dr Ewa Jurczyk-Romanowska, mgr Joanna Golonka, mgr Jacek Gulanowski

Computer and internet skills training for seniors*⁾

Form of classes: workshops
Number of classes: 30 (45 min. each)
Curriculum developed by: Joanna Golonka, Jacek Gulanowski, Ewa Jurczyk-
-Romanowska

AIMS OF THE CLASSES:

- Teaching elementary and intermediate practical computer skills.
- Broadening the knowledge related to the possible uses of computers in everyday life.
- Overcoming the anxiety and individual barriers connected with using computers.
- Teaching the user-computer communication and mutual interaction.
- Teaching internet use skills.
- Encouraging curiosity.
- Equalling the seniors' educational chances and promoting active living among them.

	The proposed subjects of the classes¹⁾:
1	❑ History of computers ❑ Structure of computers ❑ Rules of working with computers (turning the computer on/off)
2	❑ Rules of working with computers: using the mouse ❑ the basics of working with computers: desktop properties, icons, discussion of the terms: cursor, taskbar
3	❑ Creating folders and subfolders ❑ Putting text files in proper folders

4	❑ The basics of using the Microsoft Word
	  • Discussion of the application window
	  • Using the keyboard
	  • Typing

5	❑ Text editing
	  • **bold font,**
	  • *italics,*
	  • <u>underlining</u>

6	❑ Saving the files on the hard drive and external hard drives and flash drives
	  • Option: "Save"
	  • Option: "Save as"

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*⁾ A selection of fragments of the first, beginner level computer skills training course book developed by the members of the Stowarzyszenie AVEC (AVEC association).

¹⁾ Attention! The curriculum may be subject to change during the course. The content introduced will be constantly adjusted to the needs and the pace of work of each of the groups of the workshops.

7	❑	Text editing
		• Changing fonts and font sizes
		• Text alignment (left, right, centred, justified)
8	❑	Text editing
		• Changing font colour
		• Highlighting
		• Line spacing
		• Bullet characters
9	❑	Text editing
		• Inserting pictures
		• Formatting pictures
		• Inserting symbols
10	❑	Text editing
		• Copying data
		• Moving files and folders
		• Simultaneous work in a number of applications
11	❑	Inserting tables
	❑	Typing in tables
	❑	Using help
12	❑	Table editing
		• Column size adjustment
		• Row size adjustment
		• Inserting columns
		• Inserting rows
13	❑	Text editing with the use of formerly introduced options
14	❑	Printing
		• Preparing documents to be printed
		• Configuring the printout
15	❑	Introduction to internet use
	❑	Rules of using an internet browser
		• data searching
16	❑	Using the potential of websites
		• discussing popular websites
17	❑	Rules of using an internet browser
		• data searching
18	❑	Rules of using an internet browser
		• Searching for image files
19	❑	Using email
		• starting an email account (Gmail)
		• logging in
		• discussion of the email account window
20	❑	Using email
		• writing, sending and receiving emails
		• forwarding emails
		• deleting emails
	❑	What is spam?
21	❑	Managing emails
		• Attachments
	❑	Removing an email account
	❑	Using Gmail help
22	❑	Managing contacts
		• Creating contacts
		• Editing contacts
		• Deleting contacts
		• Searching for contacts
23	❑	Managing contacts
		• Creating contact groups
		• Adding contacts to groups
		• Sending emails with the use of the formerly introduced options

Ewa Jurczyk-Romanowska, Joanna Golonka, Jacek Gulanowski

24	❑	Using the potential of online banking
25	❑	Opportunities created by the internet: sending e-cards with wishes, listening to music, watching films, etc.
26	❑	Opportunities created by the internet: using databases (PKP, PKS, MZK, tourism, medicine)
27	❑	Rules of using instant messengers: Gadu Gadu, Skype
28	❑	Rules of using internet forums
29	❑	Rules of shopping on the Web (internet auctions – Allegro)
30	❑	Using the internet with the help of the formerly discussed applications

Lesson Plan 1

The problems:
- ❖ History of computers
- ❖ Structure of computers
- ❖ Guidelines for buying a computer
- ❖ Rules of working with computers (turning the computer on/off)

HISTORY AND STRUCTURE OF COMPUTERS

Fig. 1. ENIAC. The first multi-purpose fully electronic computer designed for calculations, based on vacuum tubes

Source: http://www.plantsciences.ucdavis.edu/amr21/AMR21newsite/AMR21/NewEALpages/Lect03.html

Interesting facts:

ENIAC, the world's first calculating machine was constructed in 1946 at the University of Pennsylvania. The computer was constructed on the basis of tube technology (1,400 tubes), **designed in 1943 and functioning until 1955.** On the basis of this computer the constructors of ENIAC created the first mass-produced computer UNIVAC (5,600 tubes). The invention of the transistor in 1948 was a breakthrough that triggered a rapid development of electronic devices.

> The creation of ENIAC was partly accidental. Dr Herman Heine Goldstein employed at the Ballistic Research Laboratory while looking for a solution to the problems of ballistic charts during the control at the University of Pennsylvania met John Mauchly (PHD) and John Presper Eckert (electronics engineer). They joined an army specialist training course. In their leisure time they worked on a project of an electronic calculating machine. Goldstein immediately became interested and after a few days both the men became members of the BRL. The Army did not think long before deciding to grant them the necessary funds. On June 5, 1943 the secret project PX was launched. The project eventually cost 486,000 USD. The computer was given to the army in 1947. (...) ENIAC consisted of 42 300×60×30 boxes set up in a 12×6 m U shape. It used 18,800 vacuum tubes, 6,000 commutators, 1,500 transmitters, and 50,000 resistors. It weigh „merely" 30 tons and used up 140 kW in an hour. Two Chrysler engines with the combined power of 24 KM were used for ventilation. Each box was fitted with a humidifier. A thermostat was also used to stop the device when the temperature reached 48C. Communication with the computer was maintained with the use of punched cards. The ENIAC operated in the decimal numeral system and the adding of 5,000 such numbers took one second.

