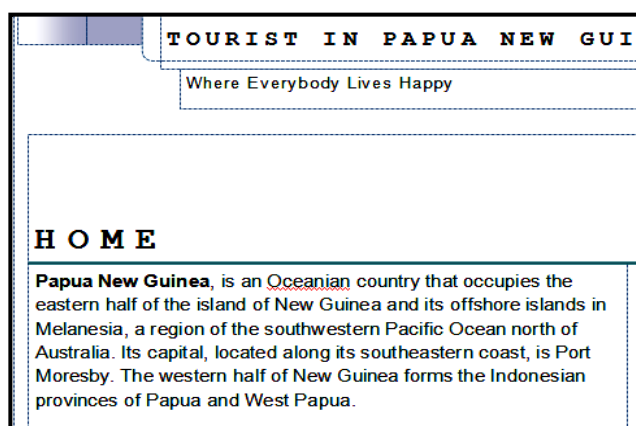
1. Open the website template done in Practical Activity 12.3.3.1.
2. Click the Heading area and type the following: "TOURIST IN PAPUA NEW GUINEA". Refer to the image to compare your work.



3. On the subheading type: “Where everybody Lives Happy”



4. Click in the text area and type introductory information about your website. See the image and type the same text.



5. Format text by using the buttons on the Formatting toolbar.

Do not save the changes as this will be used in the Practical Activity below.



Student Practical Activity 12.3.3.2

Using the website you have created on Activity 12.3.3.1, you will now add the text to slightly complete the website. Follow the instructions below.

1. Open Practical Activity 12.3.3.1.
2. On the Home page, go to the heading area and change the Title name to your name.



-
3. On the text area, type all the information about yourself. The following can be a guide but does not limit what you can write:
 - a. Your name
 - b. Your age
 - c. Your birthdate
 - d. Your birthplace
 - e. Your family traditions
 - f. Your favourite uncle/aunt
 - g. Anything else about you
 4. Save your work.

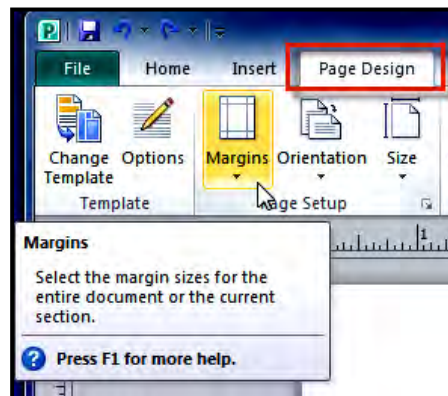


12.3.3.3 Changing the Page Layout

We have chosen to create a website from a template; however, we can still decide to change the publication **layout**. Three components we can change are **margins**, **size**, and **orientation**. Although we can modify these settings at any time, we should be careful if the publication already contains the objects like **texts**, **images**, and **shapes**, as you will have to adjust them to fit the new layout.

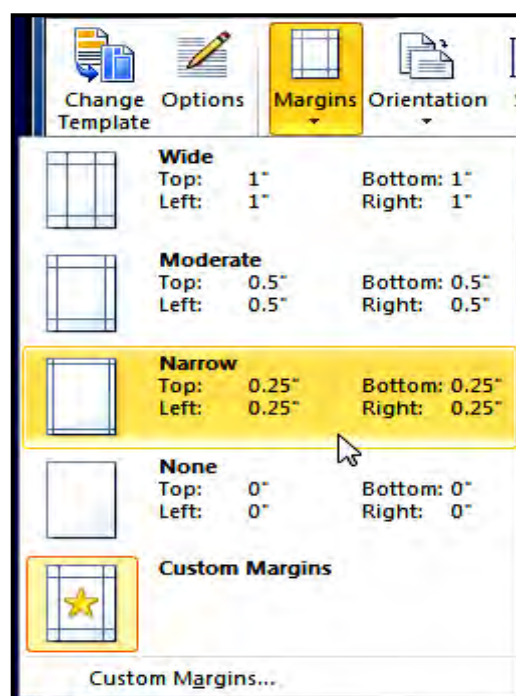
There will be times that the default margin will not work with your website. You can then modify the margin. Follow these steps on how to modify the page margin.

1. On the Ribbon, select the **Page Design Tab**, and then locate the Page Setup group.



Modifying Margins

2. Click the Margins drop-down command.
3. A drop-down list will appear. Select the desired margins.

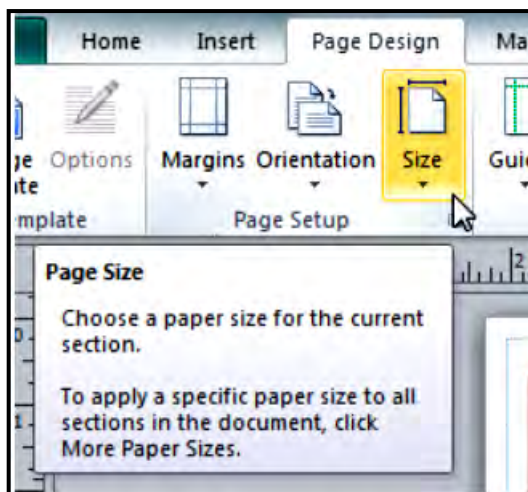




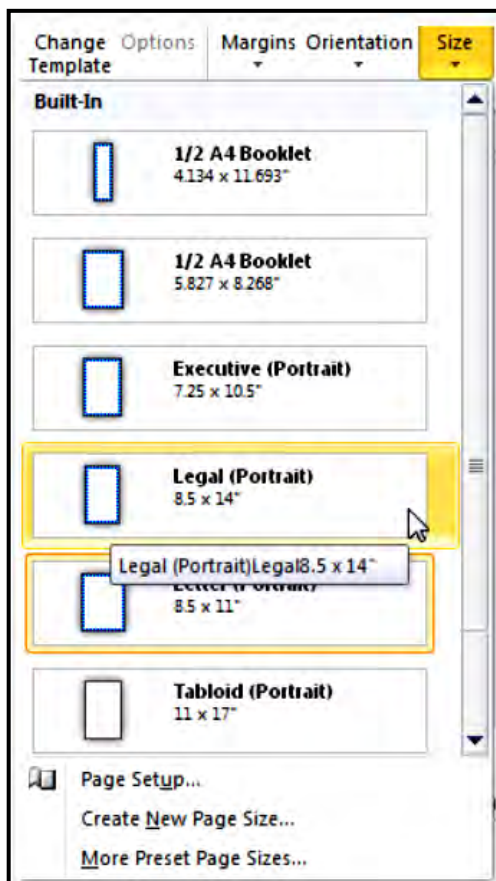
4. The new margins will be applied.

Not all websites use the default page size. You might want your website to appear differently in terms of page size. Follow these steps in changing the page size.

1. On the Ribbon, select the **Page Design** tab, then locate the **Page Setup** group.
2. Click the **Size** drop down command.



3. Select the desired page size from the drop-down list that appears.





-
4. Your publication's page size will be changed

There are instances that data on your website appears better on the landscape rather on the portrait, for example a graph. Follow these steps on how to change the Page Orientation.

1. On the Ribbon, select the **Page Design** tab, locate the **Page Setup** group, and then click the **Orientation** drop-down command.
2. Select **Portrait** orientation to make your publication taller than wide or **Landscape** to make it wider than tall.



Student Practical Activity 12.3.3.3

Open Practical Activity 12.3.3.1. Apply the page layout changes that you want for your website according to your websites needs. You may change the page orientation or the margins. Save your work once done.

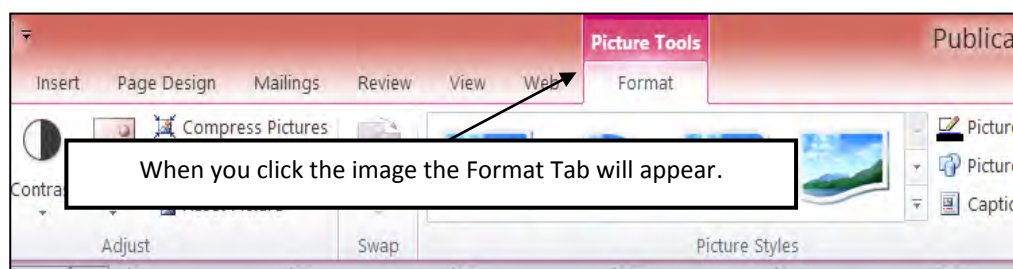
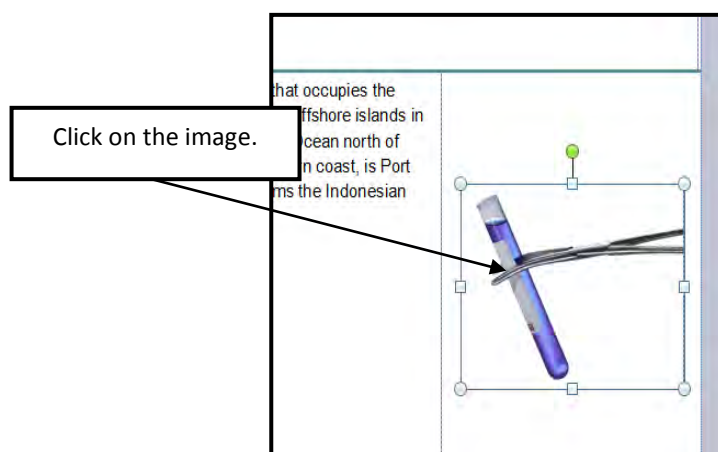
12.3.3.4 Replacing an Image

An image is a picture that has been created or copied and stored in electronic form. You can take photos from your camera or mobile phone with the camera, upload it in your computer and insert it on your website. You can also download pictures from the internet (refer to our previous topic on how to save images from the internet. Lesson 12.3.1.6, page 31); however caution should be taken when using images from the internet as they might be protected by copyright law.

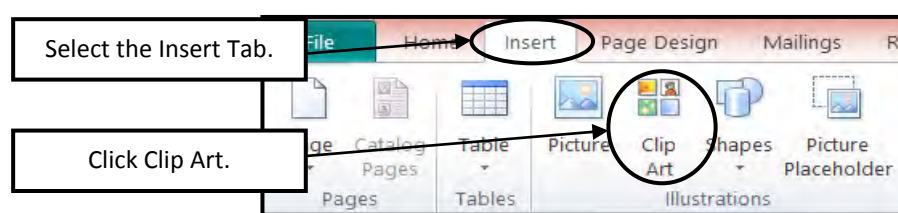
Apart from the image, you can also add a clipart to your website. A Clip art is a collection of pictures or images that can be imported into a document or another program. The images may be either raster graphics or vector graphics.

Open the Website that we were creating “Tourist in Papua New Guinea” and follow the steps in replacing an image:

1. Click on the image that you want to replace, the handle bars will appear around the image. Note the **Picture Tools Contextual Tab** opens above the **Format** tab.

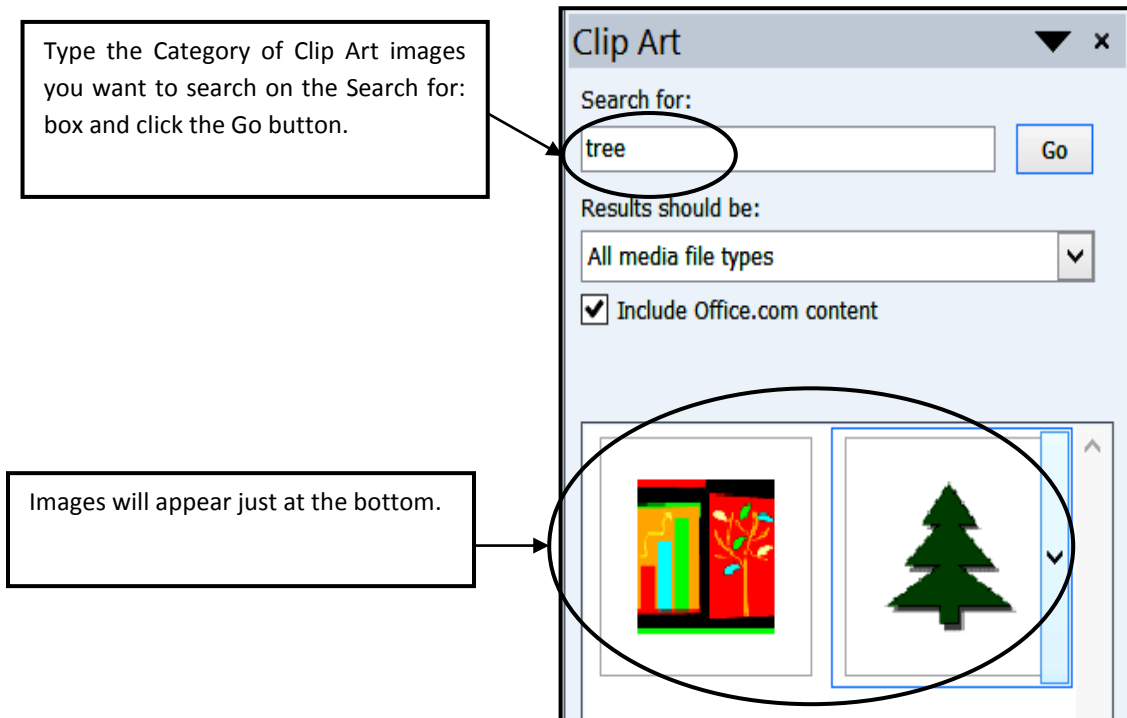


2. Select the **Insert** tab on the ribbon and select **Clip Art** from the Illustration group.





3. The **Clip Art image Pane** opens beside the right scroll box.
4. Type in a keyword for the Clip Art image you want to find in the **Search for** box.

