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The Teacher Trainer Guide

Welcome! The Teacher Trainer Guide is intended for those who are implementing the Aston Swann Education Courseware as their chosen learning programme, and supporting candidates preparing for the ECDL / ICDL Qualification.

- Teachers of ICT
- Teacher - Trainers
- IT support personnel
- Teachers who wish to take the ECDL / ICDL Qualification

The aim of the guide is to:-

- Explain the courseware and its learning process
- Work through the prepared, timed lesson plans
(these can be personalised to suit busy timetables)
- Outline the learning pathway in preparation for ECDL / ICDL tests
- Identify prepared exercises, their purpose and outcomes
- Introduce PowerPoint presentations
- Reference useful contacts and websites

Implementing the programme

For organisations working with the Aston Swann Master CD, no specialist software is required to implement the programme, just a PDF Reader such as Adobe Acrobat, and the appropriate version of Microsoft Office for the courseware you will be using.

Course book files are supplied on the Master CD - in PDF format, these may be printed as required, in part or as a whole Module. The Aston Swann Education Courseware, contained on the Master CD, is Licensed to your organisation. You should be aware of how many learners are covered by the licence to use the courseware. You should contact your supplier if you need to exceed the licensed number agreed.

Exercises, prepared work files and presentations are also supplied on the Master CD. Copies of these files should be made available to all learners either on their own personal work CD or through a central point on your computer system.

Designed for learning in the live application, candidates produce real documents, presentations, spreadsheets and databases. Relevant and engaging exercises incorporate the ECDL / ICDL syllabus.

It is important to read the **Introduction** that appears at the front of each Module course-book, for guidance on how to use the courseware. A copy of the Introduction document appears later in this guide.

The Teacher Trainer Guide - can be purchased separately as required.

Note: The Exercises in this document give click-by-click instructions on how to save documents to the default file location within each application, and how to navigate to another folder where appropriate. It is the responsibility of the licence holder, or Teacher Trainer to advise learners of the drive, folder(s) and sub-folder(s) in which their files should be saved.

At no time should the Master CD be copied and handed to candidates per se. This is in contravention of the Licence Agreement which appears on the front of the Master CD.

Disclaimer

Aston Swann Education Courseware has been approved by the ECDL Foundation. The Teacher Trainer Guide, is a separate document, that supports the Courseware. The Teacher Trainer Guide includes exercises and items intended to assist Candidates, using the Aston Swann Education Courseware, in their training for an ECDL / ICDL Certification Programme. These exercises are **not** ECDL Foundation certification or practice tests. For information about authorised Test Centres in different national territories, please refer to the ECDL Foundation website at www.ecdl.org.

Copyright for all material is held by Aston Swann®. All rights reserved. Materials must not be changed, sold or used in any way other than as a support for the Aston Swann ECDL• ICDL Education Courseware. No copying of electronic or hard copy materials is allowed without first gaining the permission of Aston Swann, unless this is specifically permitted under the terms of the licence which has been purchased.

Whilst we make every endeavour to ensure the accuracy of this courseware, consequences of the use and implementation of these skills are the full responsibility of the learner.

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Module 7 – Web Browsing & Communication

Exercise 1 – Learning and revision resources

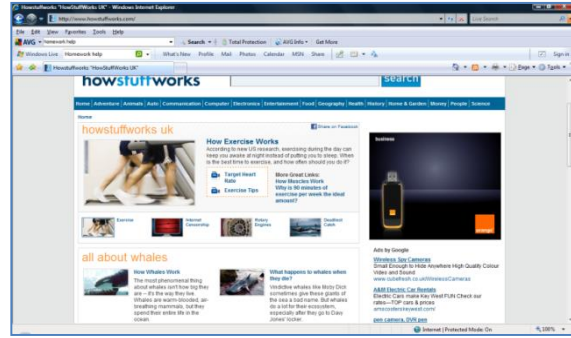
The Internet is potentially the most extensive online library in the world. However, it largely goes unmonitored – *anyone* can publish *anything* to the Internet.