The classification and everyday use of computers

❖ **Personal computers –** with the size allowing to place them on a desk, usually used by one person

Fig. 2. Personal computers

Source: http://www.elektroda.pl/rtvforum/topic2065794.html; http://www.allbestwallpapers.com/laptop_wallpapers.html

Ewa Jurczyk-Romanowska, Joanna Golonka, Jacek Gulanowski

❖ **Mainframe computers** – often large, designed for processing large amounts of data for the use of various institutions, often work as servers, etc.

Fig. 3. Mainframe computers

Source: http://pl.wikipedia.org/wiki/Plik:Ibm704.gif.

❖ **Supercomputers** – The biggest computers of high calculating power, used for time-consuming calculations and simulations of complex systems.

Fig. 4. One of computer cabinets

Source: http://pl.wikipedia.org/w/index.php?title=Plik:BlueGeneL_cabinet.jpg&filetimestamp =20061122012519

❖ **Embedded computers** – highly specialised computers used to control machines as in **industrial automatic control and consumer electronics** (e.g. **mobile phones**, etc.).
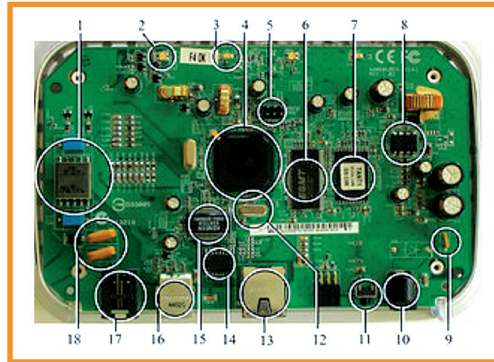

Fig. 5. Embedded computer

Source: http://pl.wikipedia.org/wiki/Komputer_wbudowany.

Computer structure (the basics)

Computer – main part of the personal computer hardware; contains the most important elements of the computer enclosed in a computer case. Depending on the structure of a particular type of the computer it contains: power supply unit,
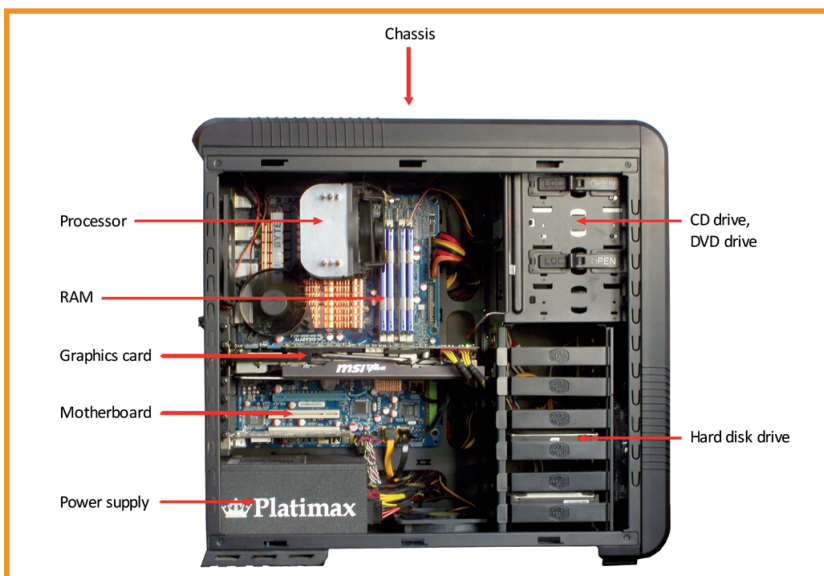

Fig. 6. Structure of a computer

Source: http://imageshack.us/photo/my-images/207/obudowa2222.jpg/.

motherboard with the processor, the RAM module, and ports used for connecting with peripheral devices; such components as the hard drive, expansion cards, etc.

Screen – one of the *output devices* used for direct communication between *the computer* and its user. The aim of the screen is to immediately visualise the results of the work of the computer.

Input/output devices – used for communication between the *computer* and the user, another computer or other devices.

There are output devices, input devices as well as input and output devices.

- **input devices:** *keyboard, computer mouse, scanner, joystick, and disc drives*;
- **output devices:** *screen, printer, speakers, headphones*;
- **input/output devices:** *network card, modem, touch screen, hard drive, Bluetooth, USB,* all other drives.
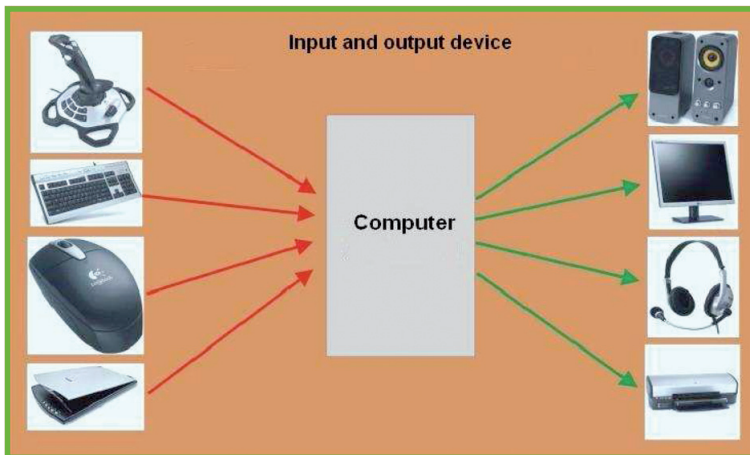

Fig. 7. Input and output devices of a computer

Source: http://www.nysa.edu.pl/sp10/informatyka/urzadzenia_wyjs_wej/grafika.jpg.

Motherboard – the main *circuit board* of an *electronic* device used for housing the most important components of the device, allowing for communication between all the other components and modules.