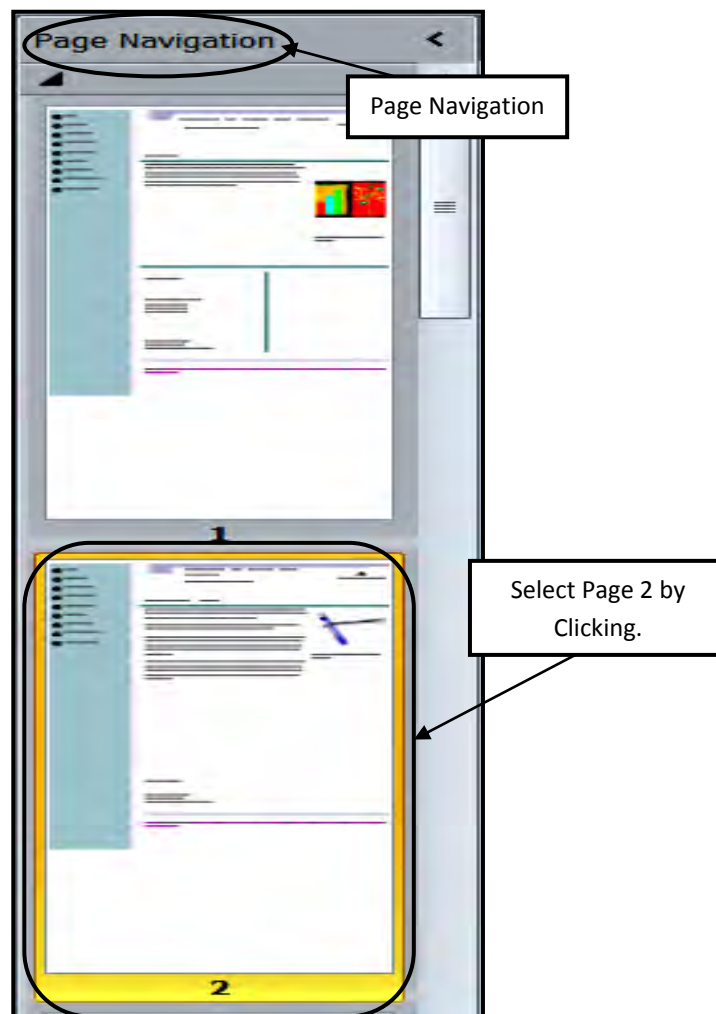


5. Click the **Go** button.
6. From the resulting choices, click on the image that you want. The new image now replaces the previous image.

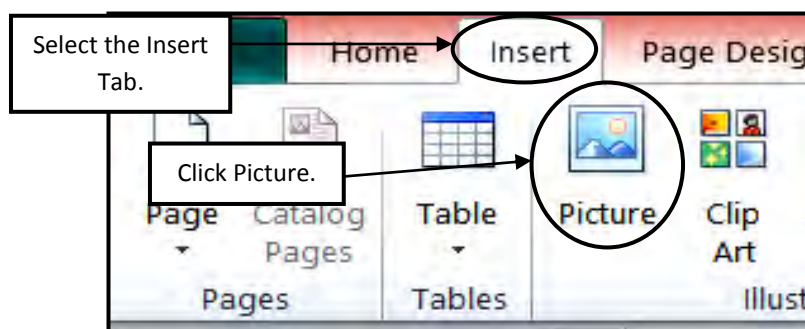
Follow these steps in changing with an Image File:

1. Click the image that you want to replace. In this exercise go to the second page of your web page (Product Detail), you can do this by clicking page 2 on Page Navigation.

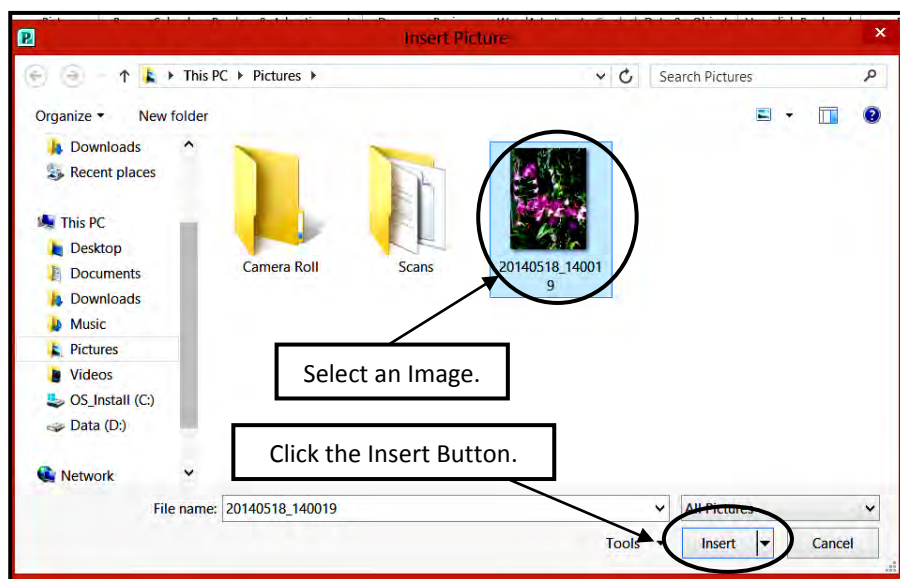
Page Navigation is found on the left side of the Publication Window. Click the image found on Page 5.



2. Select the **Insert** tab on the ribbon and select **Clip Art** from the Illustration group.



3. The **Insert Picture** dialogue box will open. Select the file by clicking it. Click the **Insert** button.



Note: The pictures in your computer will appear differently from this exercise. You can use any picture available as long as the type of picture corresponds to our website exercise “Tourist in Papua New Guinea”

4. To resize the picture, drag one of the corners towards or away from the centre.



Student Practical Activity 12.3.3.4

Follow the instructions below to complete this activity: “Adding the images to your website”.

1. Open Practical Activity 12.3.3.1.
2. Click on “About Us” on the navigation pane of the website.
3. On the Title type “My pictures”.
4. On the body of the page insert pictures of you or you with your family. You can delete the other texts on the template that is not relevant to your website.
5. Be sure to write something about the pictures.
6. Save your work.

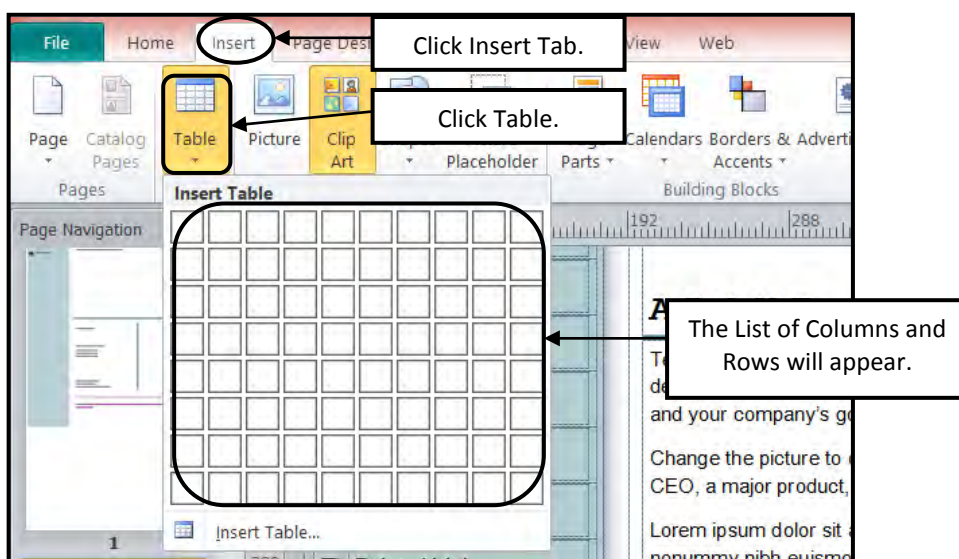


12.3.3.5 Inserting a Table

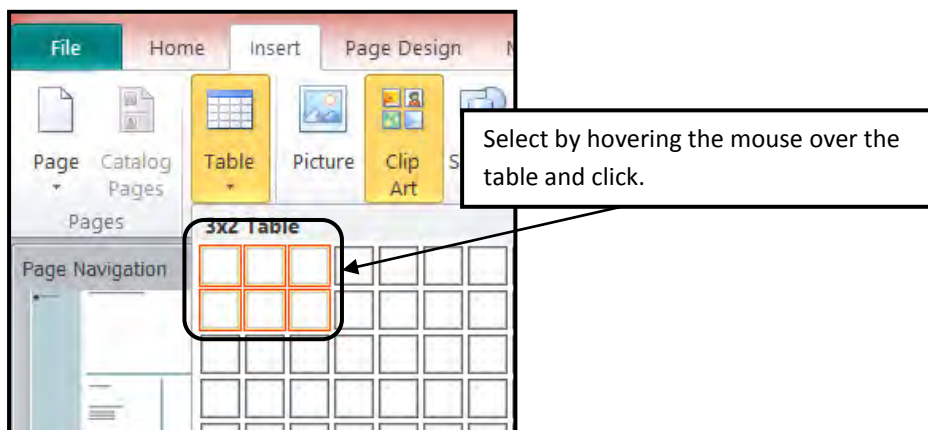
Tables are frequently used in web pages for the purpose of layout and alignment. A table gives you a group of cells into which you can type text and insert images. You can make the borders of the table invisible, if you choose.

Follow the steps below on how to insert a table.

1. Open Practical Activity 12.3.3.1.
2. While still on Page 2, on the Ribbon, click **Insert** tab → **Table**.



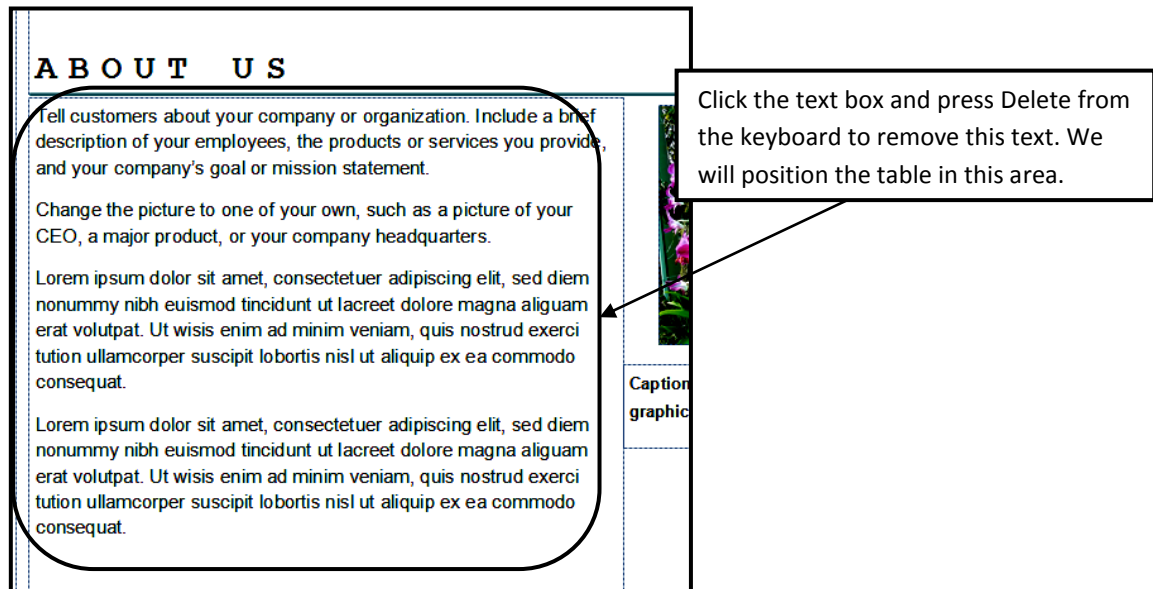
3. Select the number of rows and columns that you would like in your table. You can do this by dragging your mouse vertically and horizontally down the boxes. Let us create a 3 column by 2 rows table.



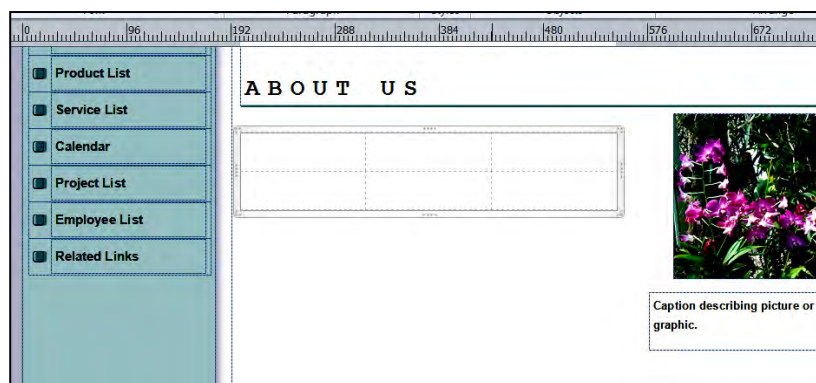
Note: The Table Tools Contextual Tab now appears on the menu bar and allows more formatting options for your table.



- The table will then appear on your workspace. Position the Table properly by clicking and dragging. You may need to delete the text box on page 2. We will replace it with a table.



- Move and adjust your table into position by clicking and dragging. Page 2 should look like the image below.



- Copy the contents of the table below to the table on your website exercise. Remember to merge the tables under the “Where to Go” and “Where to Eat” column. Merging can be done in the Layout tab. Be sure to highlight the rows first before clicking Merge.



Where to Stay	Where to Go	Where to Eat
In Alotau, in Milne Bay, the Napatana Lodge	• The peaceful waterfront town of Alotau • To the east of town, there are several black-sand swimming beaches. • a 90-minute boat ride from Alotau, is a fascinating relic of British colonial days. • For an adventurous hike, take the four-day climb up Mt Wilhelm • the Southern Highlands provides access to the spectacular Tari Valley • The National Botanical Gardens • The National Museum	• Asia Aromas Located in Port Moresby's downtown area
Near Tari, the beautifully designed Ambua Lodge		• The Wewak Boutique Hotel • The Madang Lodge • The Bird of Paradise Hotel - Goroka • The Napatana Lodge
Near Mt Hagen, Kumul Lodge		

7. Page 2 should look close to the image below.

ABOUT US

Travelling in PNG can be challenging. With almost no tourism infrastructure and limited information available in books and on websites, it can feel like you're stepping into the great unknown. But this is exactly why travellers find this country so compelling.

