ICPMM263B: Access the Internet

Student Handbook
<table>
<thead>
<tr>
<th>Version</th>
<th>Date of Release</th>
<th>Authorisation</th>
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<tr>
<td>1.00</td>
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<td>1.01</td>
<td>10/12/08</td>
<td>S. Morris</td>
<td>Alterations to competency codes due to certificate changes</td>
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Forms Control:

All documents related to the delivery or assessment of ICA20105: Cert II in Information Technology will have a version number displayed in the footer of the document. This Modification History page will appear after each title page of a handbook to ensure that the materials involved in the delivery and assessment of the certificate remain in a constant state of ongoing review and improvement. Comments on changes will only show sufficient detail to enable a user to identify the nature and location of the change. Documents will be reviewed at least on an annual basis at the official internal review and fellow instructors and industry representatives will be consulted throughout the year in informal discussion.
UNIT CODE:  ICPMM263B

UNIT TITLE:  Access the Internet

Description

This unit defines the skills needed to access and use the Internet within the printing and graphic arts industry.

Elements of Competency

<table>
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<tr>
<th>ICPMM263B/01</th>
<th>Identify and use local resources</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Installed Internet software applications and their purposes are identified.</td>
</tr>
<tr>
<td>1.2</td>
<td>Internet software applications are used online and offline.</td>
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<tr>
<td>1.3</td>
<td>Extracting (decompressing) software and virus scanners are used on downloaded files.</td>
</tr>
<tr>
<td>1.4</td>
<td>Identify Internet connection and protocols.</td>
</tr>
<tr>
<td>1.5</td>
<td>Applications and files are downloaded and installed correctly.</td>
</tr>
<tr>
<td>1.6</td>
<td>Potential security risks are identified and avoided.</td>
</tr>
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<table>
<thead>
<tr>
<th>ICPMM263B/02</th>
<th>Identify and use remote resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Websites are navigated to locate required information.</td>
</tr>
<tr>
<td>2.2</td>
<td>Files and documents are accessed using the Internet (world wide web) search engines.</td>
</tr>
<tr>
<td>2.3</td>
<td>The Internet is browsed to find related sites via links.</td>
</tr>
<tr>
<td>2.4</td>
<td>Files are retrieved from an FTP repository.</td>
</tr>
<tr>
<td>2.5</td>
<td>Emails are sent, downloaded, read, responded and saved to.</td>
</tr>
<tr>
<td>2.6</td>
<td>Files attached to incoming email are retrieved and attached files are sent.</td>
</tr>
<tr>
<td>2.7</td>
<td>Newsgroups relevant to the industry are accessed.</td>
</tr>
</tbody>
</table>
What is the Internet?

The Internet is not a computer network – it is a network of computer networks. Each network that is part of the Internet agrees to use the same set of rules or protocols to communicate with the other networks. Today, the Internet is used by many Australians for academic, business, government and social use. There are millions of Internet users world-wide. More and more organisations are turning to the Internet to satisfy communication, network and research needs.

What is the World Wide Web?

The World Wide Web (also called the WWW and ‘the Web’) is a special protocol (a set of rules) that operates within the Internet. Computers that use this protocol can display multimedia presentations, including audio, video, text and graphics, directly onto their screens. The protocol that makes this possible is the Hypertext Transport Protocol (http) which are the rules for sending documents electronically over the World Wide Web.

What are Web Browsers?

A web browser is software that allows a user to access information on the Internet using a PC. The browser (often with supporting software called plug-ins) provides a interface to the WWW which enables web pages to be accessed.

Activity 1

Instructions:

Visit this website: http://www.bbc.co.uk/webwise/course/browser/menu.shtml
Complete the topics “Browsers”, “Addresses” and “Buttons” and then answer the questions below.

Word process your answers: type in the heading Activity 1: Internet Basics. Type up the questions and answers and then save as Activity 1 in a new folder in your drive called Internet Tasks. Email these answers as an attachment to your teacher.

1. What does HTML stand for and what is it?
2. What does URL stand for?
3. Label the different parts of this web address:
   www.ILoveComputerLessons.com.au
4. Give some examples of country codes and organisation codes.
5. What does the reload button do?
6. What is the status bar? What does it do?
7. Complete the quizzes next to each of the above areas.
Search Engines

The ‘Web’ is the collection of all the files and information that can be accessed by a Web browser. It is possible to use your browser to locate and use one of the Web’s many search engines. These engines allow you to perform a keyword search to locate files, documents, software or newsgroups that match your keyword.

Some search engines are:

<table>
<thead>
<tr>
<th>Search Engine</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alta Vista</td>
<td><a href="http://www.altavista.com.au">www.altavista.com.au</a></td>
</tr>
<tr>
<td>Yahoo</td>
<td><a href="http://www.yahoo.com.au">www.yahoo.com.au</a></td>
</tr>
<tr>
<td>Google</td>
<td><a href="http://www.google.com.au">www.google.com.au</a></td>
</tr>
</tbody>
</table>

Customising Your Search

When you search for a particular word on the Internet, the search engine returns all web sites containing that word that are registered with them. This means that quite a lot of information is returned that this totally useless. You need to design your search so that more accurate pages are listed. This is definitely a situation where less is more. Ie. You will get less pages listed, but they will be more useful. Some ways to customise your search are listed in the table below:

<table>
<thead>
<tr>
<th>Search Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keyword Search (can be improved by a String Search)</td>
<td>Chocolate Chip Cookies</td>
</tr>
<tr>
<td>String Search</td>
<td>“Chocolate Chip Cookies”</td>
</tr>
<tr>
<td>ANY Search</td>
<td>Chocolate + Chip + Cookies</td>
</tr>
</tbody>
</table>

Activity 2

Instructions:

Find answers to the following questions using search engines. In a Word Document, type in the heading Activity 2: Search Engines. Type up the questions and answers and then save as Activity 2 in your folder called Internet Tasks. Email these answers as an attachment to your teacher.

