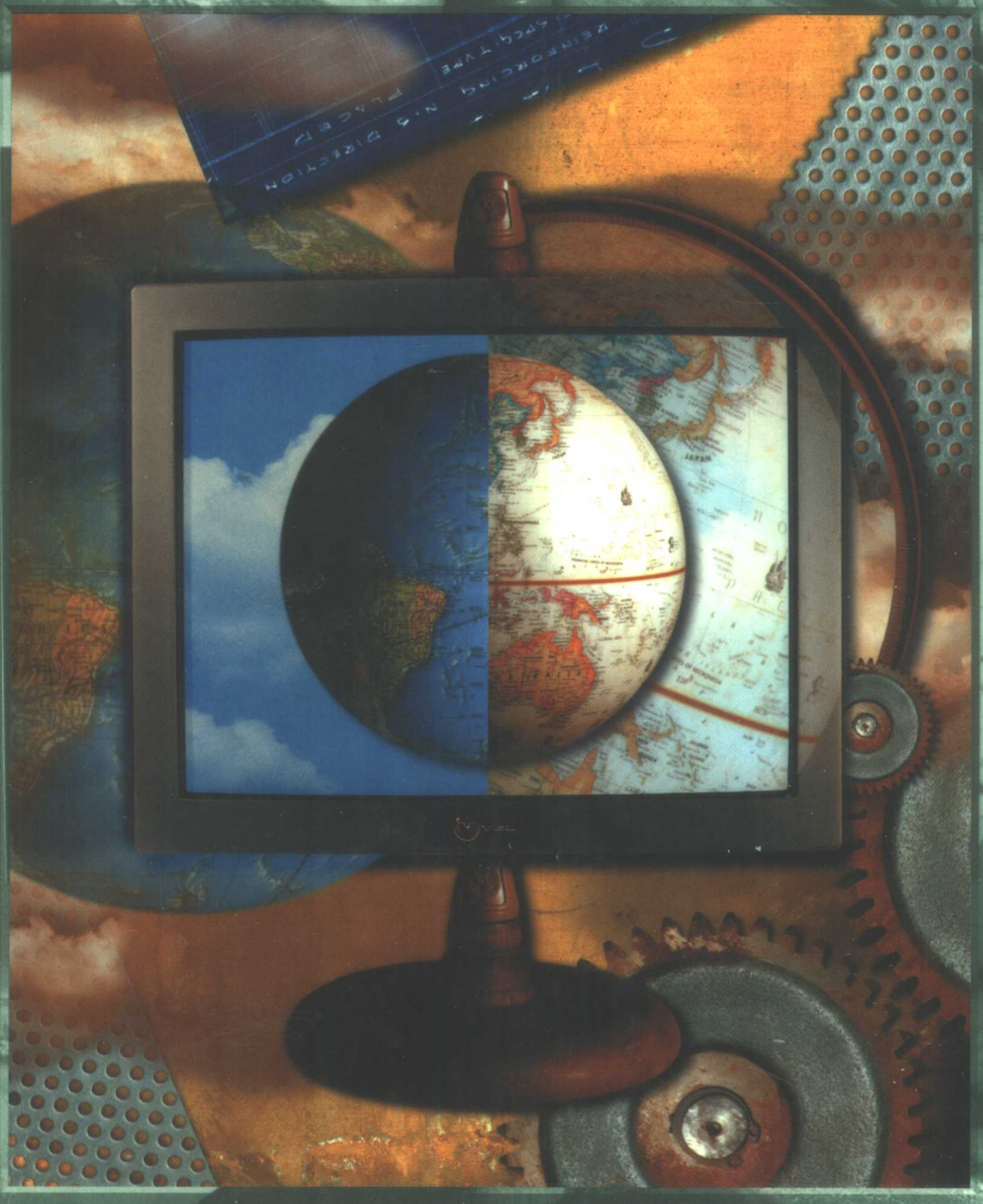
Microsoft® Internet Explorer and the World Wide Web



ERICKSON • VONK

Microsoft® Internet Explorer and the World Wide Web

FRITZ J. ERICKSON
Michigan Technological University

JOHN A. VONK
University of Northern Colorado

Web management by Karl L. Erickson

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Developmental editor: *Kyle Thomes*
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Production supervisor: *Lori Koetters*
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Preface

We wrote *Microsoft® Internet Explorer and the World Wide Web* because we wanted a Web-based textbook to help us teach. At the time, most Internet texts were written like cookbooks. Do this, do that, follow these steps. There was little or no explanation about why you should carry out specific tasks. Most books simply described a series of elaborate keystrokes or mouse clicks. While these types of textbooks work fine as a personal reference, they did not help us to teach or our students to learn. These types of texts certainly did not help our students master working with Microsoft Internet Explorer and the World Wide Web with a high degree of understanding.