Where to Stay	Where to Go	Where to Eat
In Alotau, in Milne Bay, the Napatana Lodge	• The peaceful waterfront town of Alotau • To the east of town, there are several black-sand swimming beaches. • a 90-minute boat ride from Alotau, is a fascinating relic of British colonial days. • For an adventurous hike, take the four-day climb up Mt Wilhelm • the Southern Highlands provides access to the spectacular Tari Valley • The National Botanical Gardens • The National Museum	• Asia Aromas Located in Port Moresby's downtown area
Near Tari, the beautifully designed Ambua Lodge		• The Wewak Boutique Hotel • The Madang Lodge • The Bird of Paradise Hotel - Goroka • The Napatana Lodge
Near Mt Hagen, Kumul Lodge		



Caption describing picture or graphic.

To contact us:

Phone: 555-555-5555
Fax: 555-555-5555
E-mail: someone@example.com

**Student Practical Activity 12.3.3.5**

Follow the instructions below to complete this activity.

1. Open Practical Activity 12.3.3.1.
2. Click on Page 3 of the website.
3. Remove the title box. Change the word About Us to My Favourites.
4. In the body of the website create a 3 column table. Name the columns as:
 - a. Name of School
 - b. School Year
 - c. Unforgettable moment
5. Below each column, write the name of your school, the school year you have attended the school, and the special moments you had with the school.
6. Delete unnecessary texts on the page.
7. Save your work.

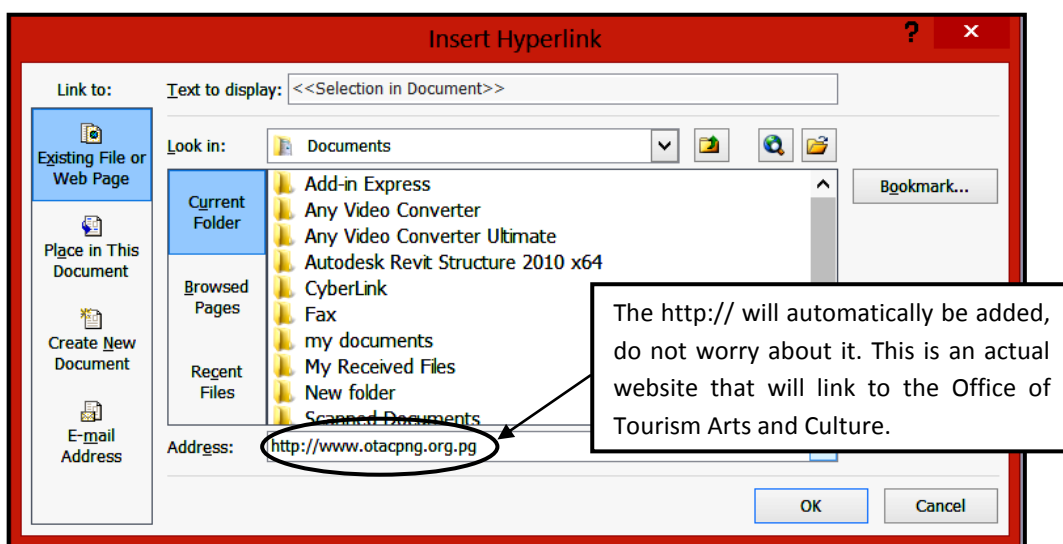


12.3.3.6 Inserting a Hyperlink

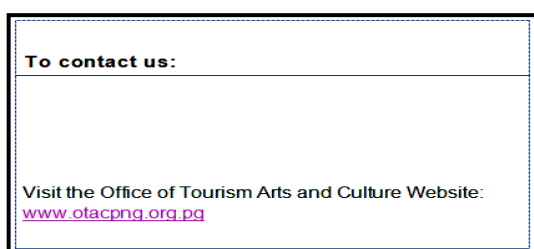
A hyperlink is a word, phrase, or image that you can click on to jump to a new document or a new section within the current document. Hyperlinks are found in nearly all Web pages, allowing users to click their way from page to page. Text hyperlinks are often blue and underlined, but do not have to be. When you move the cursor over a hyperlink, whether it is text or an image, the arrow should change to a small hand pointing at the link. When you click it, a new page or place in the current page will open.

Follow these steps in inserting an external hyperlink.

1. Open Practical Activity 12.3.3.1.
2. On the **Contact Us** area, delete “Primary Business Address”. Do not worry if it deletes the other text as well. Type “Visit the Office of Tourism Arts and Culture website: www.otacpng.org.pg”.
3. Select by highlighting “www.otacpng.org.pg”. We will use this text to create an external hyperlink.
4. Go to the **Insert Tab** under the Links group, click **Hyperlink**.
5. The **Insert Hyperlink** dialogue box will appear, on the address bar type www.otacpng.org.pg and click **OK**.



6. The output should look like the image.





-
7. Press the Ctrl key on your keyboard and point the mouse on the website address. You will see that the cursor will change into a hand pointing. This signals that there is a hyperlink on the text. You can go ahead and press it. It will open an existing website if you are connected to the internet.

**Student Practical Activity 12.3.3.6**

Follow the instructions below to complete this activity.

1. Open Practical Activity 12.3.3.1.
2. Click on Page 3. At the bottom of the table that you have created, type the text “My other Website: Visit Tourist in Papua New Guinea click here”.
3. Create a hyperlink to your website “Tourist in Papua New Guinea”. Use the word “here” to connect to the other website which is the “My First Website” you have previously created in Lesson 12.3.3.1.
4. Save your work as “Tourist in Papua New Guinea”.



Summative Activity 12.3.3

In this activity you will create the third page of your website. Follow the instructions below. You will need a computer with the Microsoft Publisher installed.

1. If you have closed the Exercise “Tourist in Papua New Guinea”. Open it and click Page 3 on Page Navigation Bar.
2. Create the Contact Us page. Remove the Heading word and replace it with “Tourist in Papua New Guinea”.
3. Remove the words under the heading and type the following:

“We provide information and links to the web site of the Department of Tourism in Papua New Guinea.”

4. Proceed to the bottom part of the page and type the following replacing the existing texts:

Tourist in Papua New Guinea

Papua New Guinea Tourism Authority

P.O. Box 1291, Port Moresby, Papua New Guinea

+6753200211

5. On the last line of the addresses, create a hyperlink to the website www.pngbd.com
6. Save your work.



Answers to Student Activities

Student Activity 12.3.3

Activity A

HTML -stands for HyperText Markup Language, the authoring language used to create pages on the World Wide Web. HTML is a set of codes or HTML tags that provide a web browser with directions on how to structure a web page’s information and features.

Hyperlink -a link from a hypertext file or document to another location or file, typically activated by clicking on a highlighted word or image on the screen.

Database -is a data structure that stores organised information. Most databases contain multiple tables, which may each include several different fields.

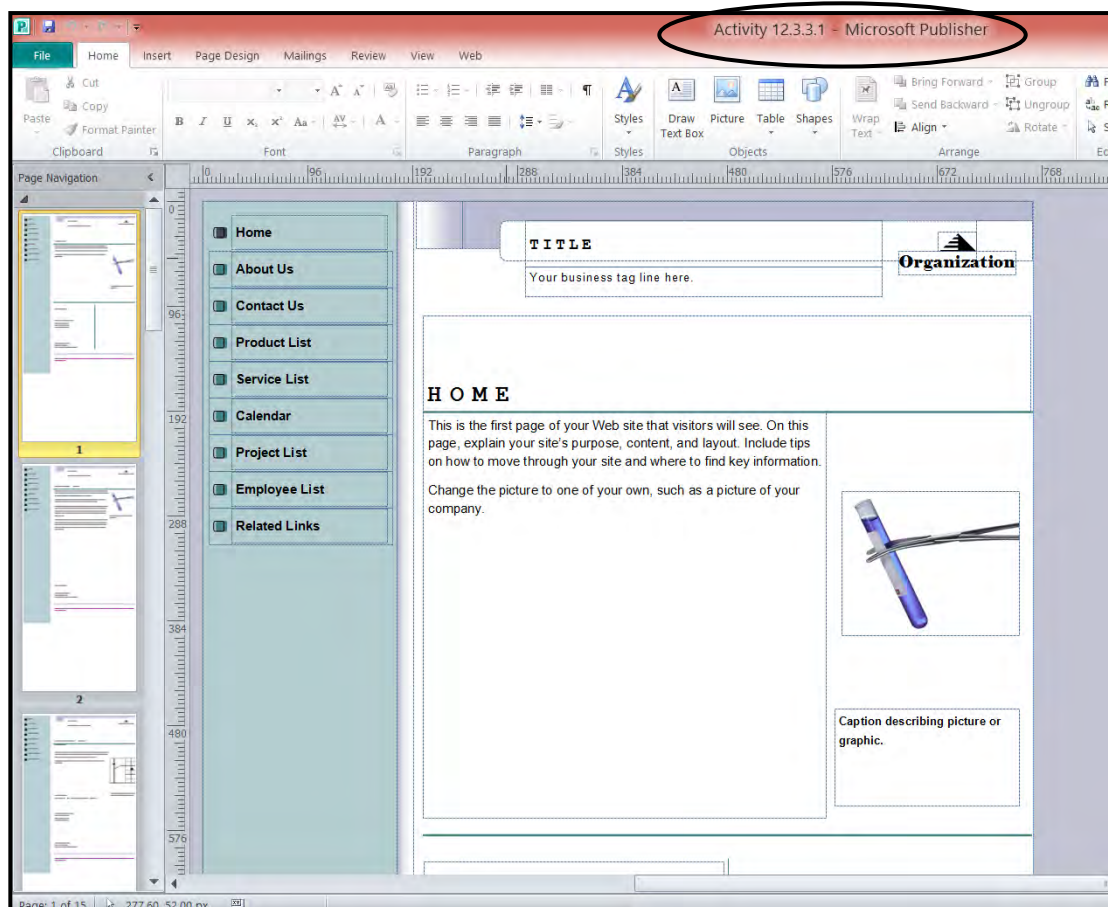


Wikis -is a Web site that allows users to add and update content on the site using their own Web browser. This is made possible by Wiki software that runs on the Web server. Wikis end up being created mainly by a collaborative effort of the site visitors. A great example of a large wiki is the Wikipedia, a free encyclopaedia in many languages that anyone can edit.

Raster Graphic -Pictures found on the Web and photos you import from your digital camera are raster graphics. They are made up of grid of pixels, commonly referred to as a bitmap. The larger the image, the more disk space the image file will take up.

Vector Graphic -are make-up of paths, which are defined by a start and end point, along with other points, curves, and angles along the way. A path can be a line, a square, a triangle, or a curvy shape. These paths can be used to create simple drawings or complex diagrams.

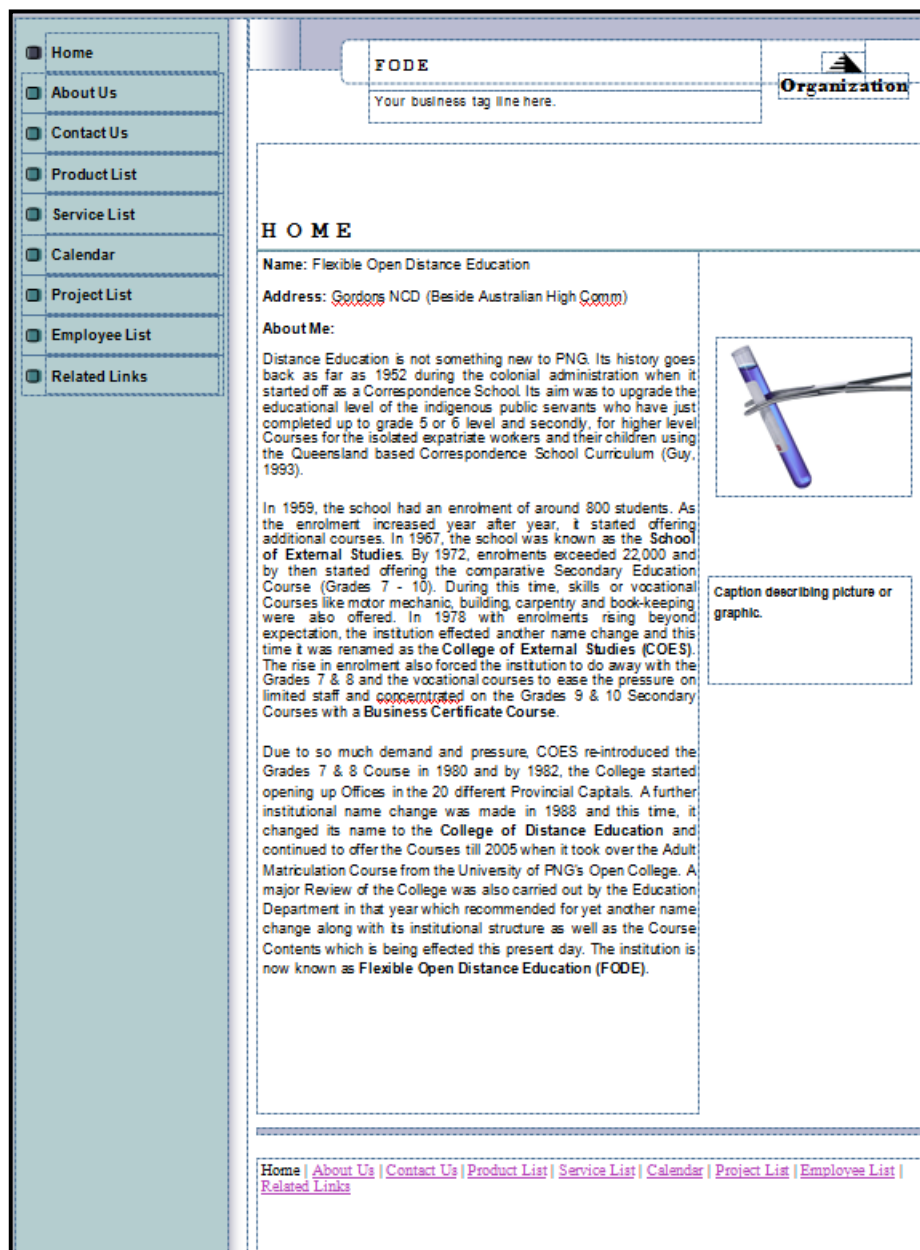
Student Activity 12.3.3.1





Student Activity 12.3.3.2

The content of this output serves as a guide for Activity 12.3.3.2.