Primary hard disk drive – the component of a computer used for storing data. The programmes constituting the functionality of a computer are installed on the primary hard disk drive, i.e. the operating system and application software.
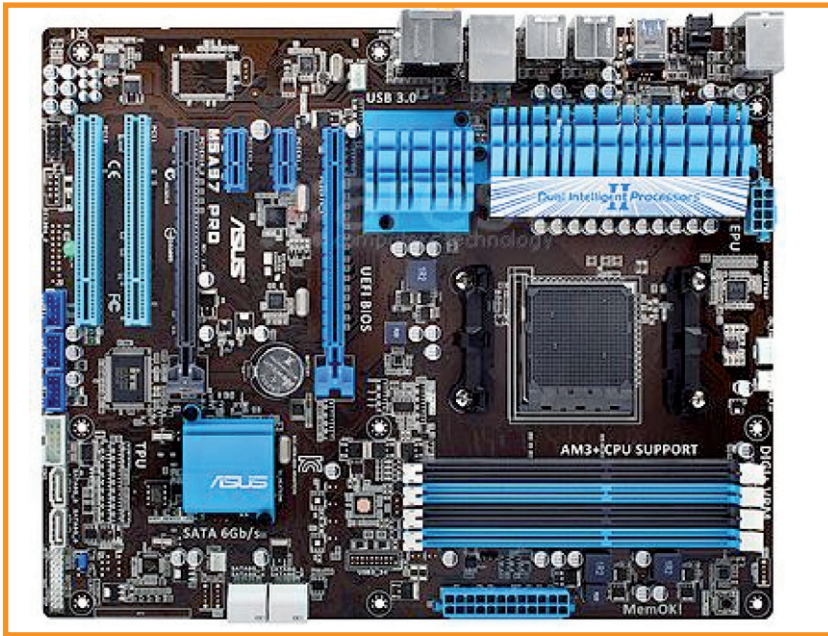
Fig. 8. Motherboard

Source: http://www.arest.pl/zdjecia/25369/ASUS-M5A97-PRO-ATX-AMD-970-4x-DDR3-2x-PCI-E-16x-RAID-S-AM3/1

Fig. 9. A 3,5" hard disk drive used in PCs (left) and a 2,5" one used in laptops (right)

Źródło: http://www.komputerswiat.pl/poradniki/poradnik-kupujacego/sprzet/dyski-twarde/2009/04/poradnik-kupujacego-dyski-twarde.aspx

Processor, also CPU – Central Processing Unit – an integrated circuit; executes the instructions of the programmes. It manages and synchronises the work of all the computer components.
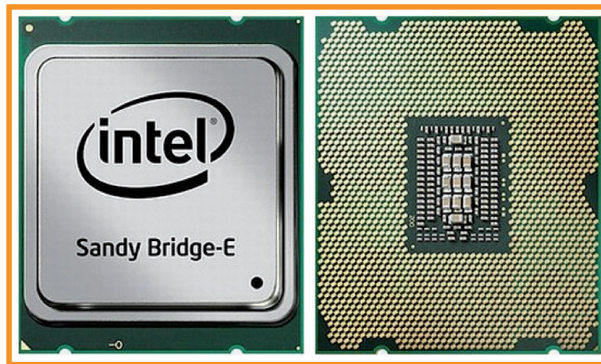

Fig. 10. Processor

Source: http://chydzinskitomasz.wordpress.com/2011/11/16/ile-warte-sa-nowe-procesory-intel-core-i7-extreme-desktop/.

Graphics card – an expansion card responsible for the images displayed on the screen. The graphics cards vary in their speed, RAM size, image resolution, the available colours and frame frequency.

Fig. 11. GeForce GTX 560 TI graphics card

Source: http://tech.wp.pl/kat,1009779,title,Nowe-karty-graficzne-Palit-GeForce-GTX-560-TI,wid,13082423,wiadomosc.html?ticaid=1e653.

Sound card – a computer expansion card used for recording, editing and playing sounds. The commonly used term music card is also correct.
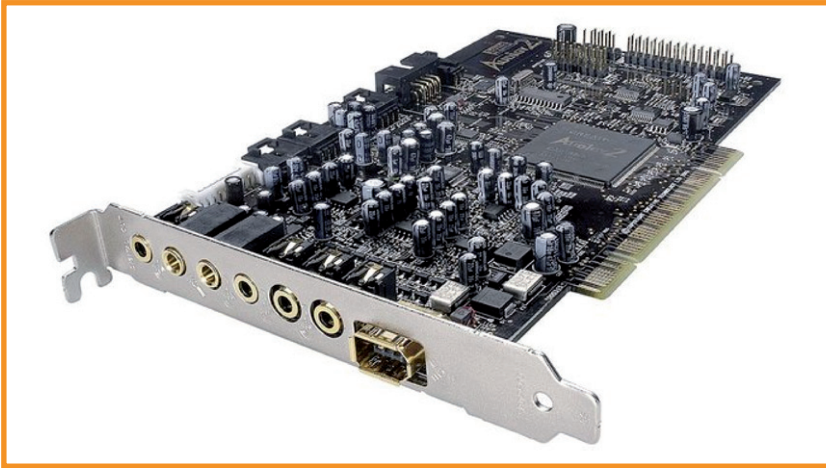

Fig. 12. A sound card

Source: http://m.onet.pl/_m/080deddc04abbf6718de3eea160eb367,29,38.jpg.

RAM – Random Access Memory – the basic type of digital memory; the RAM loads the currently used data so that they are immediately available for the processor. Much faster than mass data storage devices such as the hard disk drive or CD drives. Unlike these types of drives the data stored in RAM is lost after turning the computer off – so to work the RAM needs constant power supply. The RAM consists of integrated circuits embedded in plastic boards called memory modules.
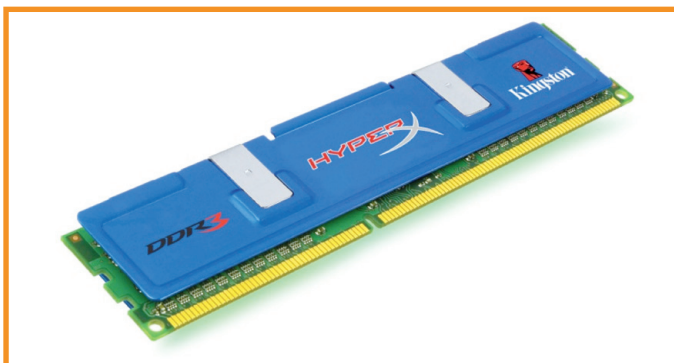

Fig. 13. A DDR3 memory module

Source: http://www.jcusbflashdrive.com/KINGSTON-HyperX-DDR3-1375MHz--1600MHZ--1625MHz--1800MHz-and-2000MHz-Memory-RAM_p672.html.

