Digital Literacy  

Lesson plan

Accessing information online

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# Learning path

The **Access information online** learning path introduces the concept of the internet and how to access it, the World Wide Web and how to access it using a web browser, search engines and how to use them effectively and evaluate results.

# Resources

Take time to review the learning path and module resources to support instructional delivery.

|  |  |
| --- | --- |
| Access information online | * [Transcript: Access information online](https://digital-literacy-courses-en-us.azurewebsites.net/en-us/digitalliteracy/newcourses/02_Access_information_online/course/SCO1/en-us/Content/Transcript_Access-information-online.pdf) * PowerPoint: Access information online * Printable certificate: Access information online |
| Get connected | * [Online course module for Get connected](https://digital-literacy-courses-en-us.azurewebsites.net/en-us/digitalliteracy/newcourses/02_Access_information_online/course/SCO1/onlineLauncher.htm) * [Video: What is the internet?](https://www.microsoft.com/videoplayer/embed/RWtIcc) * [Video: Connect to the internet](https://www.microsoft.com/videoplayer/embed/RWtIbW) * [Video: Connect to a wireless network](https://www.microsoft.com/videoplayer/embed/RWtQ2W) |
| Browse the web | * [Online course module for Browse the web](https://digital-literacy-courses-en-us.azurewebsites.net/en-us/digitalliteracy/newcourses/02_Access_information_online/course/SCO1/onlineLauncher.htm) * [Video: The World Wide Web](https://www.microsoft.com/videoplayer/embed/RWtKQe) * [Video: Browse the web](https://www.microsoft.com/videoplayer/embed/RWtD0x) * [Video: Online shopping](https://www.microsoft.com/en-us/videoplayer/embed/RE2P6ly) [tips](https://www.microsoft.com/videoplayer/embed/RE2P6ly) |
| Search the web | * [Online course module for Search the web](https://digital-literacy-courses-en-us.azurewebsites.net/en-us/digitalliteracy/newcourses/02_Access_information_online/course/SCO1/onlineLauncher.htm) * [Video: Use a search engine](https://www.microsoft.com/videoplayer/embed/RWtIc5) * [Video: Search tips](https://www.microsoft.com/videoplayer/embed/RE2OWjJ) * [Video: Evaluate online information](https://www.microsoft.com/videoplayer/embed/RWtFEr) * [Video: Evaluate media](https://www.microsoft.com/videoplayer/embed/RE2OYAK) |
| Related resources | * [Rock Your Linkedin Profile](https://www.linkedin.com/learning/rock-your-linkedin-profile) * [Learning Linkedin](https://www.linkedin.com/learning/learning-linkedin-3) * [Learning Linkedin for Students](https://www.linkedin.com/learning/learning-linkedin-for-students) |

# Glossary

Refer to glossary of common terms and their definitions during discussions.

|  |  |
| --- | --- |
| hyperlink | A hyperlink stores a link to a webpage and opens a new webpage when clicked. |
| internet | Connects people across the world to one another, through a massive global network of computers and devices. |
| Microsoft Edge | Microsoft Edge is a web browsing application. |
| product ratings | Product ratings can provide you with information about a product based on other customers' experiences. |
| search engines | Search engines are powerful software web application tools that make it easy to find information online. |
| tabs | A feature of a browser that allows you to open multiple webpages in the same window. Tabs allow you move between different webpages. |
| URL | To access a website, the Uniform Resource Locator (URL) of the web site is entered into the address bar at the top of a web browser. |
| web browsers | Web browsers are tools that allow us to access and interact with content on the web. Web browsers are apps, meaning that you can install them on your computer or phone. |
| Wi-Fi | One way to connect a computer to the internet is by using Wi-Fi. Wi-Fi lets us connect wirelessly to a network and to the internet without the use of an Ethernet cable, like at home, at a hotel, or at your local coffee shop. |
| World Wide Web | The World Wide Web, known as the web, is a system that allows us to find information, publish content, and get things done using the internet. |

# Lesson notes

Ideas to supplement instructional activities for delivery of this learning path.

# Module: Get connected

**Access information online** introduces concepts about the internet and how to connect to the internet.

## Warm up

Consider kicking off a short activity by using a quick survey through a simple count of responses. This warm-up can help you get to know your learners and gauge what they already know about the internet. You can use questions, such as:

* Who is using the internet?
* For which projects have you used the internet to find answers?
* Which internet features are you looking forward to learning about during this module?