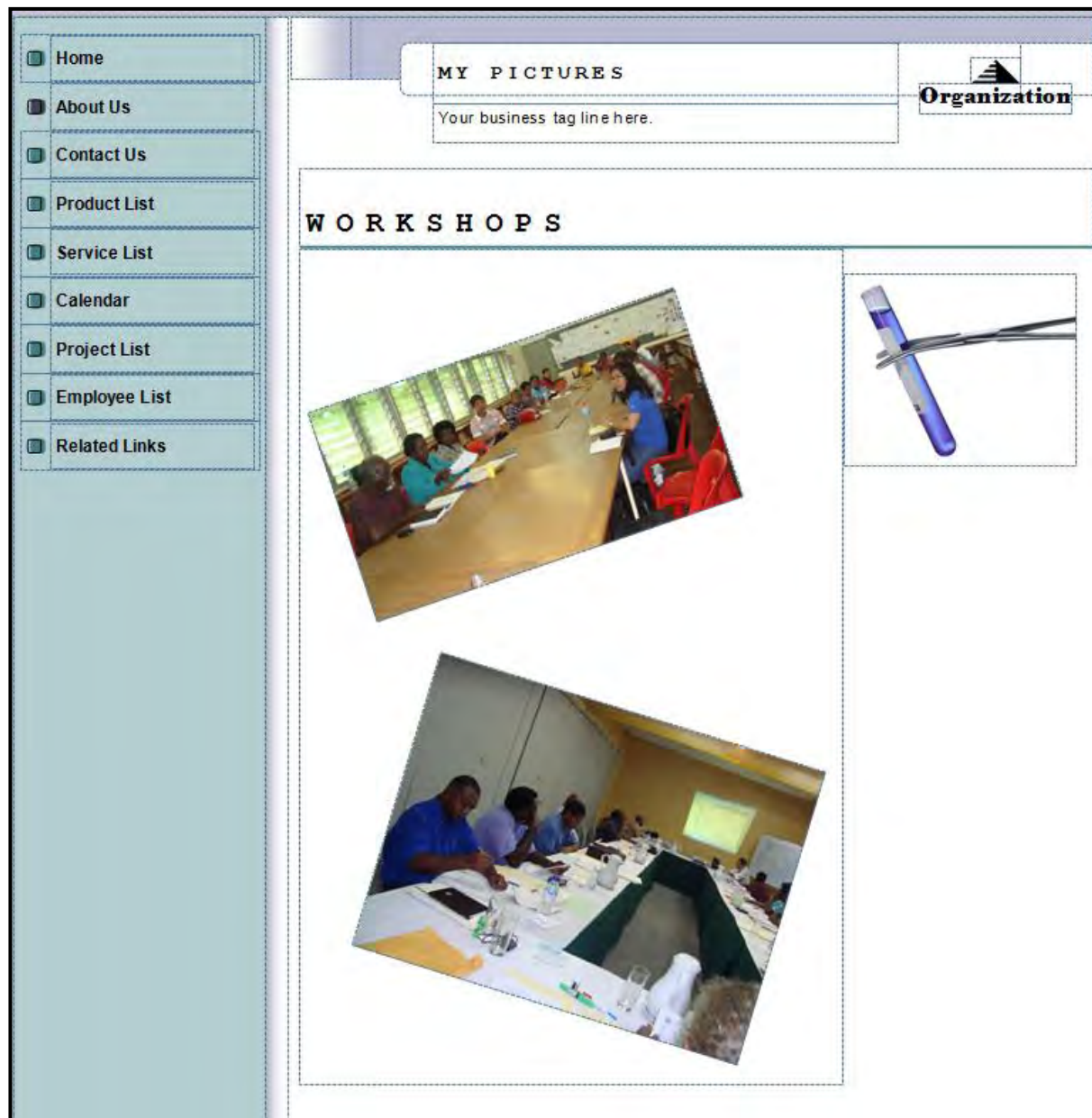


**Student Activity 12.3.3.3**

The student can fully decide on the page layout for this Activity.

Student Activity 12.3.3.4

The image below serves as a guide. The students output might be entirely different.





Student Activity 12.3.3.5

Home

About Us

Contact Us

Product List

Service List

Calendar

Project List

Employee List

Related Links

Organization

MY FAVOURITES

HEADING

Name of School	School Year	Unforgettable Moment

55

**Student Activity 12.3.3.6**

Home

My Pictures

My Favourites

Organization

MY FAVOURITES

HEADING

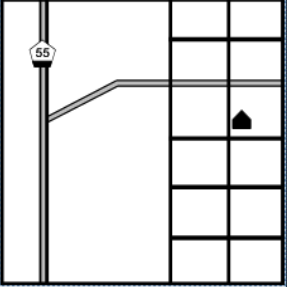
Name of School	School Year	Unforgettable Moment

My other website: click [here](#)

55

Hyperlink should work. When clicked should link to the Website "My First Website"

**Answers to Summative Activity 12.3.3**

Home About Us Contact Us Product List Service List Calendar Project List Employee List Related Links	TOURIST IN PAPUA NEW GUINEA		 Organization
	C O N T A C T U S		
	TOURIST IN PAPUA NEW GUINEA		
	We provide information and links to the web site of the Department of Tourism in Papua New Guinea		
	To contact us:		
	Tourist in Papua New Guinea		
	Papua New Guinea Tourism Authority P.O. Box 1291, Port Moresby, Papua New Guinea +6753200211		
	E-mail: www.pngbd.com		
			Type your street address or the name of your neighborhood.



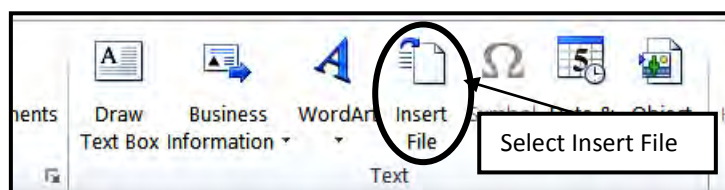
12.3.4 More Web Site Tasks

12.3.4.1 Inserting a File

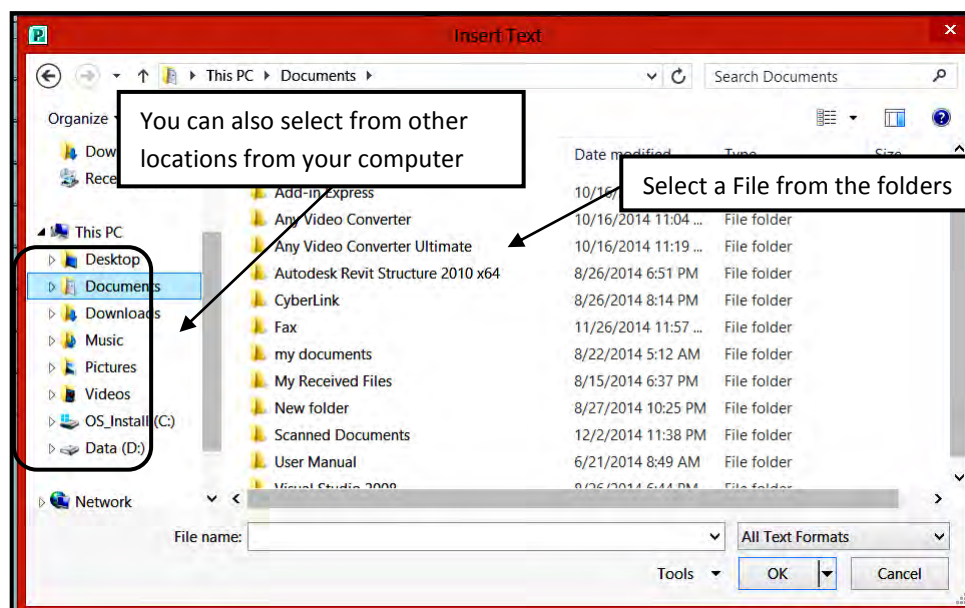
Inserting a file into your website can be helpful. Files may include forms, and other reports you want your visitors to view or use. The file formats that can be inserted into your website are limited to Microsoft Word, Publisher and .txt (notepad etc...) files.

Follow the steps below on how to insert a File into your website:

1. Click **Insert** Tab, on the **Text** Group click **Insert File**.



2. The **Insert** File dialog box will appear. Select the file that you wish to insert to your website and click **OK**.



3. After clicking **OK** a progress bar will appear this will be your guide if the file that you have inserted has inserted properly.
4. Try it yourself and see how it works. If you do not like the outcome you can always undo your work.

**Student Practical Activity 12.3.4.1**

Follow the instructions below to complete this activity. Before starting this activity be sure that you have transferred your favourite music to your computer, your music can be located on the Music folder.

1. Open MS Word.
2. Type the following on the Word Document and save it with the file name "The Indispensable Man". Close the MS Word.

The Indispensable Man

by Saxon White Kessinger

Sometime when you're feeling important;
Sometime when your ego 's in bloom;
Sometime when you take it for granted,
You're the best qualified in the room:

Sometime when you feel that you're going,
Would leave an unfillable hole,
Just follow these simple instructions,
And see how they humble your soul.

Take a bucket and fill it with water,
Put your hand in it up to the wrist,
Pull it out and the hole that's remaining,
Is a measure of how much you'll be missed.

You can splash all you wish when you enter,
You may stir up the water galore,
But stop, and you'll find that in no time,
It looks quite the same as before.

The moral of this quaint example,
Is to do just the best that you can,
Be proud of yourself but remember,
There's no indispensable man.

3. Proceed to Page 2 of your website "Tourist in Papua New Guinea".
4. At the bottom of the text, insert the MS Word document "The Indispensable Man".
5. Adjust the text box for the entire poem to fit in the page.
6. Save your work.

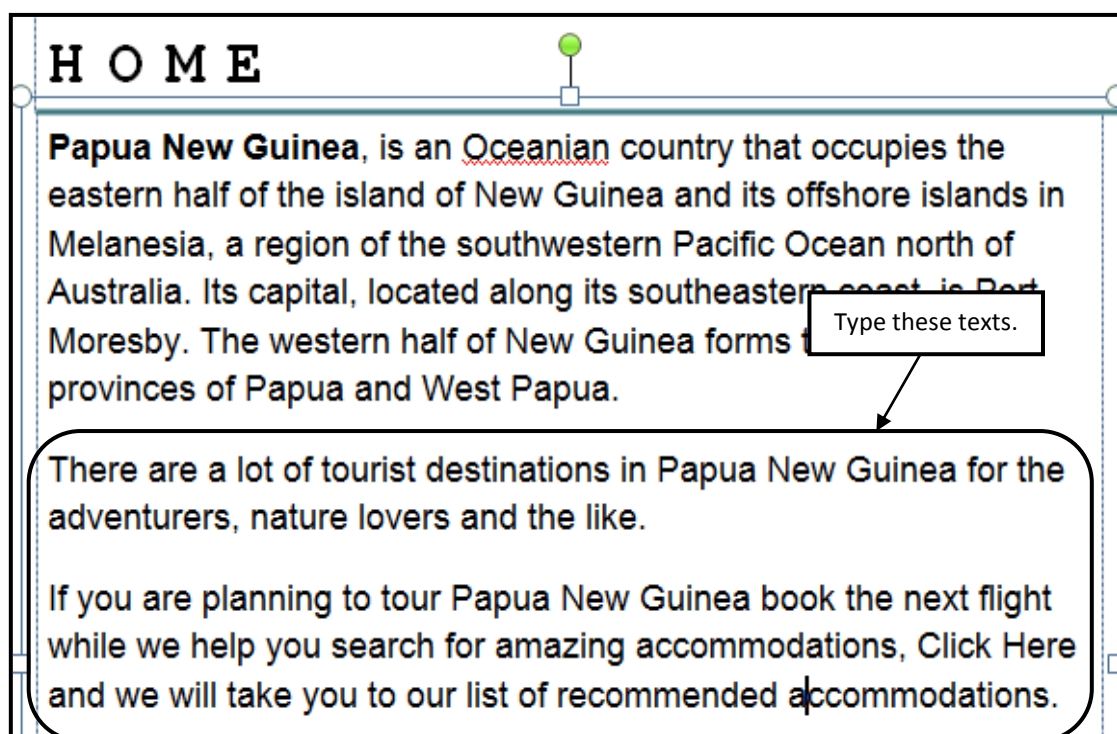


12.3.4.2 Inserting Link within your Site

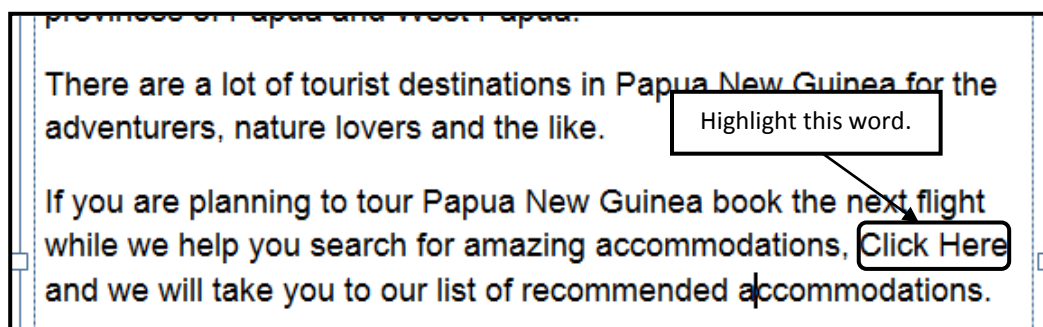
Earlier we have learnt how to insert an External Link; this is a process of linking our website to a different website in the internet. You will create a link that is within your site using the process that links the different pages of our website.