HUMOUR:

A mathematician, a chemist, a mechanic, and a computer specialist were about to travel in a car together. But the car wouldn't start. They tried to decide what to do.

– Maybe we should check if the wheels are all in place? – the mathematician suggested.

– Must be something with the fuel, we should get rid of it and tank up again – the chemist proposed.

– No way... Must be the engine – the mechanic said.

And the computer specialist said:

– Why don't we get out and get in again?

Guidelines for buying a computer: What To Buy And How

I. **The various ways of getting a computer**
1. The advisable way – **buying a computer from a small company** that provides assembly, setting up and repair services. In this case the choice of components and devices is up to a specialist (what information to give – cf. point II).
2. Buying an **assembled computer** in a computer shop.
3. **Assembling a computer** on our own – the most difficult and risky way.

II. **What to pay attention to when buying a computer**
1. Choosing between a PC and a laptop/notebook
a) **PC** – **better** performance at a similar price (it is faster), it is possible to develop it.
b) **Laptop** (notebook, portable computer) – **worse** performance at a similar price; it has a number of **advantages**: no need of assembly (it is all in one piece), light, so it can be used anywhere and it is easy to take e.g. to a service shop, takes up little space.
2. **Parameters** of a computer (what to tell the specialist who will be assembling the computer for us)
a) The computer is intended for **home and office use** (unless we are planning to use it for the newest games or for advanced images/films/music editing – in such case a good graphics and/or sound card is necessary).
b) Operating system – certainly **Windows XP** (it was used during the course).
c) It is best to choose **a large screen**, e.g. 19", so that the images are clear.
d) It is good to ask for a **possibly large and fast hard disk** drive and large RAM.
e) the most important parameter is **the price that we are willing to pay** for the computer (e.g. 1,800, 2,000, 2,500 PLN) – it lets the specialist choose the best parameters within the price range.

TURNING THE COMPUTER ON

1 Step

Press the **large button at the front of the computer case**

The button with the I/⏻ *symbol ("circle and line") or the one labelled "Power"*

- Green light

2 Step

Press the **large button at the front of the computer screen**

The button with the I/⏻ *symbol ("circle and line") or the one labelled "Power"*

- Green light

Having done this wait patiently for the system to boot.

Then the computer is ready to be used.

IMPORTANT!

In the computer lab to turn on the computer you need to type in the user name and password (they are on the sticker on the computer case).

TURNING THE COMPUTER OFF

1 Step

To turn the computer off safely

– Close all application windows (so that you can see the desktop on the screen)

– Find the sign „Start" **in the lower left corner of the screen** → Move the cursor there (so that the sign is highlighted) → Press the left mouse button → A scroll down list appears. At the bottom of the list find the "Close" sign. Move the cursor there (highlighting) and click the left mouse button → A "Turning the computer off" sign appears – Move the cursor to the "OK" sign and press the left mouse button. Once the button is pressed the operating system initiates the shutdown procedure (about 1 minute).

2 Step

Turning the computer screen off

Press the large button at the front of the computer screen

The button with the I/⏻ symbol ("circle and line") or the one labelled **"Power"**

– The green light is turned off

Lesson plan 4

The problems:
❖ The basics of using the Microsoft Word
- Discussion of the application window
- Using the keyboard
- Typing

Microsoft Word is a word processor developed by Microsoft, currently the most popular application of this type in the world.

Starting the Word word processor[10]:
- Find the sign "Start" in the **lower left corner of the screen** → Move the cursor there (so that the sign is highlighted) → Press the left mouse button → A scroll down list appears.
- Find the "**Programmes**" sign, move the cursor there (highlighting) → another scroll down list appears.
- Find the "**Microsoft Office**" sign, move the cursor there (the cursor must be moved in a straight horizontal line, in the direction that the arrow points to, so that the scroll down list does not disappear) → highlighting, another list appears.
- Find the "**Microsoft Office Word**" sign, move the cursor there (highlighting) and press the left mouse button.

The Word application window appears (the fig. below).

TYPING (*Polish alphabet practice*):
text used during Ogólnopolskie Dyktando Ortograficzne
(The Polish national dictation)

Jak rozhasana hałastra harcerzy chimerycznie zmitrężyła czas

Z okazji Dnia Ziemi na ziemi olsztyńskiej grupka krnąbrnych harcerzy płetwonurków z Gdyni Chyloni miała wyłowić z rzeki Krutyni górę śmieci. Po dwuipółdniowej włóczędze czarnooki, ryżawy dowódca znużonej drużyny zażądał od hożej druhenki z Pułtuska uwarzenia naprędce co najmniej superpożywnej zupy