One of the primary reasons so many books of this type fail as instructional tools is that most are not written by people like us, people who teach in the classroom. Unlike our *Microsoft Internet Explorer and the World Wide Web*, most texts are written by professional writers—people who have not been in the classroom in recent years or who have never taught. Their books are not guided by teaching experience, experience working with students on a day-to-day basis, or an ongoing educational pedagogy. Our goal was to take our ongoing classroom experience and use it to guide us in the development of a computer text that would serve as a true instructional and learning tool. The outcome of this effort is a pedagogical model we call Success-Based Learning.

Success-Based Learning

Success breeds success. You may have heard this simple statement before. As simple or as trite as this statement may sound, it is at the basis of our thoughtfully planned instructional pedagogy. We base our Success-Based Learning pedagogy on one primary assumption: The most successful teachers are those who have a strong desire for all students to learn. This desire serves as a threshold in the sense that teachers who want their students to learn, and who hold high expectations for student learning, have students who are successful in the classroom.

Putting high expectations into practice is the foundation for the five principles in our Success-Based Learning model. By combining five separate elements, students learn the material quicker, have a better understanding of how the Internet operates, and retain and recall the material more easily. It also makes it easier to teach. Most of our principles are based on social psychological theories that have been around for a long time. They are not new, nor are they exclusively ours. What is different here is that we have taken principles we use to teach in the classroom and have used them to guide us in writing this series of books.

Learning is most likely to occur when students make a decision that they want to learn. If a student makes a

conscious decision to learn something, and the teacher also wants that student to learn, the teaching–learning process becomes very easy. Unfortunately, in many instances this is not the case. One of the benefits of Success-Based Learning is that it provides a motivation, and a stimulus, to help students develop a desire to learn. The elements of Success-Based Learning are

- **Identifiable outcomes.** Students learn with confidence when they can anticipate the results of their work. In other words, students must know when they have learned something correctly. The important component here is not that students must know when they have learned something, but that they have learned it correctly. The example we like to use here involves the activity of making an omelet. Before you start to make an omelet you should know what an omelet looks like. This way, you will know if you have been successful in your attempt. Otherwise, when you try to make an omelet you might end up with some concoction of eggs and other ingredients that looks vaguely like scrambled eggs and not realize that you have made a mistake.

  Each of our lessons begins with a set of objectives, followed by an extensive overview of what students can expect as they proceed through the lesson. We include several screen shots to show students exactly what to expect from their actions. Further, each major section within the lesson begins with a conceptual discussion of the reasons why an activity is important, what outcome should be gained from the activity, and how this is related to the overall goal of the lesson. From this students know what to expect throughout the lesson and what they should understand at the end of the lesson. They know when they have been successful. Knowing when you have been successful is key in learning any behavior.

- **Structured success.** Generally, when attempting any new behavior, if people experience immediate success they become more willing to try additional behaviors in that activity. On the other hand, if they experience failure, they become reluctant to attempt any further activity. Students need the opportunity to experience their own victories in order to reinforce what they learn and instill confidence in their abilities. So we provide highly structured activities and tightly correlated exercises early in every lesson. These activities and exercises are designed to provide opportunities for immediate success. When students experience this early success, they are more likely to make a decision that they want to learn more.

- **Guided exploration.** Most of us agree that the best way to learn how to use the Internet is to solve a problem on the World Wide Web. But this "hands-on" approach should not be left to trial-and-error learning. It is important to provide a step-by-step road map through each new topic. This is the explanatory aspect of lecturing or working through class activities. It may also be referred to as the "how to" component of instruction. The goal here is to explain how to use this new idea, or new information, in their own experience.

