# Get to know the internet

## Description

Learn what the Internet is and how to navigate it in this hands-on, introductory class. Explore websites and browsers (Firefox and Internet Explorer) and become familiar with VPL's online resources. Basic ability to use a keyboard and mouse is required. Register by phone for this or other classes in the Internet Essentials series. Each class must be registered for separately.

## Learning Goals > LEARNING OUTCOMES

**Digital Proficiency** > Operate > Understand the Internet

*Learners will be able to…*

* Compare and contrast wired and wireless Internet connections, as well as Wi-Fi and mobile data
* Differentiate between connecting a computer or device to Wi-Fi or wired or data internet connections

**Digital Proficiency** > Operate > Understand the Web

*Learners will be able to…*

* Recognize and differentiate major components and features of the Internet and the World Wide Web
* Identify and use the common features of web browsers
* Identify and navigate common features of web sites and other online resources
* Recognize common web terms
* Apply web knowledge to operation of digital library resources and services

**Digital Proficiency** > Navigate > Read Information in Digital Formats

*Learners will be able to…*

* Read and interpret information presented in common media, multimedia and transmedia formats
* Identify and locate common types of digital information sources

## Preparation

|  |  |
| --- | --- |
| Equipment Needed: | * Computers for learners * Projector/laptop * Internet access * Sound |
| **Materials Needed:** | * PowerPoint on usb * Evaluation forms for learners |
| **Setup Procedures:** | * Review the “Adult Teaching & Learning at VPL” teaching philosophy: <http://hub.vpl.ca/content/85898> * Review the lesson materials * Confirm that all necessary space and equipment has been booked |
| **Background Reading** | * Internet Basics – What is the internet: <http://www.gcflearnfree.org/internetbasics/what-is-the-internet/1/> * Connecting to the internet: <http://www.gcflearnfree.org/internetbasics/connecting-to-the-internet/1/> * Domain Extensions: <https://www.lifewire.com/most-common-tlds-internet-domain-extensions-817511> |
| **# of Staff Required and/or Staff:Learner Ratio** | * 1-5 learners: 1 instructor * 6-12 learners: 2 instructors * For branch meeting room capacities, please see: <http://hub.vpl.ca/content/64490> |

## Opening

Before doors open:

* Write your name and [programs@vpl.ca](mailto:programs@vpl.ca) on the whiteboard (include phone number 604-331-3603 for more basic digital literacy classes)
* Distribute handouts, evaluation forms (if applicable)
* Test internet & speakers
* Turn the computers for learners on before class starts
* Open any relevant websites needed for lesson.