1. Name three different search engines to those listed above (include their URL’s).
2. List the Web addresses of the home pages of Macquarie University and QUT.
3. Find the home addresses of the following: The FBI, the CIA and the Aust Federal Police.
4. Who is the first person and the last person on the FBI’s most wanted list?
5. Save the pictures of these two people.
6. Find the Macarthur Girl’s High School home page. What was your visitor’s number?
7. What is meant by the term plug-in? Find the web address of a web site that tells you.
8. Research a short history of the Internet and write at least two paragraphs outlining how the Internet began.
What is Netiquette?

Netiquette is a word that describes “good manners” on the Internet. Just as you could easily offend someone in the real world, you can do the same via a keyboard on the Internet. Such mistakes as typing in capital letters means that you are shouting at someone and could easily cause ill-feeling toward you from that person.

Activity 3

Instructions:

You are to search the Internet on information on Netiquette and then create a brochure on tips for Netiquette. Use the brochure wizard in Publisher to create your brochure. Use the help menu if required. Print a copy for your teacher and save as Activity 3 in the appropriate folder in your drive.

Your Brochure needs to include:

- A definition for the term “Netiquette”;
- Common Netiquette problems on the Internet;
- Tips for good Netiquette on the Internet;
- Useful websites for information on Netiquette.
Internet Security:

The Internet can pose many security problems for businesses. The Internet has generated a whole underground industry of threats such as viruses, hackers and spam. However, there are many ways of controlling access to information on the web.

Activity 4

Instructions:

You are to produce a PowerPoint presentation on the security threats of the Internet. Once you have completed your powerpoint presentation, save as Activity 4 in the appropriate folder. Do not email to your teacher, instead print out your presentation as handouts, with 6 slides per page. (Ask your teacher how if you are unsure.)

Your presentation should have a slide on the following:

SLIDE 1: Introduction Slide
SLIDE 2: Information on Cookies
SLIDE 3: Information on Proxy Servers
SLIDE 4: Information on Firewalls
SLIDE 5: Information on Viruses
SLIDE 6: Information on Anti-Virus Software
SLIDE 7: Information on Spam and Spam Blocking Software
SLIDE 8: Information on Anti-Spyware Software
SLIDE 9: Bibliography

Note:
This task is not supposed to take forever. For this reason, limit yourself to 1-2 lessons for research and 1 lesson to put it together. It shouldn’t take any longer than one week, as you will not have time to do the other tasks.
Internet Communities:

There are many ways in which the Internet has brought together different members of the community. This can be done in a number ways:

- **Newsgroups**: An online area in which users conduct discussions on a particular topic. People read messages and join in discussions by sending or posting messages.

- **Message Boards**: This is a popular web-based discussion group. Discussion groups often contain useful information.

- **Instant Messaging**: This is a real-time Internet service that notifies users when one or more people are online. It has become one of the most popular Internet activities. Instant messaging services are provided by many organisations. They enable users to create buddy lists, check whether a buddy is online and exchange messages.

- **Personal Sites**: These sites are very popular in all age groups. Usually the user has a homepage where they can send and receive messages, upload photos, music etc and have a personal profile with information about themselves. Examples are Facebook or MySpace.

**Activity 5**

**Instructions:**

You are to produce a one-page report on one of the forms of communication listed above.

- You have to join either a Newsgroup or Message Board. Find one on a topic you like by using a search engine (only appropriate topics please). Remember to stay safe online. **DO NOT** provide any personal details such as address, phone number etc.
- You have to participate in the conversation by reading the messages and posting at least two messages of your own.
- You need to screen capture your messages and paste into Word as part of your report (ask your teacher if you are unsure of how to do this).
- The questions you need to address as part of your report include:
  - The name/topic of your Newsgroup or Message Board;
  - Rough number of active members (ie how many do you see contributing by posting messages);
  - How informative you found the Newsgroup or Message Board;
  - Do you feel that this is a useful form of communication? Why/Why not?
Writing Task

Develop a writing task response (500 words approx.) on Internet security of a school in the scenario below. Use the template on shared to help create your report.

Context

Read the scenario below:

Somewhere State Primary School has just received a grant to set up two new computer labs with Internet Access. They have heard about how dangerous the Internet can be if a young child comes across something that they should be accessing. They have asked for your advice on how to help set up procedures and policies that will help prevent this from happening.

Your Task:

News has spread around town that you are the person to offer advice on such matters. Write a short report to advise the school on their situation. You should include in your report sections on:

- Acceptable Use Policies
- Filtering/Blocking Software
- Internet Education
- Supervision

You are required to:

Research the Topic:
- As part of background reading for the topic, search news websites (eg www.abc.net.au, www.ten.net.au, www.seven.net.au, www.ninemsn.net.au) for recent news reports on Internet safety. Download (and virus scan files), email any relevant files to your teacher.
- Perform searches in search engines for any relevant web sites which may provide useful information. Remember to keep track of any websites you visit so that you can include an accurate bibliography with your report.

Design
- Analyse the situation described, informing the school of technical terms such as Acceptable Use Policies (AUP), Filtering Software, Internet, World Wide Web etc.

Develop
- Provide advice on the school’s options:
  - Acceptable Use Policies
  - Filtering Software
  - Internet Education
  - Supervision

Evaluate
- Recommend processes/equipment that needs to be implemented/organized – this may be in point form as a summary of the advice listed in the develop phase.