  We include exercises in each lesson that are directly tied to an activity that is carried out throughout the lesson. Not only are these exercises tied to an activity, we provide several applications at the end of each lesson that are linked directly to lesson objectives. In this manner, students are provided with a map. That is, they are guided very closely toward achieving the objectives of each lesson.

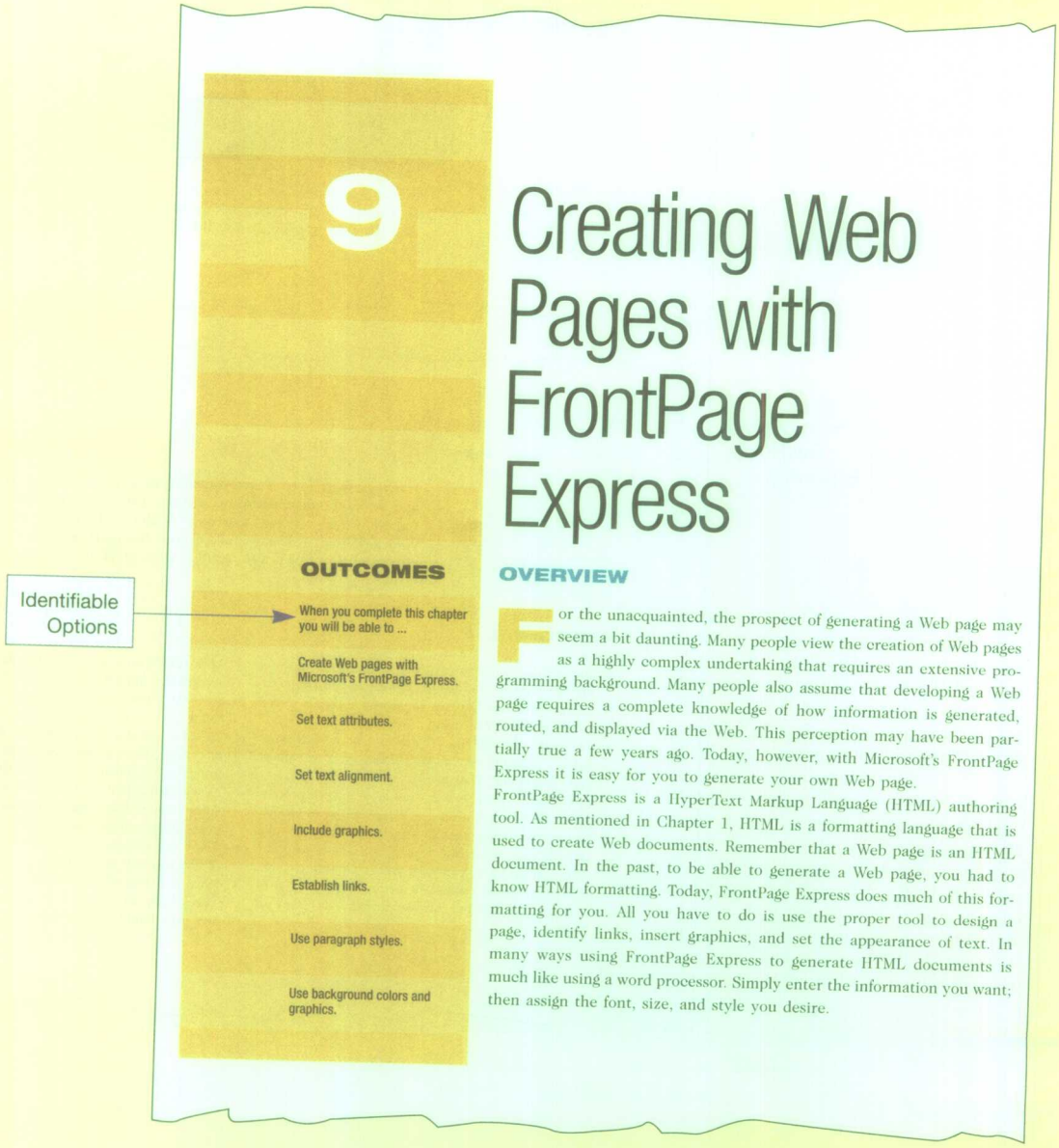
  Exercises embedded throughout each lesson and application projects at the end of each lesson provide personally meaningful experiences throughout the learning process. We also provide a comprehensive problem at the end of the lesson that is designed to link concepts in previous lessons to the current lesson. This helps students understand the connection between concepts and processes throughout the entire learning experience.