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[10] If you can see the icon on your desktop it is enough to move the cursor there and click the left mouse button twice. The application will start (you will see a white „piece of paper").
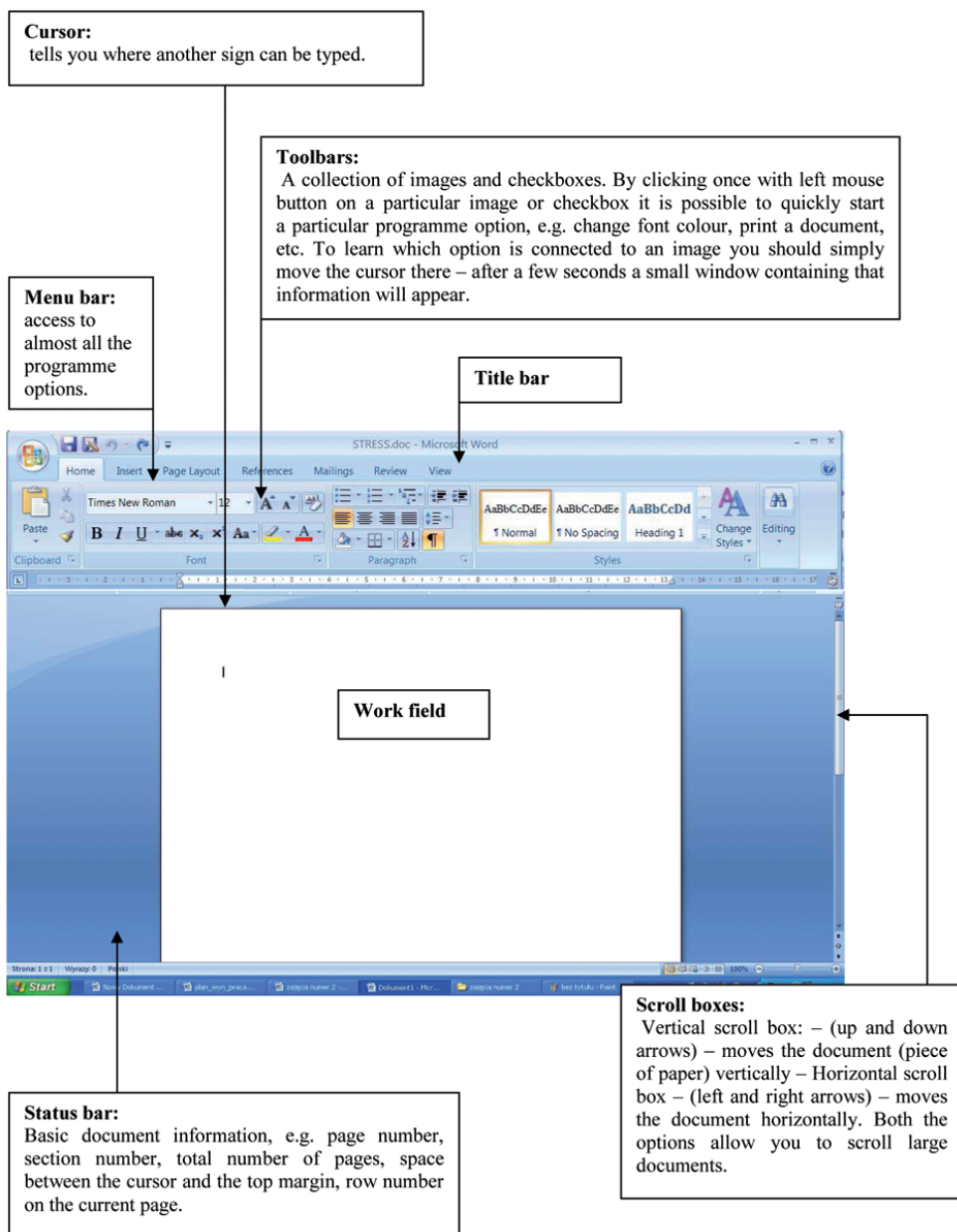
Cursor:
tells you where another sign can be typed.

Toolbars:
A collection of images and checkboxes. By clicking once with left mouse button on a particular image or checkbox it is possible to quickly start a particular programme option, e.g. change font colour, print a document, etc. To learn which option is connected to an image you should simply move the cursor there – after a few seconds a small window containing that information will appear.

Menu bar:
access to almost all the programme options.

Title bar

Work field

Scroll boxes:
Vertical scroll box: – (up and down arrows) – moves the document (piece of paper) vertically – Horizontal scroll box – (left and right arrows) – moves the document horizontally. Both the options allow you to scroll large documents.

Status bar:
Basic document information, e.g. page number, section number, total number of pages, space between the cursor and the top margin, row number on the current page.

Fig. 15. The Word window (the basics)

jarzynowej tudzież przyrządzenia wysokokalorycznej sałatki z jeżyn, bakłażanów i rzeżuchy. Gdy niesforna młódź porządnie sobie podjadła, nie zwlekając, ruszyła chyżo naprzód. Jednakże na rubieżach powiatu ostródzkiego chwacki przywódca zuchów – skądinąd zagorzały obieżyświat, nie lada ścichapęk – ni stąd, ni zowąd

Ewa Jurczyk-Romanowska, Joanna Golonka, Jacek Gulanowski

zamarzył o nicnierobieniu. Zamiast od razu zmierzać do celu, z nagła zarządził przerwę w marszrucie i rozpoczął swe wagabundzkie bajdurzenia. Toteż nasi bohaterowie w pośrodku mało znaczącego przysiółka, pogrążeni w słodkim nieróbstwie, pół siedząc, pół leżąc wkoło ledwo żarzącego się chrustu, wprost chłonęli niby-myśliwską gawędę swego arcykomendanta o nie najbłahszej przygodzie z żubrem, jaka mu się przydarzyła niedaleko Białowieży.

Lesson Plan 8

The problems:
❖ Text editing:
- Changing font colour
- Highlighting
- Line spacing

Highlighting (colouring the text)	Changing font colour	Changing line spacing
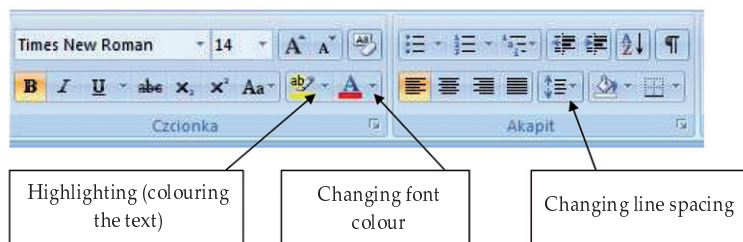
Higlighting/Changing font colour:

2 STEPS:
1. Mark the text
2. Choose the programme option   } Class 4

Excercise:

<u>ŻABA</u>

Warzy żaba smar, *pełen smaru gar*,
z wnętrza **gara** bucha para, z pieca bucha żar,
smar jest w garze,
gar na żarze,
wrze na żarze smar.