Follow the steps below on how to insert the Link within your site.

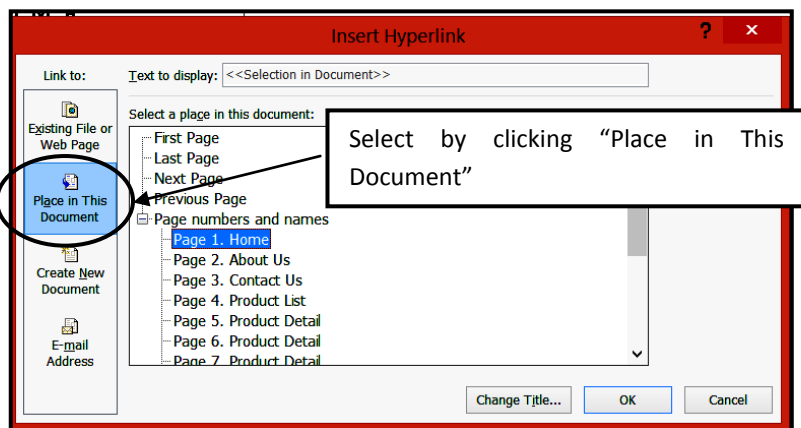
1. Select Page 1 on the **Page Navigation**. We will hyperlink Page 1, which is the Home Page to Page 2 which is the **About Us** page. Add the defined text below to the previously created text.



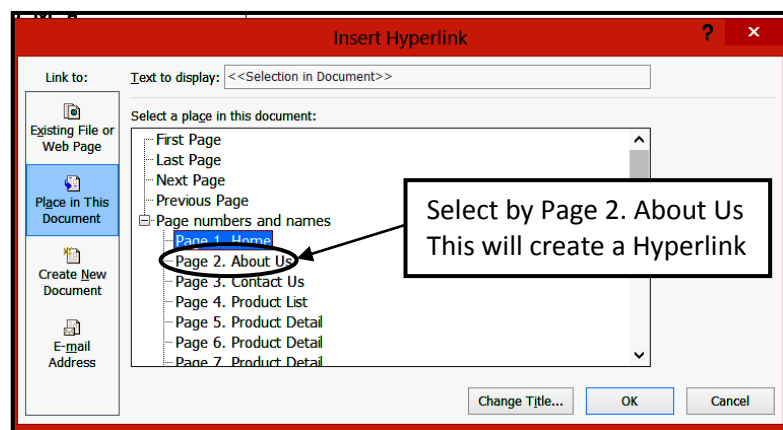
2. Select the word “Click Here” by highlighting.



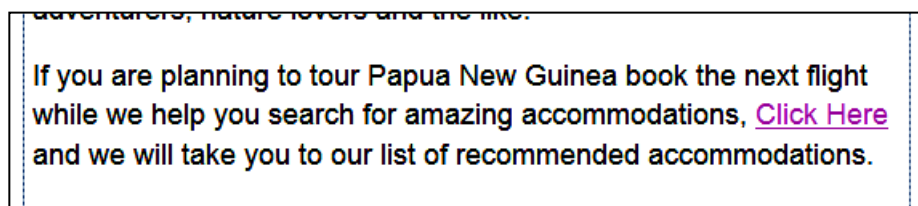
3. Go to **Insert** Tab under the Links group, click **Hyperlink**.
4. On the **Hyperlink** Dialogue Box select “Place in this Document”.



5. On the right side of the dialogue box select by clicking “Page 2. About Us” and click **OK**.



6. Once the **Ok** button has been clicked, the hyperlink will appear on the page. Your output should look exactly like the image below.



7. Test your hyperlink by pressing **Ctrl** from your keyboard and using the mouse click on “Click Here”. It should direct you to Page 2. About Us page.



Student Practical Activity 12.3.4.2

Follow the instructions below to complete this activity.

1. Open Practical Activity 12.3.3.1.
2. On page 1 of your website type the following texts:
 - a. Page 2 (My Pictures)
 - b. Page 3 (My Favourites)
3. Hyperlink Page 1 to Pages 2 and 3 of your website.
4. Save your work.



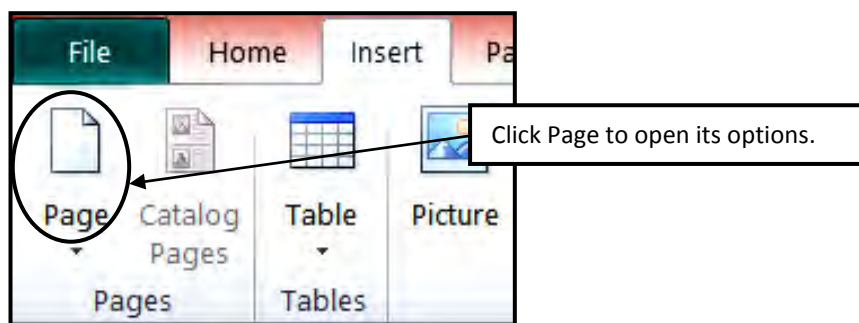
12.3.4.3 Inserting and Deleting Pages

On the World Wide Web, a page is a file written with the Hypertext Markup Language (HTML). Usually, it contains the text and the terms about where the image or the other multimedia files are to be placed when the page is displayed. You can think of a Web site as a book (although a hypertext kind of book rather than a sequentially arranged kind of book) that has a page at a time as you request each one. Each page is an individual HTML file with its own Web address (URL). The first page you usually request at a site is known as the home page. With frames, multiple pages (HTML files) can be downloaded to a browser and presented on designated sections of the display screen at the same time.

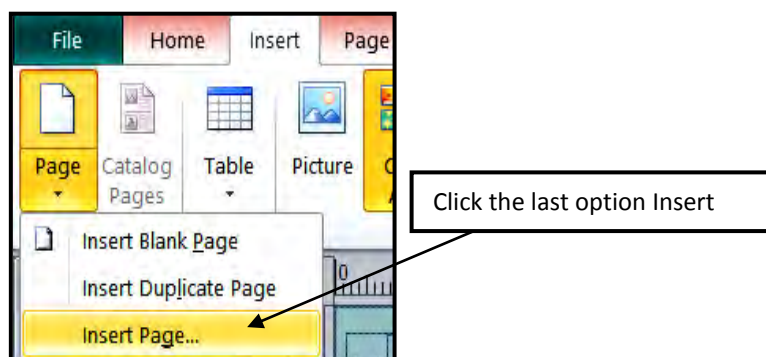
Inserting Pages

In cases that the pages on the web site template are not enough, you can always insert the pages in the publisher. Follow these steps on how to insert the pages.

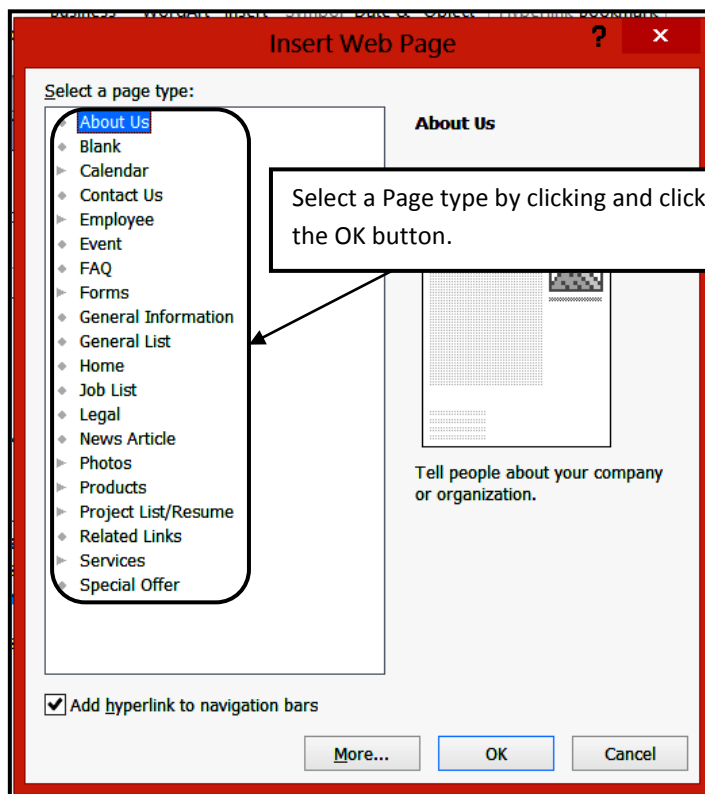
1. Using the **Page Navigation**, click a page (note that inserted page appears after the selected page).
2. Click the **Insert** tab on the Pages group click **Page**.



3. Select **Insert Page...** by clicking it.



4. The **Insert Web Page** dialogue box will open, from the options select one and click **OK**.

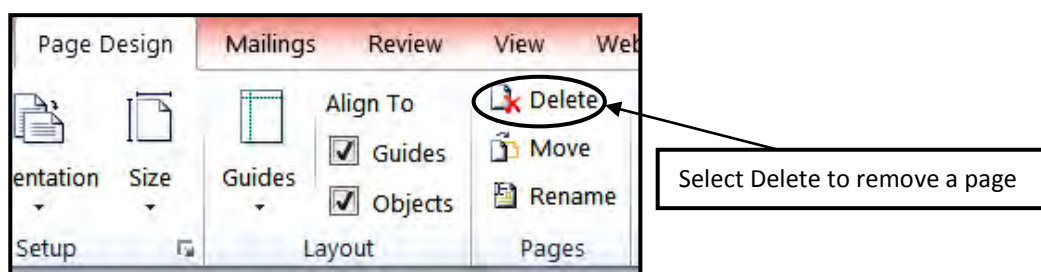


5. The page type selected will be inserted, check page navigation window to see if it was inserted in the correct sequence.

Deleting Pages

If there is an option to insert a page, there is also a command for deleting those unnecessary pages. Follow these steps in deleting the pages.

1. Select the page you would like to delete in the Page Navigation Window.
2. Click the **Page** design tab and click **Delete** on the Pages group.



Note: You can also right-click the page you would like to delete inside the Page Navigation window and select Delete from the available options.



Student Practical Activity 12.3.4.3

Follow the instructions below to complete this activity.

1. Open Practical Activity 12.3.3.1.
2. Delete all the other pages after Page 3 of the website. This is so we get rid of unnecessary pages.
3. Save your work.

12.3.4.4 Inserting a Navigation Bar

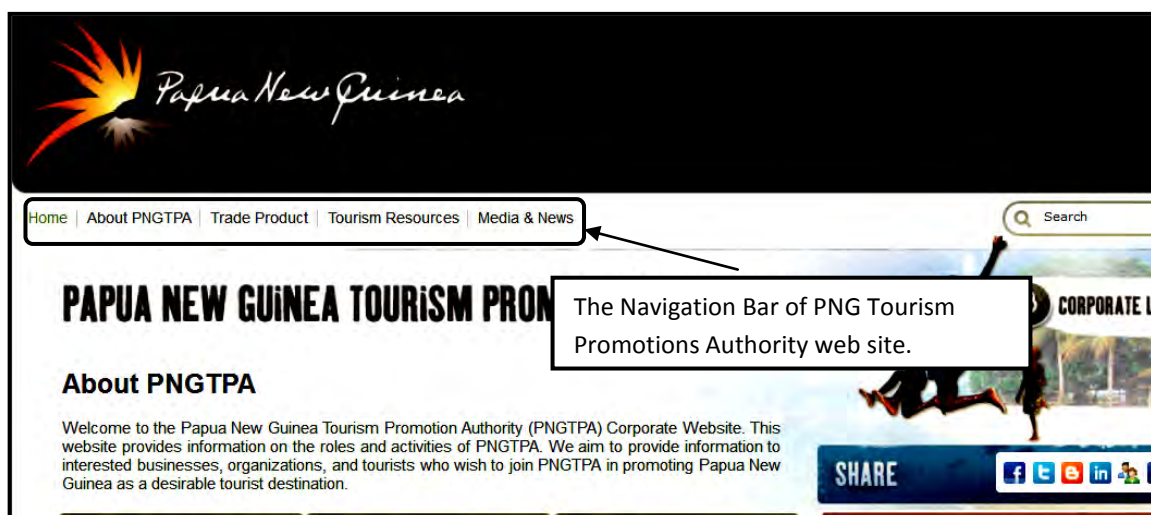
A navigation bar is a user interface section within a webpage that contains links to other sections of the website. In most cases, the navigation bar is part of the main website template, which means it is displayed on most, if not all, pages within the website. This means that no matter what page you are viewing, you can use the navigation bar to visit other sections of the website.

A website navigation bar is most commonly displayed as the horizontal list of links at the top of each page. It may be below the header or logo, but it is always placed before the main content of the page. In some cases, it may make sense to place the navigation bar vertically on the left side of each page. This type of navigation bar is also called a sidebar, since it appears to the side of the primary content. Some websites have both a horizontal navigation bar at the top and a vertical navigation bar on the left side of each page.

The navigation bar is an important element of a website's design since it allows users to quickly visit any section within the site. If you have ever visited a website without a navigation bar, you may have found it difficult to locate the page you need. You may have also had to click "Back" several times in order to find a link to the next section you wanted to visit. Thankfully, web design has become more standardised in recent years and nearly every website now includes a navigation bar.



Note: Website developers often refer to the navigation bar as the "navbar."