- **Deductive reasoning.** We think it is best to provide students with broad general principles and then to reduce these global conceptions to more specific, existential ideas or components. Most scientific reasoning is deductive rather than inductive, so it makes sense to follow this model when teaching scientific subjects. The second lesson introduces students to the broad, general, or global aspect of the Internet. By moving from a global procedure to more specific activities in subsequent lessons, retention and recall are facilitated. Tips, Tricks, and Ideas boxes are used to suggest alternative strategies for a task or to provide very brief instruction on a limited topic. The combination of Tips, Tricks, and Ideas and the organization of the book helps facilitate retention and recall.

- **Critical mass.** This is an aspect of teaching that comes with experience and ongoing contact with students. Those of us who teach must carefully determine how much material we can safely introduce in one lesson. Too much and the student is overwhelmed. Too little and the student is not challenged.

Identifying the critical mass for a classroom lecture, chapter topic, or even an entire course becomes a crucial variable for successful instruction. With an introductory course on Microsoft Internet Explorer and the World Wide Web, not everyone needs to know every command, procedure, or nuance. What is important, however, is that students learn enough to feel comfortable with what they have learned, and feel comfortable enough to experiment. In several of the projects at the end of each lesson, we provide activities designed to encourage students to experiment.

Would you prefer a textbook written by professional writers who have not stepped into a classroom in years, or who may have never been in the classroom? Or would you rather use a textbook written by people who teach, who care about their students, and who want their students to learn? We know this pedagogy works.



Deductive Reasoning

Structured Success

Tips, Tricks, and Ideas 6-11

Signature File

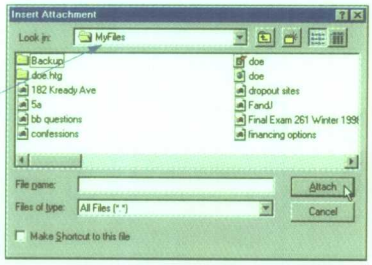
The **signature file** is a file that appears at the end of all e-mail messages you send. Quite often signature files contain your name, address, phone numbers, position, or about anything you that you want to appear at the end of each and every e-mail you send. You are welcome to create your own signature file, or as many people do, simply ignore this option.

ACTIVITY

1. Click on the Compose Message button in Outlook Express.
   Notice that the New Message window appears.
2. Enter your e-mail address next to To: and File Attachment Test next to Subject.
3. Type the following message:
   This is a test message.
4. From the Insert menu, select the File Attachment command.
   Notice the dialog box (Image 6-14).

Image 6-14

Select a location that contains your files.



5. Select a word processing file or other file you have on disk to attach to a message and then click on the Attach button.
   The file now appears in the list of attachments (Image 6-15).