If time, consider capturing learners' responses using digital tools such as OneNote or a whiteboard.

## Engaging learners

A series of animated videos introduce learners to what the internet is, common uses of the internet, and the methods for connecting to the internet.

Ranging from 2 to 4 minutes in length, these online videos inspire learners to see how the internet helps make many things possible, from communication to learning, to entertainment!

* Give learners time to explore these online resources either on their own, or in collaboration with a learning partner.
* Alternatively, you can select one of the videos to share in class.
* Then, facilitate a discussion with the class, and invite a few volunteers to share their learning take-aways.

Prepare discussion prompts to encourage responses from learners, for example:

* Related to the video, “**What is the internet**”, you can ask: “What are some of the ways that you can learn and share knowledge using the internet?”
  + Modify your response as necessary based on learners’ responses, but consider emphasizing a concept from the video about the massive global network which connects computers across the world. The internet allows devices within a network a way to communicate with any other devices within the same network.
  + Consider sharing “**common uses of the internet**” from the PowerPoint.
* Related to the video, “**Connect to the internet**,” you can ask: “If you don't have access to the internet, what are some of the ways you can explore to gain access?”
  + Modify your response as necessary based on learners’ responses, but consider emphasizing a concept from the video about the various ways connecting to the internet could be possible using existing public or private networks.
  + Consider sharing “**Method for connecting to the internet**” from the PowerPoint.

## Reinforcing learning

Consider reinforcing learning by facilitating a discussion. For instance, invite a few volunteers to share their learning take-aways related to the **Try it yourself** hands-on activities that are introduced in the videos for this module.

The “**Connect to a wireless network**” video, for example, walks learners through the steps to connect to a network using Wi-Fi on a Windows 10 computer.

Consider reinforcing the helpful walkthroughs of tasks performed from the video.

If time, ask learners to do the **Try it yourself** activity and then pair up with a learning partner to explore the following activities.

1. Check the Wi-Fi connection status of your computer.
2. Are you connected to a network?
3. Are there any networks that you have access to join?

## Extending learning

Introduce a real-world application where learners entering the workforce can use the internet to connect with other people. Ask learners to pair up with a learning partner to explore LinkedIn and its benefits and features. These **LinkedIn** resources are listed in **Resources**.

## Wrap up

Afterwards, invite a few volunteers to share their learning take-aways. Consider reinforcing related **Glossary** key terms and their definitions, such as **Wi-Fi**, during the discussion. Reviewing the **Knowledge check** answer key with learners is helpful to reinforce the key concepts covered in this module.

## Knowledge check answer key

1. What does it mean when a computer is "online"
   1. The computer is fully charged
   2. The computer is waiting to connect to the internet
   3. **The computer is connected to the internet - Correct! Being online means you can access resources on the internet.**
   4. The computer is powered on
2. Which of the following terms does not apply to the internet?
   1. Massive
   2. **An application - Correct! The internet is not an application. It is a network.**
   3. A network
   4. Global
3. Which of the following is a wireless option for connecting to the internet?
   1. Ethernet
   2. **Wi-Fi - Correct! Wi-Fi is a wireless option.**
   3. Router
   4. Modem

# Module: Browse the web

**Browse the web** introduces the World Wide Web, how to use a web browser, and how to complete some online transactions safely.

## Warm up

Start with a brief discussion to understand what learners already know about the World Wide Web, how to explore the web using a web browser, and how to complete some online transactions safely. Use learners' responses in this warm-up to help segue to engaging them in subsequent activities.

## Engaging learners

In this module, learners are introduced to topics specific to the World Wide Web to help them understand it as a system that allows us to find information, publish content, and get things done using the internet.

The online module video, “**The World Wide Web**”, shows the importance of using the web as a collection of documents and resources that people can interact with.

The video references the very first webpage created in 1989. Consider facilitating a brief discussion with the class around the historical reference. Ask learners to pair with a learning partner to discuss the layout of webpages back then and compare them to the layout of most webpages now. Invite a few volunteers to share the outcome of their discussions.