As learners enter

* Welcome learners

## Lesson

| **LEARNING ACTIVITIES** | | | | **LEARNING OUTCOMES** |
| --- | --- | --- | --- | --- |
| **Slideshow and/or Demo** | **Time** | **Trainer Does** | **Learners Do** |  |
| **know.png** | **2 min** | **INTRODUCTION**  *Welcome* students; *introduce* yourself; *introduce* the class and series  *Remind* learners of washroom locations; turn off cell phones; etc.  *Ask* if everyone can hear you. | * Listen to instructor * Respond to instructor’s questions |  |
|  | **5 min** | **LEARNING OPPORTUNITIES AT VPL**   * This is **one of several Digital Essentials** series offered for free here at the library.   *Click* on the link in slide to navigate to vpl.ca Digital Essentials page and *show* learners other classes.   * You can work toward a **certificate for each series**. If you attend all classes in the series, you will receive a certificate in the last class in the series. | * Listen to instructor * Ask questions |  |
|  |  | **LEARNING OPPORTUNITIES AT VPL**   * This is **one of the many learning opportunities** at the library. * Today’s class is meant to be an **introduction to the topic** – there are lots more ways to delve deeper. * There are many other ways to learn and **get help** on this and other topics at the library. * **Drop-in** to any branch * **Computer Practice Drop-In** at Central * **Call or email** the library | * Listen to instructor * Ask questions |  |
|  | **3 min** | **LEARNING OBJECTIVES**  *Review* slide and read learning outcomes listed on slide  *Ask*: Any comments or questions about what we will be covering today?  *Lead* a round where people introduce themselves and answer this question:   * Please share your name and what brings you here today. What are you hoping to learn from this class? | * Listen to instructor * Respond to instructor’s questions |  |
|  | 1. **min** | **WHERE DOES THE INTERNET COME FROM?**  *Play video* at **reduced speed** (under settings cog to 0.75)  linked in slide: Where does the Internet come from?  [<https://www.youtube.com/watch?v=jKA5hz3dV-g> (end it at 2:37)] | * Explore handout * Watch video * Ask questions | * Recognize and differentiate major components and features of the Internet and the World Wide Web * Recognize common web terms |
|  |  | **VIDEO REVIEW**  *Review* slide  *Indicate* definitions on handout  *Ask* if there are any questions about what the internet is | * Explore handout * Ask questions | * See previous |
| **internet.png** | **5 min.** | **CONNECTING TO THE INTERNET**  *Play video***:** Computer Basics: Connecting to the Internet by GCFLearn.org [<https://www.youtube.com/watch?v=hMX6dVa61t0> (3:39)]  *Direct attention* to handout glossary  *Mention* that the Wireless Network name will be public (i.e. be seen by others looking for wireless networks) | * Explore handout * Watch video * Check off words covered by the video * Ask questions | * Compare and contrast wired and wireless internet connections, as well as wifi and mobile data * Differentiate between connecting a computer or device to wifi or wired or data internet connections * Recognize common web terms |
|  | 1. **min** | **HOW DO YOU ACCESS THE INTERNET?**  *Ask* learners   * What different devices have you used to connect to the internet?   *Explain*what wifi symbol means & where to access free wifi  *Ask* learners to identify connection type often used for each computer type – click to unveil each connection.   * Answers:   + **Desktop** usually uses wired network connection   + **Tablet** and **laptop** usually use wifi   + **Smartphone** usually uses a data connection (might say 3G, 4G, LTE—don’t worry about what kind of data it is). You can also connect to the internet with wifi if you’re near a “hotspot”, such as at home, a café, or the library. You will usually need a password to log in to the wifi.   + **Smart devices,** like **TVs** usually uses Wifi | * Listen to instruction * Discuss * Ask questions | * Compare and contrast wired and wireless internet connections, as well as wifi and mobile data * Differentiate between connecting a computer or device to wifi or wired or data internet connections |
|  | **2 min** | **ACCESSING THE INTERNET**  *Review* mobile data vs. wifi chart  *Ask:*   * How are they similar and how are they different? | Discuss similarities and differences | * See previous |
|  | 1. **min** | **WHAT IS THE WWW?**  *Review* Slide. *Describe* the World Wide Web (WWW) and what part it plays on the internet.  *Refer*to handout (glossary): definition of WWW (pg 3) & discuss differences with the internet (deftn pg 2 of handout).   * Internet is vast computer network linking smaller networks. These networks allow for the sharing of vast amounts of information in different formats, such as text on a website.   *Ask*learners what would allow them to browse/move around the world wide web?   * *Answer:* browser | * Listen to trainer * Explore handout * Ask questions | * Recognize and differentiate major components and features of the Internet and the World Wide Web * Recognize common web terms * Identify and locate common types of digital information sources |