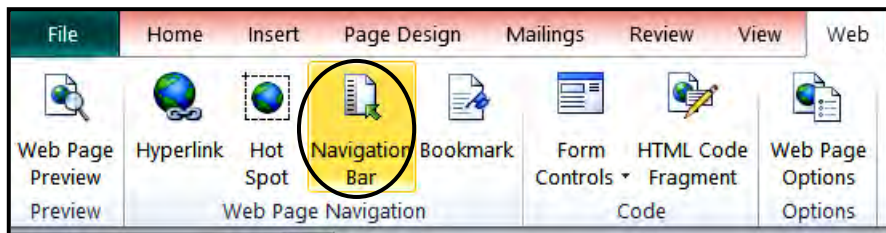
A Website showing a Navigation Bar



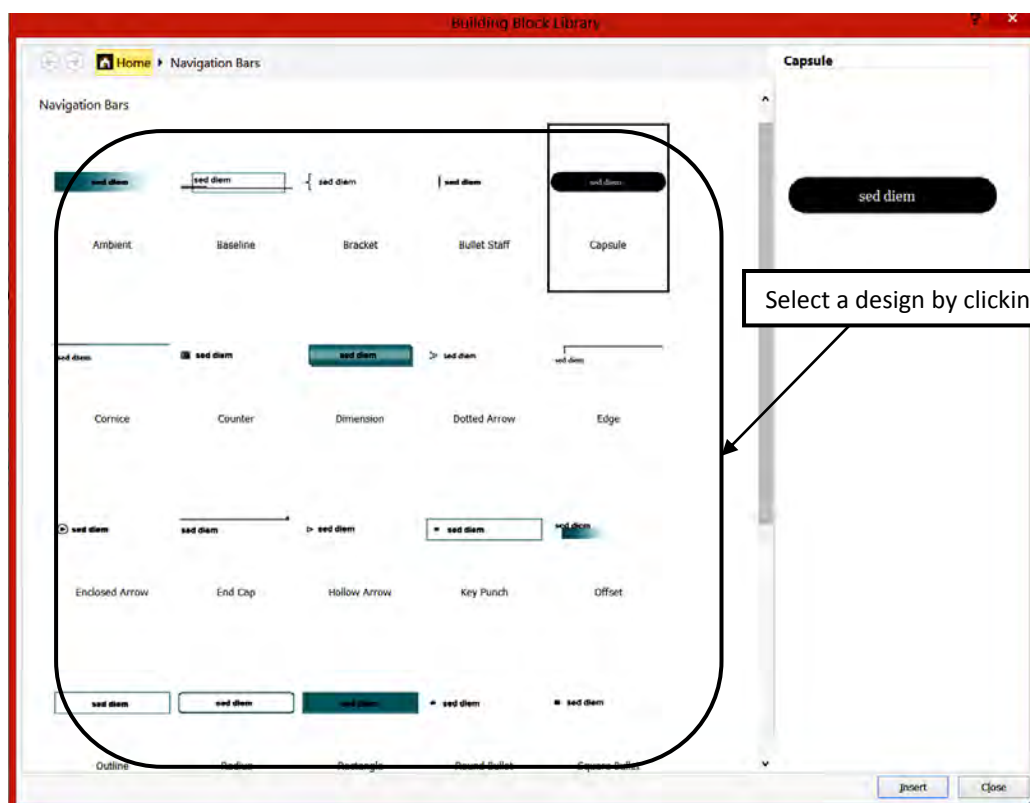
Inserting Navigation Bar

Follow the steps below on how to insert the navigation bar.

1. Select the **Home Page** of your web site or click Page 1 from the Page Navigation Window.
2. Click **Web Tab** then click **Navigation Bar** on **Web Page Navigation** group.



3. Select the design you would like to add from the available options and click **Insert**.



4. You will observe that there is already a default navigation bar on the template. You can always remove the existing navigation bar to replace with the choice that you have just selected. You can move the navigation bar as you would move a table, by clicking on it and dragging it to the desired location.



Student Practical Activity 12.3.4.4

Follow the instructions below to complete this activity.

1. Open Practical Activity 12.3.3.1.
2. Create a Navigation Bar for your website. Your navigation bar should contain.
 - a. The Home Page
 - b. My Pictures
 - c. My Favourites
3. Save your work.



12.3.4.5 Viewing and Saving a Website

Each time a user visits a Web page, it is called a page view. Page views, also written "pageviews," are tracked by website monitoring applications to record a website's traffic. The more page views a website has the more traffic it is receiving.

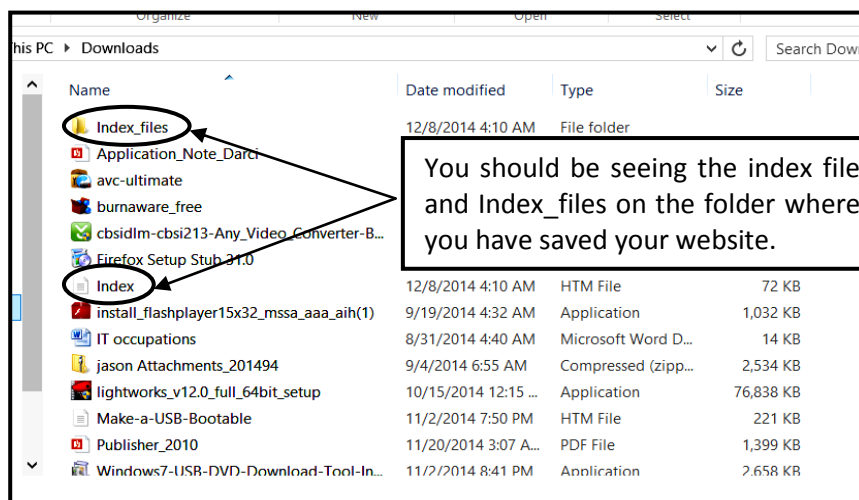
Before we can finally view our web page or site, we have to save it first using a proper format to prepare loading it to the internet for everyone to see.

Follow the steps below on how to save a website.

1. Go to **File** Tab and click **Save & Send**.
2. On the right side of the screen, select **Publish HTML**.
3. On the right most part of the screen select **Publish HTML**. This will open Publish to the Web dialogue box. The default name will be Index, just leave it that way.



4. Click **Save** on the dialogue box. You should be seeing the Index file and folder.





Note: If you wish to have your website published on the Web, you must choose a host first, create an account with them and sign in. Free web hosting is listed on topic 12.3.4.1. You simply upload the Index files that we have done to you to host.



Student Practical Activity 12.3.4.5

Follow the Instructions below to complete this activity.

1. Open Practical Activity 12.3.3.1.
2. Publish your file as HTML.
3. Upload your file to the free hosting site of your choice.



12.3.4.6 Publishing the Website with SSH (Secure Shell FTP Client)

What is SSH?

Stands for "Secure Shell." SSH is a method of securely communicating with another computer. The "secure" part of the name means that all data sent via an SSH connection is encrypted (converting data to an unrecognisable form). This means if a third party tries to interrupt the information being transferred, it would appear scrambled and unreadable. The "shell" part of the name means SSH is based on a Unix shell, which is a program that interprets commands entered by a user.



Note: To be able to successfully load the website you need to be connected to an institutions/Universities web server. Some universities that offer web servers are University of Bristol and Kennesaw State University. Students of these universities are given usernames and password to access the Secure File Transfer Protocol (sFTP) where in turn students and teaching staff can load their websites.

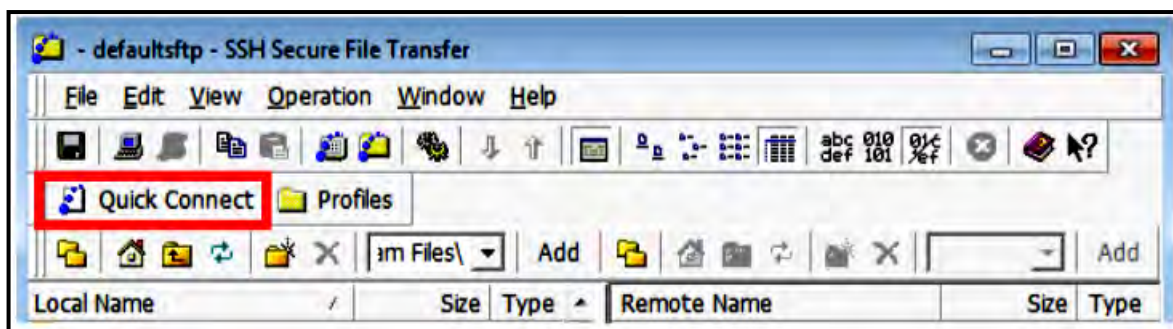
The following steps show how to load the created website to a web server at Kennesaw State University. Read through and do the activity after this lesson.

Follow the steps below on how to access s FTP on campus:

1. If you are faculty/staff, you should be able to start sFTP by clicking on your "Start" button, then "All Programs", then "SSH Secure Shell", and then "Secure File Transfer Client".
2. If you are a student working at a student lab computer, you should be able to go to the Start" button, then "Programs", then "SSH Secure Shell", and then "Secure File Transfer Client".

Follow the steps below on how to use the SSH Secure Shell FTP.

1. Start the SSH Secure Shell FTP client program.



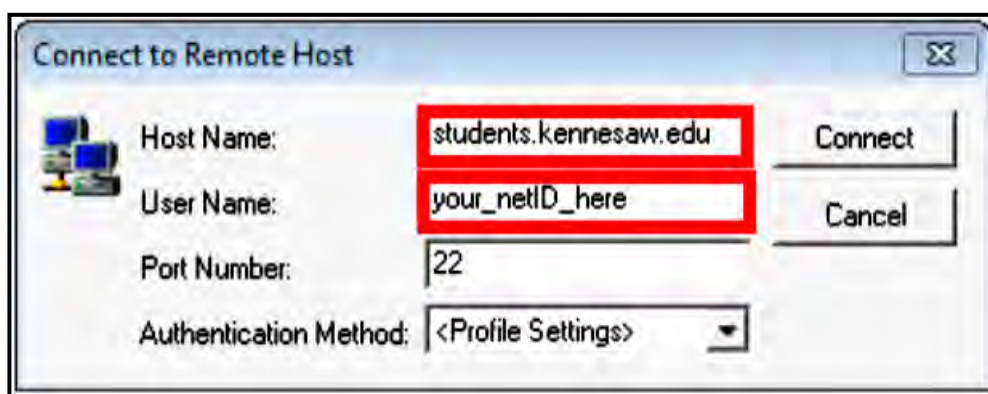
Quick Connect



- Click on the **Quick Connect** button on the main toolbar. If you get an error message complaining about a file that cannot be found, ignore it and click **OK**.
- Enter the hostname, which would be: **students.kennesaw.edu**.



Note: If your web space is on the ksuweb server, (usually for faculty or staff), use: ksuweb.kennesaw.edu



Connecting to the Remote Host.

- Enter the username, which would be your **NetID**. Leave the Port Number and Authentication as they are.
- Click on **Connect**.



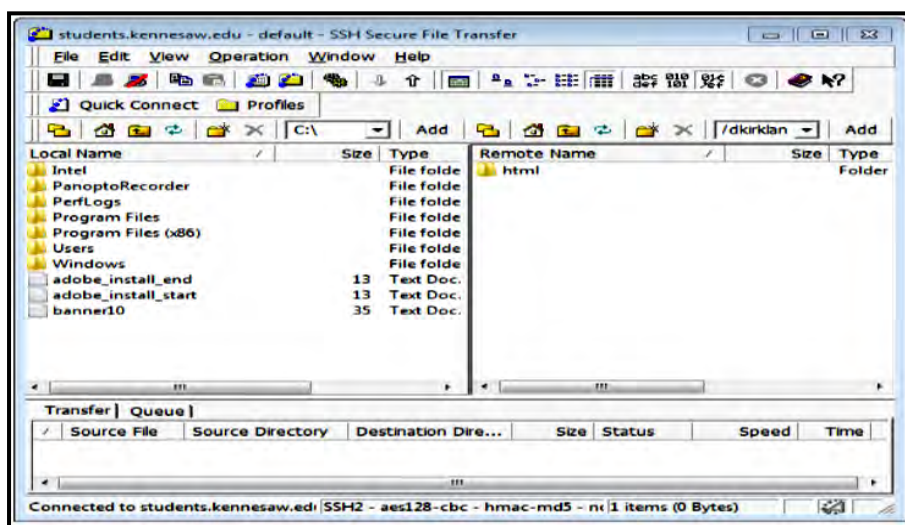
Host Identification.

- Click the **Yes** button on the Host Identification dialogue box if it appears.
- You will be asked for a password. Enter the password for your NetID



(if you are faculty/staff and are using the ksuweb server, enter the password for your ksuweb username, and click OK). Once the connection is made, the program's screen should be split in two. The left side shows the contents of the local computer (including disks and flash drives), and the right shows the contents of your space on the students server or the ksuweb.

8. On the left (local computer) side of the screen, navigate to the location that contains your web files, or to the location to which you want to save your web files. On the right side of the screen, double click on the html folder to open it (only files in the html folder can be seen from the Internet).



SSH Secure File Transfer



Note: Two useful icons for navigation

	On the local computer side, the home button takes you to the drive selection area in your “My Computer” window, where you can choose a disk, flash drive, or a folder on your hard drive.
	On the remote computer side, this button takes you to your home directory in your account on the server.
	The “UP” button takes you up one level on the directory structure.

Useful Navigation Icons



You can drag and drop files from one side to the other as you wish. Sending a file from your computer to the server is called uploading and getting a file from the server is called downloading.



Note: Remember, your web pages must be in the html folder on the server to be accessible from the web. This is true for both the “students” server and the “ksuweb” server.

To download a file from the server, drag it from the right side (remote) and drop it on the left side (local), or you can right click on the file and then click “download.”

To upload a file to the server, drag it from the left side (local), and drop it on the right side (remote), or you can right click on the file and then click upload.

9. To end the sFTP session, click the **Disconnect** button.



Ending the sFTP Session.



Student Activity 12.3.4.6

Write something about the item below.

How is publishing a website through the SSH different from saving a website?

**Summative Activity 12.3.4**

In this activity you will create the third page of your website. Follow the instructions below. You will need a computer with Microsoft Publisher installed.