As you begin to search the Internet, it is up to you to evaluate whether what you are reading is appropriate, true and up-to-date. Be aware of this when using the Internet as a resource for your homework or revision!

- Go to <http://www.bbc.co.uk/schools/studentlife/revisionandskills/>
- Follow a link that interests you

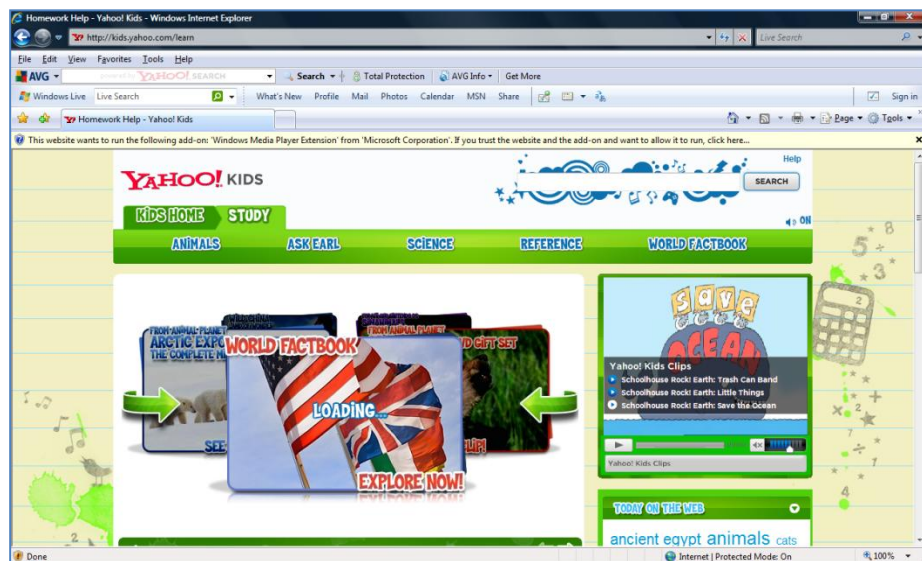


- Go to www.howstuffworks.com
- Follow a link that interests you
- Go to your preferred search engine
- Search for: ["homework help"]
 - To find applicable web sites
- Follow a suitable hyperlink



- Go to your preferred search engine
- Search for: ["homework help", UK]
 - To find applicable web sites for homework help for that area
- Follow a suitable hyperlink

- Go to your preferred search engine
- Localise your search to a particular geographical area or subject



Exercise 2 – Pedagogical use of the Internet

“Pedagogical” means “educational”

Having learned about Internet Safety you can begin to appreciate how difficult it can be for schools, colleges and other organisations to give their computer users full Internet Access. Students can be protected from inappropriate and offensive content by using special software to “filter” and “block” certain content.

Read the two tables taken from “the Virtual Teacher Centre”.

Consider the advantages and disadvantages of restricting Internet access.

- Decide which might be the most appropriate option for
 - A year 2 Primary school class
 - A year 10 Secondary school class

“In its widest sense the Internet now provides a potentially vast database, which students can use when designing and researching topics, but it is worth understanding that there is a skill to using and acquiring information from the Internet. The most important thing to remember is that the information provided by a database or the Internet is the information that you asked for. We need to make sure that we ask the right questions and that we are sure that we know how to identify the criteria by which we want to do our search.

If you want to use the Internet with students there are a number of strategies that can be adopted to make it easier for them to access the information and to refine their information handling skills. The table below shows a number of different ways that the Internet can be used. There is almost a hierarchy to the table, where the first example is probably the easiest from a teacher's point of view as it offers the most control. The last example offers more freedom to the pupil but carries the most risk as it relies on the pupil's ability to search the Internet with a degree of freedom.”

Source: The Virtual Teacher Centre