|  | 1. **min** | **WEB BROWSERS**  *Discuss* definition of a web browser. *Read* definition on slide.  *Indicate* and *describe* different browsers – Internet Explorer, Chrome, Firefox and Safari  *Stress* the **similar functionality** across different browsers.   * Here’s an example analogy: when you get a new TV remote, it will look different and have different buttons, and they might even be called different things, but all TV remotes *do* essentially the same functions.   *Open* **Firefox browse**r. Ask learners to follow along as you go through the steps to open a browser.  *Explain* “**homepage**”, which you can set for your browser to open automatically when you open your browser (in Firefox, go to the menu on the right and select “Options” to set homepage) | * Listen to trainer * Explore handout #2 * Open Firefox browser on computer they are using | * Identify and use the common features of web browsers * Identify and navigate common features of web sites and other online resources * Identify and locate common types of digital information sources |
|  | **5 min** | **COMPARING BROWSERS**  *Return* to slide, and show the two top parts of Firefox and IE browser**.** *Pick* three features (settings, search bar location and fwd/back/refresh buttons) and show the differences  *Recommend*Firefox, which we will use for the rest of our examples today   * We recommend Firefox and use it in our classes because it is:   + Non-profit   + Independent   + Stable   + Works with most websites   + Protects your privacy better than other browsers.   *Mention* IE3 class that focuses on online privacy class in this series | * Match icons to definitions on handout Match the definition to the picture * Try the different buttons out on the computers | * Identify and use the common features of web browsers * Identify and locate common types of digital information sources |
| **[No slide]** | 10 min | **ACTIVITY**  *Ask* learners to complete handout pg. 3 “Match the definition to the picture”  *Allow* learners 3-5 minutes to fill out handout  *Review* handout together – ask learners to name different features of a browser | * Listen to instructor * Complete activity * Ask questions | * See previous |
| **[No slide]** | **5 min** | **WINDOW MANAGEMENT**  *Indicate* **minimize**, **maximize** and **close** symbol along top of browser  *Demonstrate* the functionality of each button, and how to retrieve a minimized window  *Show* on the slide that these symbols are consistent across browsers  *Ask* learners to try the buttons on their computers. *Assure* users they cannot break anything by clicking the wrong thing.  *Walk around* to check in and see if there are questions.  *Indicate* **scrollbar**, and how to move down the page  *Demonstrate* that the wheel in the center of the mouse can also allow them to scroll  Optional: show how holding “ctrl”+scroll wheel will allow them to zoom in and out easily. If they do not have a mouse on their computer, zooming is also available in the browser options. | * Listen to trainer * Ask questions * Experiment with browser | * Identify and use the common features of web browsers |
|  |  | **TABS**  *Play* video, “Browser Tabs & Windows” [2:48] by clicking on video image on slide.  *Ask:*   * In your own words, what is a tab? How does it compare to a window? * Did the binder analogy make sense to you? Can you think of a different analogy? * In what scenario would you prefer a second window over a tab?   *Demonstrate* how to open a new tab in Firefox (+ button)  *Ask* learners to open and close new tabs  Optional: Show learners how to right click and “Open Link in New Tab” | * Watch video * Respond to instructor’s prompts * Ask questions | * See previous |
|  | **10 min** | **URL**  *Explain* “URL”   * “URL” stands for Uniform Resource Locator * It is a unique **web address**, as displayed in the address bar * It allows you to go to a specific website   *Show* address bar, and type in www.vpl.ca   * It’s like a mailing address: you need to get it right or you won’t end up in the right place. This mean that spelling counts. * You can often omit the ‘www’ & can almost always omit the ‘http:// ‘   *Demonstrate* how some browser address bars act as search boxes (show difference between IE & Mozilla)   * If you’re interested in learning more about how to use search engines, I recommend the next class in this series   *Have* learners type in [www.vpl.ca](http://www.vpl.ca). Breakdown address using whiteboard:   * www = world wide web * .vpl = name of the webpage * .ca = Canada – This is a type of website extension for Canadian sites.   *Ask*:   * What other extensions have you heard of? | * Listen to trainer * Follow along | * Apply web knowledge to operation of digital library resources and services * Read and interpret information presented in common media, multimedia and transmedia formats |