Changing line spacing:
1. Mark the text
2. Choose a programme option   } Class 4

3. A table appears:
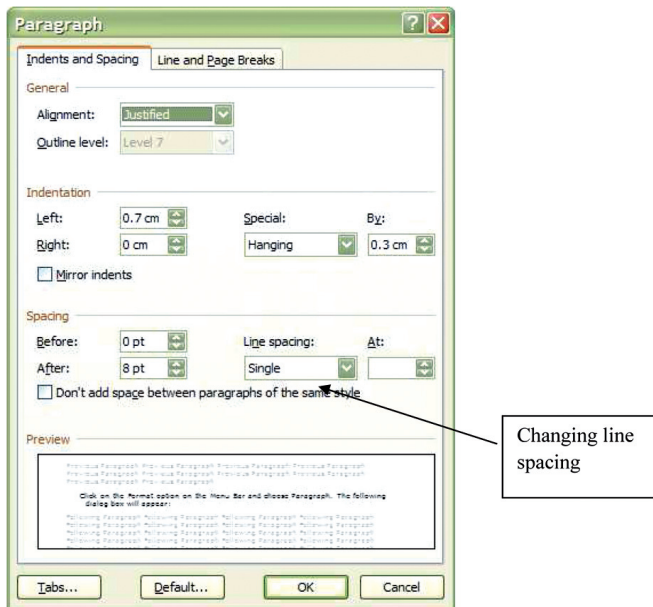
Source: Mouse Training Company: Word 2007 Introduction, http://www.moustetraining.co.uk.

4. Click the "arrow" next to the window marked above → a scroll down list of the line spacing options appears.
5. Choose one option and click OK once with the left mouse button.

Excercise:

Pada ciepły deszczyk,
Miłe grzeje słonko,
} set the sparing to **1,5**

Ale jeszcze nocą
Zimno jest jabłonkom
} set the sparing to **double**

Lesson plan 22

The problems:
❖ Using email
- writing, sending and receiving emails
- forwarding emails
- deleting emails

What is spam?

1. Receiving emails

Ewa Jurczyk-Romanowska, Joanna Golonka, Jacek Gulanowski

2. **Sending emails**
   1) Choose the "new email" option
   2) Fill in the Recipient field (type the email address)
   3) Type the email content
   4) Type the email title
   5) Send
   One email can be sent to a number of recipients. To do this – add the addresses separated with commas to the Recipient field.

3. **Forwarding emails**
   You can forward the received email to another recipient. To do this – choose the Forward option and then type the email address of the new recipient.
   The forwarded message will have a changed title – before the main title the Fw: or Fwd: symbol will be placed.

4. **Spam**
   <u>Spam (from Spiced Ham – a type of canned ham that constituted the basis of the US Army food supply during WWII) – unwanted or unneeded emails, usually advertisements.</u>
   Spam usually contains advertisements sent by various companies, but some of it is sent by frauds.

   Spam not only clutters the email account, it may also contain viruses or malware.

   Most email accounts have spam filters, but these are sometimes insufficient.

   Spam should be deleted without opening.

   Spam may at first resemble emails from your contacts.

   You should look carefully at an email before opening: check if you know the sender, if the title is suspicious, if the size is larger than 0 kb.

   <u>You should not respond to spam</u>

   You should be careful publishing you email address on the Web.

   HUMOUR:

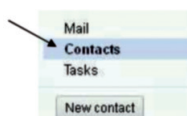   Spam – the only gift you can be sure to get for Christmas.

Lesson plan 24

The problems:
❖ Managing contacts
- Creating contacts
- Editing contacts
- Deleting contacts
- Searching for contacts

Creating contacts:
1. Click the **Contacts** option in the top left part of the email account window
2. Click the **new Contact** button in the top left corner

3. Type the contact details in correct fields on the right side of the window
4. Click **Save** to add the contact

Email addresses are added to the Contacts list every time the function **Answer, Answer to all** or **Forward** is used for sending an email to an address that is not on the list.

Editing contacts:
1. Click the **Contacts** option in the top left part of the email account window
2. **Choose a contact** on the contacts list
3. Click **Edit** at the top of the page
4. Edit
5. Click **Save** at the top of the page

Deleting contacts:
1. Click the **Contacts** option in the top left part of the email account window
2. **Choose a contact** on the contacts list (user name) (middle column)
3. Click **Delete Contact** at the top of the page (the trash bin icon)
4. Click **OK**

Searching for contacts:
1. Click the **Contacts** option in the top left part of the email account window
2. Type the name/surname/address/user name of the contact that you want to find in the search field
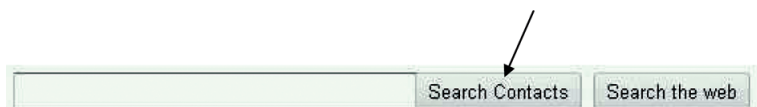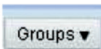
Creating contact groups:

To keep your email account in order you should put your contacts in groups of your choosing, e.g. family, friends, co-workers, participants of the computer skills training course, students, doctors, etc.

1. Click the **Contacts** option in the top left part of the email account window
2. Click the **New Group** button in the top left corner

New Group...
Import Contacts...

3. A window with: How do you want to name your group? Will appear
4. Type **the name** and click **OK**

Adding contacts to groups:

1. Choose **a contact** or a number of contacts (click once)
2. Click the **Groups** option   Groups ▼
3. A scroll down list will appear
4. Choose the group that you want to add the contact(s) to

Sending email with the use of the Contacts option:

1. Click the **Contacts** option in the top left part of the email account window
2. **Choose a contact** by clicking the user name (middle column): a "tick"? will appear (you can choose more than one contact)
3. Click the **Email** option in the window on the right

IMPORTANT: If you only choose one contact click the email address that appears in a window to the right of the user name.