## Reinforcing learning

Some learners may not be aware of best practices for safely completing basic online transactions. Take this opportunity to encourage learners to share ideas on this topic based on the “**Browse the web**” and “**Online shopping tips**” corresponding videos.

As learners are introduced to some of the key concepts of how to browse the web using web browsers such as **Microsoft Edge**, take special care to reinforce some of the related best practices. For example, the “**Browse the web**” video introduces learners to the concept of keeping track of the webpages that are visited using the history feature, and how to do this using a web browser such as **Microsoft Edge**.

## Wrap up

Use the “**Online shopping tips**” slide from the PowerPoint to provide a summary of how to safely complete basic online transactions.

## Knowledge check answer key

1. To access the World Wide Web, you need to use:
   1. Notepad
   2. **Microsoft Edge - Correct! Microsoft Edge is a web browsing application.**
   3. Microsoft Word
   4. Microsoft Windows
2. Which of the following features of the browser allows you to open multiple webpages in the same window?
3. **Tabs - Correct! Tabs allow you move between different webpages.**
4. Favorites
5. History
6. Address bar
7. Which of the following opens a new webpage when clicked?
   1. **A hyperlink - Correct! A hyperlink stores a link to a webpage.**
   2. A webpage
   3. A URL
   4. A tooltip
8. Which of the following can provide you with information about a product based on other customers' experiences?
   1. Return policy
   2. Search history
   3. Shipping policies
   4. **Product ratings - Correct! Product ratings express the opinions of customers about a product.**

# Module: Search the web

**Search the web** introduces the basics of searching the web using web search engines and web browsers.

## Warm up

Start with a brief discussion to understand what learners already know about search engines, and how simple keyword searches are used. Use learners' responses in this warm-up to help segue to engaging them in subsequent activities.

## Engaging learners

In this module, learners are introduced to key concepts for how to search the web using a search engine. The demo in the video, “**Use a search engine**” introduces the **Bing** search engine as an example, and the concepts are reinforced with the video, “**Search tips**” for ways to search effectively.

As a follow-up, facilitate a discussion inviting a few volunteers to share their learning take-aways related to using search engines and the tips they learned for searching effectively.

## Reinforcing learning

Some learners may struggle to understand how to select simple specific keywords for searching effectively using a search engine. Refer to the corresponding video “**Search tips**” and consider demonstrating the hands-on walkthroughs of tasks performed in the video using the Bing search engine. Reinforce the following techniques:

1. When searching, there is no need for long or full sentences.
2. You can use quotes to search for an exact phrase.

**Try it yourself** activities are depicted from the videos to help learners practice the concepts. If time, consider asking learners to pair up with a learning partner to explore the following Try it activity that was introduced in the video:

Use a search engine to find the height of Mount Rainier. If you have a friend or learning partner nearby, challenge them to see who will find the answer first. What search term helped find the right answer? Were there any search terms that weren't as helpful? Were there any search term suggestions that helped you with your search?

Consider taking it a step further with the following learning activity to reinforce these search engine concepts and to practice their keyword search skills:

1. Ask learners to select a different volcanic landmark apart from Mount Rainier.
2. What search term helped them select a landmark?

Then, consider reinforcing these activities by referring to the video “**Evaluate online information**” to help reinforce for learners how to determine the credibility and authenticity of the information they find online. Consider asking follow-up questions, such as:

1. Were there any search engine terms that weren’t as helpful?
2. Were there any search term suggestions that helped you with your search?
3. How did you determine which information was accurate or credible?
4. Ask for a few volunteers to share their findings and results. Reinforce the notion that information is **accurate** if they can verify that it is true, and **credible** if they can trust the source that published the content.

## Wrap up

Refer to the “**Using web browsers to browse the web**” slide from the PowerPoint, and related **Glossary** to summarize the topics introduced about searching the web.

## Knowledge check answer key

1. The search results that you receive from a search engine can include:
   1. Images
   2. Webpages
   3. Videos
   4. **All of the above - Correct! Search results can contain images, videos, webpages and many other types of content.**
2. Which of the following considerations can help you effectively evaluate media messages?
3. Who created the message?
4. Who benefits from the message?
5. Why the message is being sent?
6. **All of the above - Correct! To evaluate media effectively, you should think about the owner, who benefits, and why the message is sent.**



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