| **No Slide - DOMAIN EXTENSIONS** | **2 min** | **DOMAIN EXTENSIONS**  *Have* learners type in [www.vpl.com](http://www.vpl.com)  *Lead* discussionabout the differences between vpl.ca and vpl.com   * Answer: VPL.com is not a valid site, so the browser will not be able to load it. It’s like sending a letter to an address that doesn’t exist: it won’t get there! You got the street address right, but   *Stress* the importance of double checking a website address if the results you find are unexpected | * Listen to trainer * Follow along | * Identify and use the common features of web browsers * Identify and locate common types of digital information sources * Read and interpret information presented in common media, multimedia and transmedia formats |
| **No Slide -**  **WEBSITE FEATURES; SEARCHING WEBSITES** | **2 min** | **WEBSITE FEATURES**  *Ask* learners to return to [www.vpl.ca](http://www.vpl.ca)  *Explain*commonfeatures of a website   * The **logo** is a link to take a user home * **Links** are usually text that is unlined, blue, or in a box/button. It can be clicked to quickly visit another part of the website or new site * Run your cursor over the text to see if something is a link: if it’s a link the mouse will turn from a pointer into a hand   *Explain* that on the VPL page, and on many other websites, the site search lets you search the website   * On the VPL site you also have options to search the catalogue or the events calendar.   *Demonstrate* using the VPL website’s site search feature.   * Sample searches: “music”, “inspiration lab” | * Listen to trainer * Follow along | * Recognize common web terms * Identify and locate common types of digital information sources * Apply web knowledge to operation of digital library resources and services |
| **No Slide**  **-SEARCHING VPL RESEARCH GUIDES** | **4 min** | **RESEARCH GUIDES**  *Go* to research guides: <https://www.vpl.ca/researchguides>  *Ask*learnersto follow along, and lead them through the site search in the research guides  *Navigate* to Computer Essentials and Internet Essentials Guides, and the links there to GCF Learn Free. | * Listen to trainer * Follow along | * See previous |
| **No Slide**  **-SEARCHING VPL CATALOGUE** | **10 min** | **SEARCHING VPL CATALOGUE**  *Ask* learners to return to [www.vpl.ca](http://www.vpl.ca) by clicking on the logo  *Demonstrate* how to search catalogue. Search for “Landline” by Rainbow Rowell (this should bring up one title, with several formats [along with one season of New Girl])  *Use* results to acquaint learners with functions of library catalogue. Review the catalogue results webpage:   * Search results – title, author, publication date, etc. * Filter options – filter * Availability * Hold process * Sort by   *Practice* searching the catalogue if the interest is there.   * Example search: Harry Potter | * Listen to trainer * Follow along | * Identify and locate common types of digital information sources * Apply web knowledge to operation of digital library resources and services |
| **No Slide**  **-EXPLORE DIGITAL LIBRARY** | **8 min** | **EXPLORE DIGITAL LIBRARY**  *Explain* where to find some how-to databases   * Answer: Digital Library> Online Resources   *Talk* about usage restrictions (eg library card, residency)  *Refer* learners to Tech Cafe or Info Staff if they want to learn more about the Digital Library | * Listen to trainer * Follow along * Potential to sign up with assistance if they have their card/PIN | * Read and interpret information presented in common media, multimedia and transmedia formats * Apply web knowledge to operation of digital library resources and services |
| **www.png** | **15 min** | **EXPLORE VPL.CA**  *Ask* learners for guidance on where they might find information on VPL webpage. Do the first couple together, then let them continue while you rove and help  Questions:   * What time are we closing today? * Can you find the events calendar? * When is the next Lego Block Party? * Can you find info on borrowing Musical Instruments? * Where would you go to find: the Lynda.com database? | * Respond to trainer’s prompts | * See previous |
| **de.png** | **3 min** | **DID WE LEARN HOW TO…?**   * *Ask***:** Did we meet all of our goals today? * Was there anything we didn’t cover? * Do you have any other questions and/or comments   *Refer* learners to resources on the handout  *Review*how to search for more classes | * Listen to instructor * Ask and answer questions |  |
|  |  | **EVALUATION FORMS**  *Ask* them to take some time to fill out the evaluation form. If possible, have them fill out the form online. If not, provide them with the paper forms:   * We would like your feedback! Please take some time to fill out an evaluation form to let us know what you enjoyed and what could be improved. * There is a bookmark link to the form on all computers. * You can also access the link by going to <http://www.vpl.ca/trainingfeedback> |  |  |
|  | **25 apx** | **Time for practice, questions, etc – Encourage learners to explore the VPL website, review the handout, check out the Computer Survival Guide and the GCF Learn Free website.** | | |

## Closing

* Thank learners for coming
* Ask them to take some time to fill out the evaluation form