Sending emails to groups:

1. Click the **Contacts** option in the top left part of the email account window
2. Choose the group that you want to send the email to (click the name)
3. The names of all the group members will appear in the middle column
4. Click the All option at the bottom of the contacts list or choose particular people that you want to send the email to
5. Click the **email** option in the window on the right

HUMOUR:

In a computer shop a shop assistant touts his newest product:
– This computer will do half the work for you!
– Good, I'll take two.
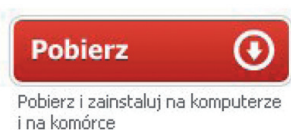
Lesson plan 27

The problems:
❖ Rules of using instant messengers
  ● Downloading Gadu-Gadu
  ● Installing Gadu-Gadu

GADU-GADU

To start a new account in the Gadu Gadu instant messenger to do the following:

INSTALLING GG

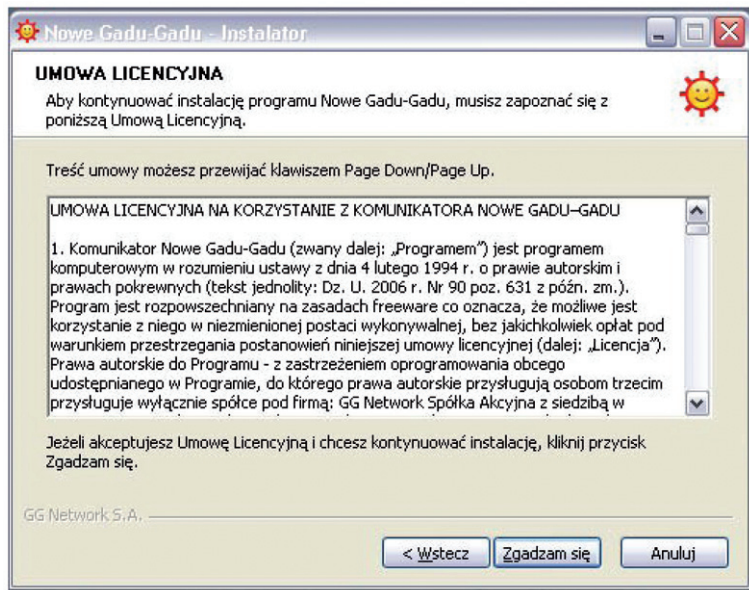1. Go to www.gadu-gadu.pl. Download the newest version of the instant messenger

2. Install to programme on the hard drive

3. Installation wizard window will appear – read the instructions and follow them carefully. To go the next stage click "Next"

Ewa Jurczyk-Romanowska, Joanna Golonka, Jacek Gulanowski

4. In the "License agreement" click "I agree".

5. Choose the installation directory in the GG installation wizard. It is usually installed on disk C and that is why the wizard proposes the option automatically. If you agree – click "Install".
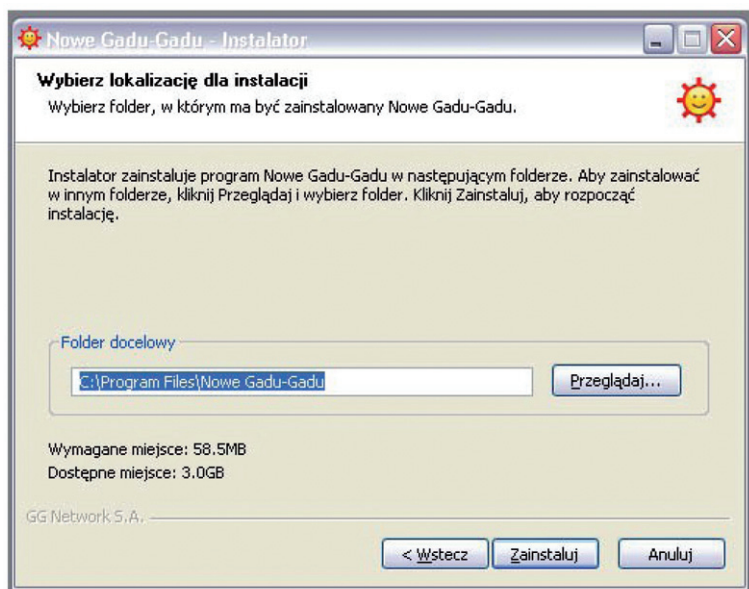
6. The Gadu-Gadu programme is being installed – it may take a while, so you should wait and watch the green progress bar (the more complex the programme the longer the installation).
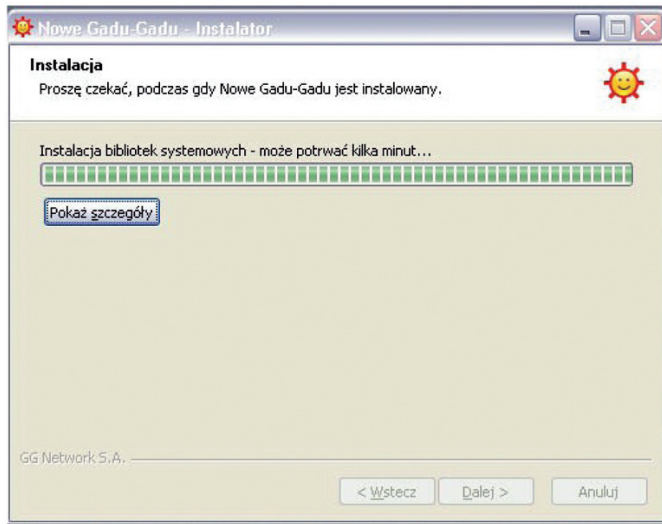

7. The wizard finishes the installation – "The Gadu-Gadu installation wizard has finished" – click "Finish".

IMPORTANT! The installation process of most computer programmes is similar. You just have to follow the instructions carefully. Good luck!