1. If you have closed the Exercise “Tourist in Papua New Guinea”. Open it and click Page 4 on the Page Navigation Bar. You should have the Product List page.
2. Click on “Your business tag line here” and replace it with “Let Us Tour Papua New Guinea”
3. Click on “To Contact Us Call: 1-555-555-555” and replace the contact number with “+6753200211”.
4. Delete the text under the word Product List.
5. Click on “Product Name 1” and replace it with “Scenic Tours”.
6. Click on the text box under the now Scenic Tours and type: An affordable Tour on a pack of four destinations.
7. Click on “Product Name 2” and replace it with “Car for Hire”.
8. Click on the text box under the Car for Hire and type: You can hire a car or van to tour around the area. Affordable packages available.
9. Click on “Product Name 3” and replace it with “Airport Transfer”.
10. Click on the text box under the Airport Transfer and type: We provide airport transfer for a less stress vacation. Contact us for more details.
11. Replace the picture for the 3 products, using available pictures from your computer or the ClipArt.
12. Delete the other extra 3 products.
13. Delete the following pages from the page navigation bar:
 - a. Page 5 – Product detail
 - b. Page 6 – Product detail
 - c. Page 7 – Product detail
 - d. Page 8 – Product detail
 - e. Page 9 – Product detail



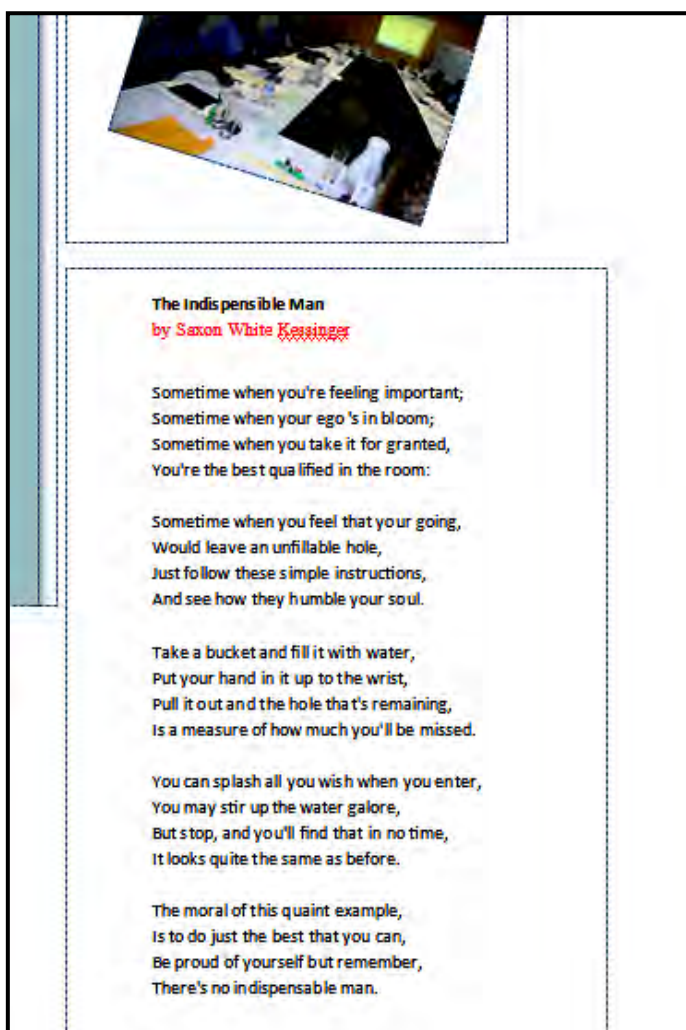
- f. Page 10 – Product detail
14. Go to the bottom of Page 4, create a link on site to the following words:
- a. Home – link to Page 1 “Home”
 - b. About Us – link to Page 2 “About Us”
 - c. Contact Us – link to Page 3 “Contact Us”
15. Save your work.



Answers to Student Activities

Student Activity 12.3.4.1

Your answer may look like the one below.



The Indispensable Man
by Saxon White Kessinger

Sometime when you're feeling important;
Sometime when your ego's in bloom;
Sometime when you take it for granted,
You're the best qualified in the room:

Sometime when you feel that your going,
Would leave an unfillable hole,
Just follow these simple instructions,
And see how they humble your soul.

Take a bucket and fill it with water,
Put your hand in it up to the wrist,
Pull it out and the hole that's remaining,
Is a measure of how much you'll be missed.

You can splash all you wish when you enter,
You may stir up the water galore,
But stop, and you'll find that in no time,
It looks quite the same as before.

The moral of this quaint example,
Is to do just the best that you can,
Be proud of yourself but remember,
There's no indispensable man.

**Student Activity 12.3.4.2**

Your answer may look like the one below.

The screenshot shows a website for FODE (Flexible Open Distance Education). The left sidebar contains a menu with links: Home, My Pictures, and My Favourites. The main content area has a header with 'FODE' and 'Organization' with a logo. Below the header, the word 'HOME' is displayed. The main content is divided into two columns. The left column contains text about the institution's history and courses. The right column contains an image of a blue pen and a pair of scissors. At the bottom of the page, there are two links: 'Page 2 (My Pictures)' and 'Page 3 (My Favourites)'. A callout box with the text 'Test that the Hyperlinks are working' points to these links.

HOME

Name: Flexible Open Distance Education

Address: Gordons NCD (Beside Australian High Comm)

About Me:

Distance Education is not something new to PNG. Its history goes back as far as 1952 during the colonial administration when it started off as a Correspondence School. Its aim was to upgrade the educational level of the indigenous public servants who have just completed up to grade 5 or 6 level and secondly, for higher level Courses for the isolated expatriate workers and their children using the Queensland based Correspondence School Curriculum (Guy, 1993).

In 1959, the school had an enrolment of around 800 students. As the enrolment increased year after year, it started offering additional courses. In 1967, the school was known as the **School of External Studies**. By 1972, enrolments exceeded 22,000 and by then started offering the comparative Secondary Education Course (Grades 7 - 10). During this time, skills or vocational Courses like motor mechanic, building, carpentry and book-keeping were also offered. In 1978 with enrolments rising beyond expectation, the institution effected another name change and this time it was renamed as the **College of External Studies (COES)**. The rise in enrolment also forced the institution to do away with the Grades 7 & 8 and the vocational courses to ease the pressure on limited staff and concentrated on the Grades 9 & 10 Secondary Courses with a **Business Certificate Course**.

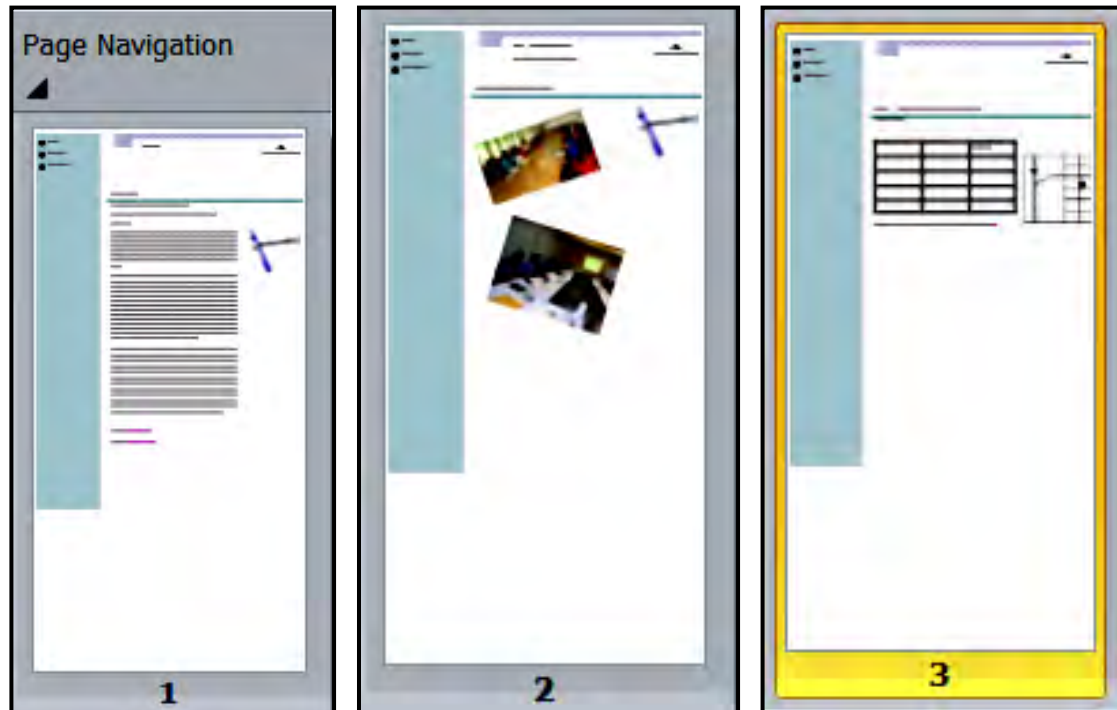
Due to so much demand and pressure, COES re-introduced the Grades 7 & 8 Course in 1980 and by 1982, the College started opening up Offices in the 20 different Provincial Capitals. A further institutional name change was made in 1988 and this time, it changed its name to the **College of Distance Education** and continued to offer the Courses till 2005 when it took over the Adult Matriculation Course from the University of PNG's Open College. A major Review of the College was also carried out by the Education Department in that year which recommended for yet another name change. The institution is now known as **Flexible Open Distance Education (FODE)**.

Page 2 ([My Pictures](#))

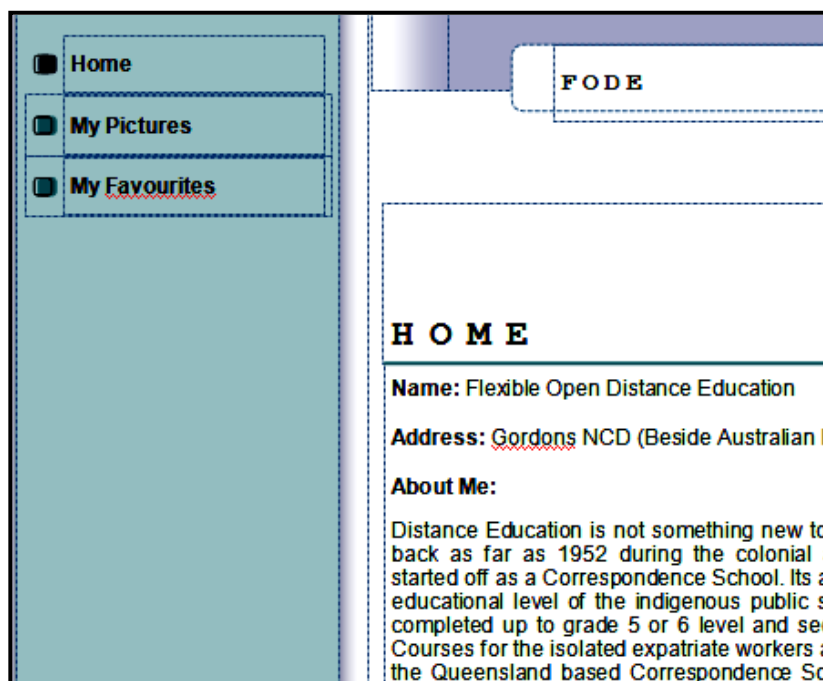
Page 3 ([My Favourites](#))

**Student Activity 12.3.4.3**

Your answer should look like the one below.

**Student Activity 12.3.4.4**

Your answer should look like the one below.

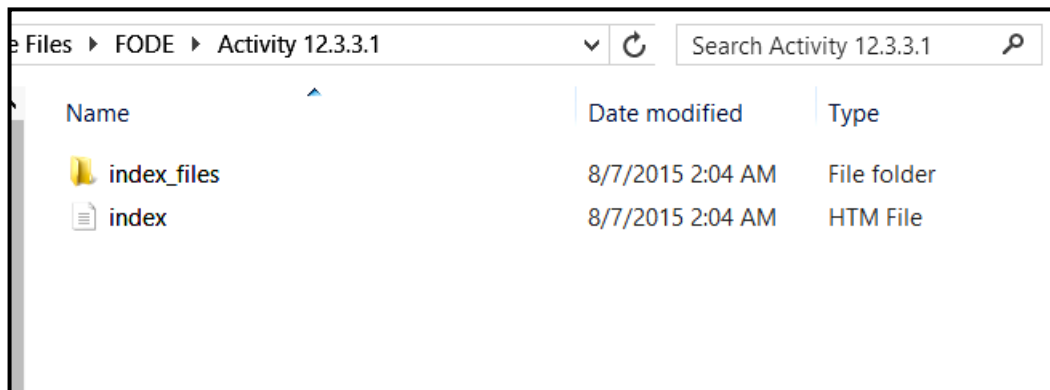




Student Activity 12.3.4.5

Your answer should look like the one below.

The Index file for Activity 12.3.3.1 should have been created.



Student Activity 12.3.4.6

In publishing a website through the SSH you need to have a user name and password from an institution to be able to save your website onto a folder. While saving your website without using an SSH means you access your own computer and can save your work on a folder you yourself have designated.



Answers to Summative Activity 12.3.4

Your answer should look like the one below.

Home About Us Contact Us Product List Service List Calendar Project List Employee List Related Links	TOURIST IN PAPUA NEW GUINEA		 Organization
	Let Us Tour Papua New Guinea		
	PRODUCT LIST		TO CONTACT US CALL: +6753200211
		Scenic Tours An affordable Tour on a pack of four destinations.	
	SKU/Item Number: 000000	> More details...	Price: \$00.00
		Car for Hire You can hire a car or van to tour around the area. Affordable packages available.	
	SKU/Item Number: 000000	> More details...	Price: \$00.00
		Airport Transfer We provide airport transfer for a less stress vacation. Contact us for more details.	
	SKU/Item Number: 000000	> More details...	Price: \$00.00
	Home About Us Contact Us Product List Service List Calendar Project List Employee List Related Links		



Summary

Unit 3 – Internet and Web site development has lead us to the exciting world of Internet, its components and how to become a part of it. We have seen how Internet works and the dangers that go with it and how to prevent them.

This unit has also led us to the Electronic Mail. We learned how to create our own email address and exchange messages with people around the world.

Most importantly this Unit has taught us how to create our own website. This has allowed us to become contributors to the World Wide Web.