STARTING GADU-GADU FOR THE FIRST TIME

1. When installation is finished a new icon is to be found on your computer desktop – click it twice to start Gadu-Gadu:
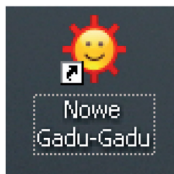
2. Profile manager will appear – click "Add profile".
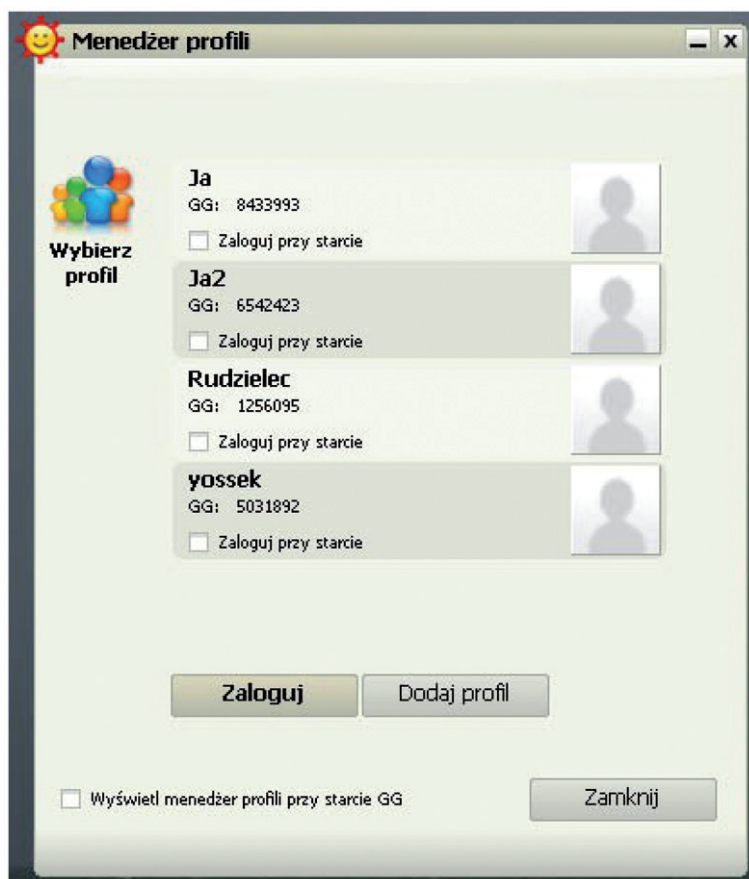
3. A new widow appears in which two potions to choose from depending on whether we already have a Gadu Gadu account or not are presented. If you need to **start an account** (or you have completely forgotten your number) click

the "I want to start a new GG account" – a new GG number will be chosen for you (it is necessary to remember it, just like in the case of your phone number). If you **already have a GG account** and you are only installing a new version of the programme (or you are installing a new operating system, or you have a new computer, or you want to log in from someone else's computer, etc.) click "I already have a GG account" – you will be asked to type your GG number.
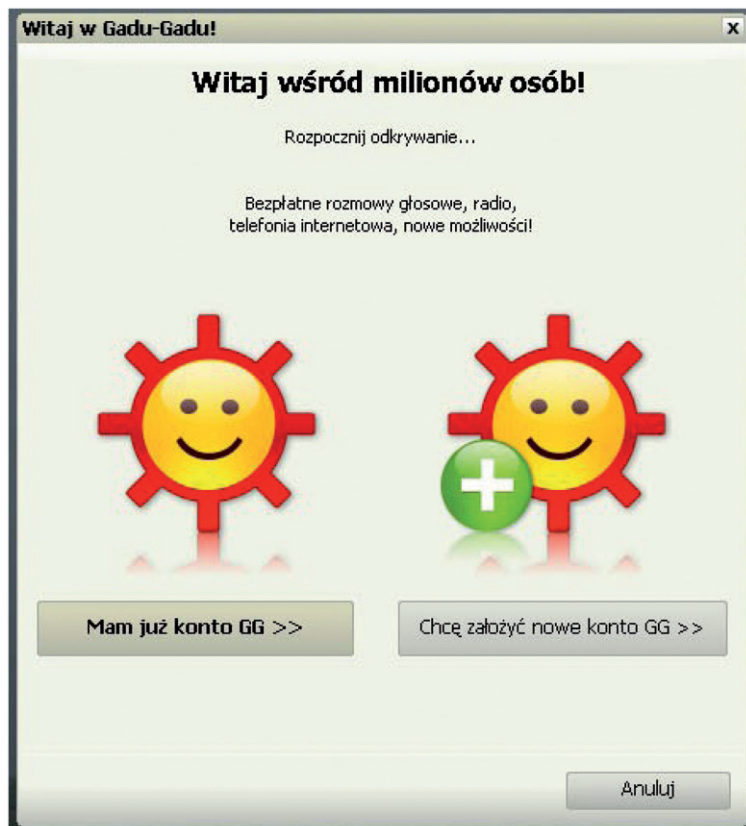
4. To register a new GG account you need to fill in the form below. The fields marked with (*) are obligatory to be given a GG number.
   After filling in the form the wizard will ask you for more information, which is facultative – the information will work like that given in a phone book, so it will allow people to find you GG number to get in touch with you.

Ewa Jurczyk-Romanowska, Joanna Golonka, Jacek Gulanowski

5. When the registration is finished an information about the GG number and (sometimes) the password appears. PUT DOWN THIS INFORMATION – IT IS NECESSARY TO USE GADU-GADU!
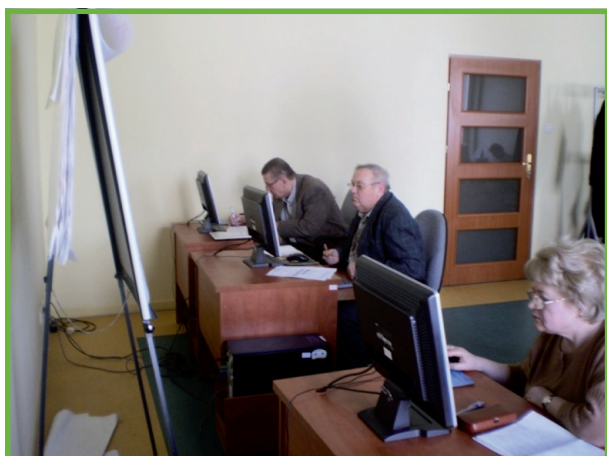
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