References

<http://www.businessdictionary.com/definition/internet.html>

<http://www.timetoast.com/timelines/history-of-internet--2>

<http://www.library.georgetown.edu/tutorials/research-guides/evaluating-internet-content>

<http://www.dummies.com/how-to/content/save-text-and-pictures-from-the-internet-with-wind.html>

<http://www.gcflearnfree.org/gmail>

<http://www.coffeecup.com/help/articles/what-is-a-website/>

<http://www.realfreewebsites.com/articles/website-planning-guide/>

http://uits.kennesaw.edu/booklets/office_2010/Publisher_2010.pdf

<http://www.otacpng.org.pg/>

<http://www.techterms.com>

<http://www.learnthenet.com/test-yourself/email/index.php>

<http://computer.howstuffworks.com/internet/basics/email-quiz.htm>

<https://www.ctdlc.org/remediation/quizm02.html>

<http://www.gcflearnfree.org/email101/quiz>

<http://www.teach-ict.com/xml/finished/5204/build.htm>

<http://www.teach-ict.com/xml/finished/5204/build.htm>

http://www.classzone.com/books/research_guide/page_build.cfm?content=prequiz

<http://www.syvum.com/cgi/online/mult.cgi/quiz/comp/internet.tdf?0>



GLOSSARY

Algorithm – Step by step procedure designed to perform an operation, and which (like a map or flowchart) will lead to the sought result if followed correctly. Algorithms have a definite beginning and a definite end, and a finite number of steps.

Amazon – is a product that enables companies of all sizes to build and operate an eCommerce business. Amazon Webstore manages every aspect of running an eCommerce business:

- Design and merchandising
- Catalogue and inventory management
- Order management
- Checkout and payment processing (including fraud protection)
- Customer service

Boolean – Boolean, or Boolean logic, is a subset of algebra used for creating true/false statements. Boolean expressions use the operators AND, OR, XOR, and NOT to compare values and return a true or false result.

Browser - is a software application that is your entry to the internet - a software program installed on your computer enabling you to visit websites, navigate from web page to web page and print web pages and even email. Common browser brands include Internet Explorer, Chrome, Safari, Mozilla Firefox and Opera. Remember that if you use different computers in different locations.

Computer – is a machine which can be instructed to accept, process, store and output data.

Computer Language – is a formal constructed language designed to communicate instructions to a machine, particularly a computer. Programming languages can be used to create programs to control the behaviour of a machine or to express **algorithms**.

Cybercriminal – is an individual who commits cybercrimes, where he or she makes use of the computer either as a tool or as a target or as both.

Database – is a data structure that stores organized information. Most databases contain multiple tables, which may each include several different fields.

Digital – describes electronic technology that generates, stores, and processes data in terms of two states: positive and non-positive. Positive is expressed or represented by the number 1 and non-positive by the number 0. Thus, data transmitted or stored with digital technology is expressed as a string of 0's and 1's. Each of these state digits is referred to as a bit (and a string of bits that a computer can address individually as a group is a byte).



Domain – contains a group of computers that can be accessed and administered with a common set of rules.

Domain Name Server (DNS) – are the Internet's equivalent of a phone book. They maintain a directory of domain names and translate them to Internet Protocol (IP) addresses. This is necessary because, although domain names are easy for people to remember, computers or machines, access websites based on IP addresses.

Facebook – is an online social networking website where people can create profiles, share information such as photos and quotes about themselves, and respond or link to the information posted by others.

Firewall - is a system designed to prevent unauthorized access to or from a private network. Firewalls can be implemented in both hardware and software, or a combination of both.

HTML – stands for HyperText Markup Language, the authoring language used to create pages on the World Wide Web. HTML is a set of codes or HTML tags that provide a web browser with directions on how to structure a web page's information and features.

Hyperlink - a link from a hypertext file or document to another location or file, typically activated by clicking on a highlighted word or image on the screen.

Inbox – is the main folder that your incoming mail gets stored in.

Internet- is a large group of computers that are connected to each other. The Internet is used to send information quickly between computers around the world. It has millions of smaller domestic, academic, business, and government networks and websites, which together carry many different kinds of information (facts and details) and services. So in other words, the Internet is a network of networks.

Internet Protocol (IP) – It provides a standard set of rules for sending and receiving data through the Internet.

Link – When you are browsing the Web and you see a highlighted and underlined word or phrase on a page, there is a good chance you are looking at a link. By clicking on a link, you can "jump" to a new Web page or a completely different Web site.

Local Area Network (LAN) - is a computer network limited to a small area such as an office building, university, or even a residential home, which makes it easy to share information.

Malware – Short for "malicious software," malware refers to software programs designed to damage or do other unwanted actions on a computer system.

Network – a group of two or more computing devices connected via a form of communications technology. Example, a business might use a computer network connected



via cables or the Internet in order to gain access to a common server or to share programs, files and other information.

Operator – A symbol that represents a specific action. For example, a plus sign (+) is an operator that represents addition. The basic mathematic operators are **+** **addition**, **-** **subtraction**, ***** **multiplication**, **/** **division**.

Packet/s – a small amount of computer data sent over a network. Each packet contains the address of its origin and destination and information they connects it to the related packets being sent.

Protocol - When computers communicate with each other, there needs to be a common set of rules and instructions that each computer follows. A specific set of communication rules is called a protocol.

Raster Graphic - Pictures found on the Web and photos you import from your digital camera are raster graphics. They are made up of grid of pixels, commonly referred to as a bitmap. The larger the image, the more disk space the image file will take up.

Router – is a device that connects two networks - frequently over large distances.

Scammer – a person who swindles you by means of deception or fraud

Search Engine - is a web site that offers its visitors the ability to search the content of numerous web pages on the Internet. **Search engines** periodically explore all the pages of a website and add the text on those pages into a large database that users can then search.

Server – is a computer that provides data to other computers. It may serve data to systems on a local area network (LAN) or a wide area network (WAN) over the Internet.

Toolbar - set of icons or buttons that are part of a software program's interface or an open window.

Universal Resource Locator (URL) – is the address of a specific Web site or file on the Internet. It cannot have spaces or certain other characters and uses forward slashes to denote different directories. Some examples of URLs are <http://www.cnet.com/>, <http://web.mit.edu/>, and <ftp://info.apple.com/>.

User Interface (UI) – is everything designed into an information device with which a human being may interact -- including display screen, keyboard, mouse, light pen, the appearance of a desktop, illuminated characters, help messages, and how an application program or a Web site invites interaction and responds to it.



Vector Graphics - are comprised of paths, which are defined by a start and end point, along with other points, curves, and angles along the way. A path can be a line, a square, a triangle, or a curvy shape. These paths can be used to create simple drawings or complex diagrams.

Virus – are small programs or scripts that can negatively affect the health of your computer. These malicious little programs can create files, move files, erase files, consume your computer's memory, and cause your computer not to function correctly. Some viruses can duplicate themselves, attach themselves to programs, and travel across networks. In fact opening an infected e-mail attachment is the most common way to get a virus.

Webmail – is a Web page interface used to access e-mail through a Web browser. Web mail service (some free, some paid subscriptions). Web mail is a secure Web page that you load in your Web browser and log in by entering your username and password. Web mail is popular as it allows you to send or receive e-mail from anywhere, so long as the computer you are using is connected to the Internet and has a Web browser.

Webhost – is a service provider that stores your website on a server, and allows your website to be seen by anyone in the world who has an internet connection and a browser.

Web Page – it is any page that you see when you surf the internet. Every new screen you see is a new web page.

World Wide Web/Web – is the part of the Internet that contains websites and webpages. It was invented in 1989 by Tim Berners-Lee at CERN, Geneva, Switzerland. Sir Tim Berners-Lee created a new language called HTML. Websites are composed of pages linked by hypertext links.

Wikis – is a Web site that allows users to add and update content on the site using their own Web browser. This is made possible by Wiki software that runs on the Web server. Wikis end up being created mainly by a collaborative effort of the site visitors. A great example of a large wiki is the Wikipedia, a free encyclopedia in many languages that anyone can edit.



Appendix A

Website Evaluation Sheet

Web Research Guide Evaluating a Web Site

Name of Site: _____

URL: _____

Critical Questions	My Notes
Who wrote/published the information on the site? • Who is the author/publisher? • Does the author provide contact information? • What are the author's credentials? • Is the site created or sponsored by a reputable organization?	
What information and resources does the site provide? Content • What is the site's purpose: to persuade, inform, or entertain? • Is the information on the site objective or biased? • Does the site provide thorough coverage of the topic? • Is the information on the site well written? Are there misspellings or grammatical errors? • Does the site provide a works cited page? • Does the site include multimedia elements that help explain the topic? Navigation • Is the site organized and easy to navigate? • Does the design suit the purpose? • Are there ads that might distract me? • Does the site take a long time to load?	

FODE SUBJECTS AND COURSE PROGRAMMES

GRADE LEVELS	SUBJECTS/COURSES
Grades 7 and 8	1. English
	2. Mathematics
	3. Personal Development
	4. Social Science
	5. Science
	6. Making a Living
Grades 9 and 10	1. English
	2. Mathematics
	3. Personal Development
	4. Science
	5. Social Science
	6. Business Studies
	7. Design and Technology- Computing
Grades 11 and 12	1. English – Applied English/Language& Literature
	2. Mathematics - Mathematics A / Mathematics B
	3. Science – Biology/Chemistry/Physics
	4. Social Science – History/Geography/Economics
	5. Personal Development
	6. Business Studies
	7. Information & Communication Technology

REMEMBER:

- For Grades 7 and 8, you are required to do all six (6) subjects.
- For Grades 9 and 10, you must complete five (5) subjects and one (1) optional to be certified. Business Studies and Design & Technology – Computing are optional.
- For Grades 11 and 12, you are required to complete seven (7) out of thirteen (13) subjects to be certified. Your Provincial Coordinator or Supervisor will give you more information regarding each subject and course.

GRADES 11 & 12 COURSE PROGRAMMES

No	Science	Humanities	Business
1	Applied English	Language & Literature	Language & Literature/Applied English
2	Mathematics A/B	Mathematics A/B	Mathematics A/B
3	Personal Development	Personal Development	Personal Development
4	Biology	Biology/Physics/Chemistry	Biology/Physics/Chemistry
5	Chemistry/ Physics	Geography	Economics/Geography/History
6	Geography/History/Economics	History / Economics	Business Studies
7	ICT	ICT	ICT

Notes: You must seek advice from your Provincial Coordinator regarding the recommended courses in each stream. Options should be discussed carefully before choosing the stream when enrolling into Grade 11. FODE will certify for the successful completion of seven subjects in Grade 12.

CERTIFICATE IN MATRICULATION STUDIES

No	Compulsory Courses	Optional Courses
1	English 1	Science Stream: Biology, Chemistry, Physics
2	English 2	Social Science Stream: Geography, Intro to Economics and Asia and the Modern World
3	Mathematics 1	
4	Mathematics 2	
5	History of Science & Technology	

REMEMBER: You must successfully complete 8 courses: 5 compulsory and 3 optional.

FODE PROVINCIAL CENTRES CONTACTS

PC NO.	FODE PROVINCIAL CENTRE	ADDRESS	PHONE/FAX	CUG PHONES	CONTACT PERSON		CUG PHONE
1	DARU	P. O. Box 68, Daru	6459033	72228146	The Coordinator	Senior Clerk	72229047
2	KEREMA	P. O. Box 86, Kerema	6481303	72228124	The Coordinator	Senior Clerk	72229049
3	CENTRAL	C/- FODE HQ	3419228	72228110	The Coordinator	Senior Clerk	72229050
4	ALOTAU	P. O. Box 822, Alotau	6411343 / 6419195	72228130	The Coordinator	Senior Clerk	72229051
5	POPONDETTA	P. O. Box 71, Popondetta	6297160 / 6297678	72228138	The Coordinator	Senior Clerk	72229052
6	MENDI	P. O. Box 237, Mendi	5491264 / 72895095	72228142	The Coordinator	Senior Clerk	72229053
7	GOROKA	P. O. Box 990, Goroka	5322085 / 5322321	72228116	The Coordinator	Senior Clerk	72229054
8	KUNDIAWA	P. O. Box 95, Kundiawa	5351612	72228144	The Coordinator	Senior Clerk	72229056
9	MT HAGEN	P. O. Box 418, Mt. Hagen	5421194 / 5423332	72228148	The Coordinator	Senior Clerk	72229057
10	VANIMO	P. O. Box 38, Vanimo	4571175 / 4571438	72228140	The Coordinator	Senior Clerk	72229060
11	WEWAK	P. O. Box 583, Wewak	4562231/ 4561114	72228122	The Coordinator	Senior Clerk	72229062
12	MADANG	P. O. Box 2071, Madang	4222418	72228126	The Coordinator	Senior Clerk	72229063
13	LAE	P. O. Box 4969, Lae	4725508 / 4721162	72228132	The Coordinator	Senior Clerk	72229064
14	KIMBE	P. O. Box 328, Kimbe	9835110	72228150	The Coordinator	Senior Clerk	72229065
15	RABAU	P. O. Box 83, Kokopo	9400314	72228118	The Coordinator	Senior Clerk	72229067
16	KAVIENG	P. O. Box 284, Kavieng	9842183	72228136	The Coordinator	Senior Clerk	72229069
17	BUKA	P. O. Box 154, Buka	9739838	72228108	The Coordinator	Senior Clerk	72229073
18	MANUS	P. O. Box 41, Lorengau	9709251	72228128	The Coordinator	Senior Clerk	72229080
19	NCD	C/- FODE HQ	3230299 Ext 26	72228134	The Coordinator	Senior Clerk	72229081
20	WABAG	P. O. Box 259, Wabag	5471114	72228120	The Coordinator	Senior Clerk	72229082
21	HELA	P. O. Box 63, Tari	73197115	72228141	The Coordinator	Senior Clerk	72229083
22	JIWAKA	c/- FODE Hagen		72228143	The Coordinator	Senior Clerk	72229085