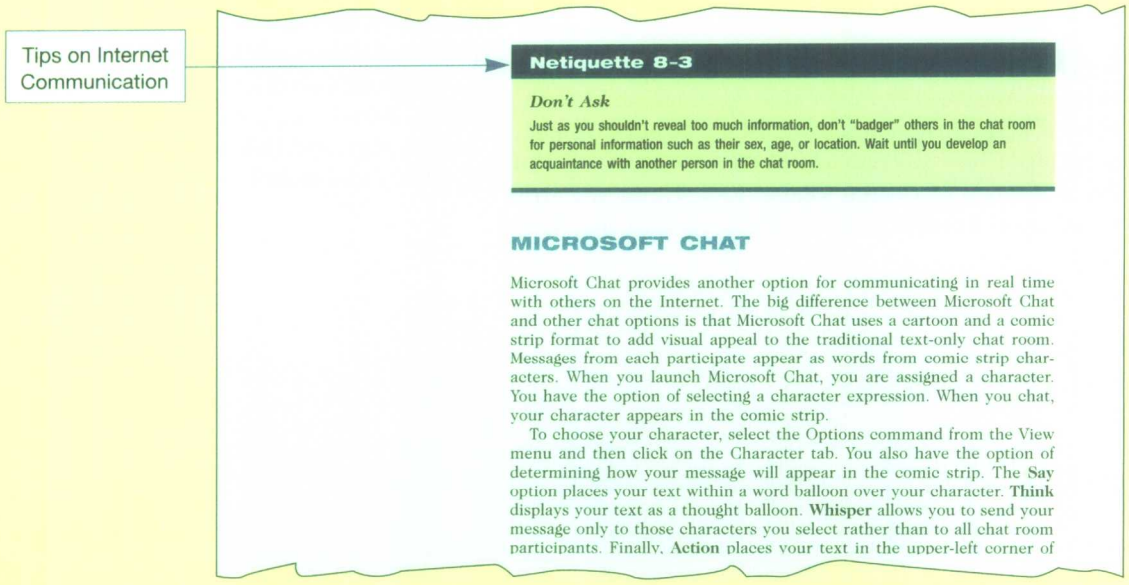
Guided Exploration

EXERCISE 9-6

It is time for you to create your own personal Web page. The design, style, and content are entirely up to you. You may start from scratch, use a template, or even use a wizard. Whichever method you choose, make your personal Web page reflect your interests and your style. When you complete your Web site, print copies of your Web pages to share with others.

KEY POINTS

- Microsoft's FrontPage Express is an HTML authoring tool that is used to create Web documents.
- Using FrontPage Express to generate HTML documents is much like using a word processor.
- To create and edit an HTML document, you must have a location on the Web where you can place your document. That is, you must have a URL.
- FrontPage Express is very similar to a word processor in that they both use a WYSIWYG orientation.
- Before you begin any Web page, you should take time to plan what information to include on your Web page and how you want your Web page to look.
- One of the most critical elements of planning is to identify the number of Web pages you want to include.
- After text is entered, several tools are available for setting the appearance of text. The four primary text attribute tools are Font, Size, Style, and Color.
- To set a text attribute, highlight the text you want to change. Then either choose the setting you want from the Format toolbar or use the Format menu.
- As with text attribute tools, FrontPage Express provides several text alignment tools. The three primary alignment options are left, center, and right.
- There are always two issues when saving any type of file: location and name.
- Most Web pages include links to other Web pages. These links can be to Web pages you create or to any page found on the Web.



Key Points, Key Terms, and Commands

At the end of each chapter we conclude the lesson with a summary of the key points and key terms. The key points are important topics covered in each lesson while the list of key terms calls attention to a series of important concepts, commands, and procedures highlighted throughout the text.

Study Questions, Practice Tests, and Fill-ins

In addition to the key points and key terms, we have included numerous questions that help the reader review important concepts in the lesson. The study questions tend to be open-ended, discussion-type questions. The practice tests are multiple-choice questions. These multiple-choice questions are followed by a series of fill-in-the-blank questions. As students review and try to answer these numerous questions, they are reinforcing important topics covered throughout the lesson.

Projects

Anyone teaching the Internet knows there is no substitute for hands-on activities. Each lesson concludes with a group of projects. Throughout these projects the students carry out a number of activities learned in the lesson, and they are encouraged to experiment on their own.

Learning Online Web Site

One frustration of teaching the Internet is compiling Web site addresses and keeping them up to date. So, we have done this for you. Students will learn to maneuver and use Microsoft Internet Explorer and the World Wide Web through the *Learning Online* site. This site (http://www.mhhe.com/cit/net/learning) contains several links to interesting and useful sites dealing with such topics as FTP, Gophers, and Cool Games along with a variety of other topics. This site's address will not change, but it will be kept current so teaching and learning will occur more seamlessly. We do the work of finding educational and interesting sites for you.

Accuracy

Class time is important. You shouldn't have to use your class time trying to deal with an inaccurate activity. All of the books in this series are developed as carefully as possible to ensure their quality and accuracy.

Acknowledgments

To write a book like this takes a great deal of help and support. We have been extremely fortunate to have the very capable assistance of a number of dedicated people at Irwin/McGraw-Hill publishing. We are very grateful for the assistance of Garrett Glanz, Kyle Thomes, Carrie Sestak, Lori Koetters, Jennifer Hollingsworth, and Tony Noel.

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Fritz J. Erickson
John A. Vonk

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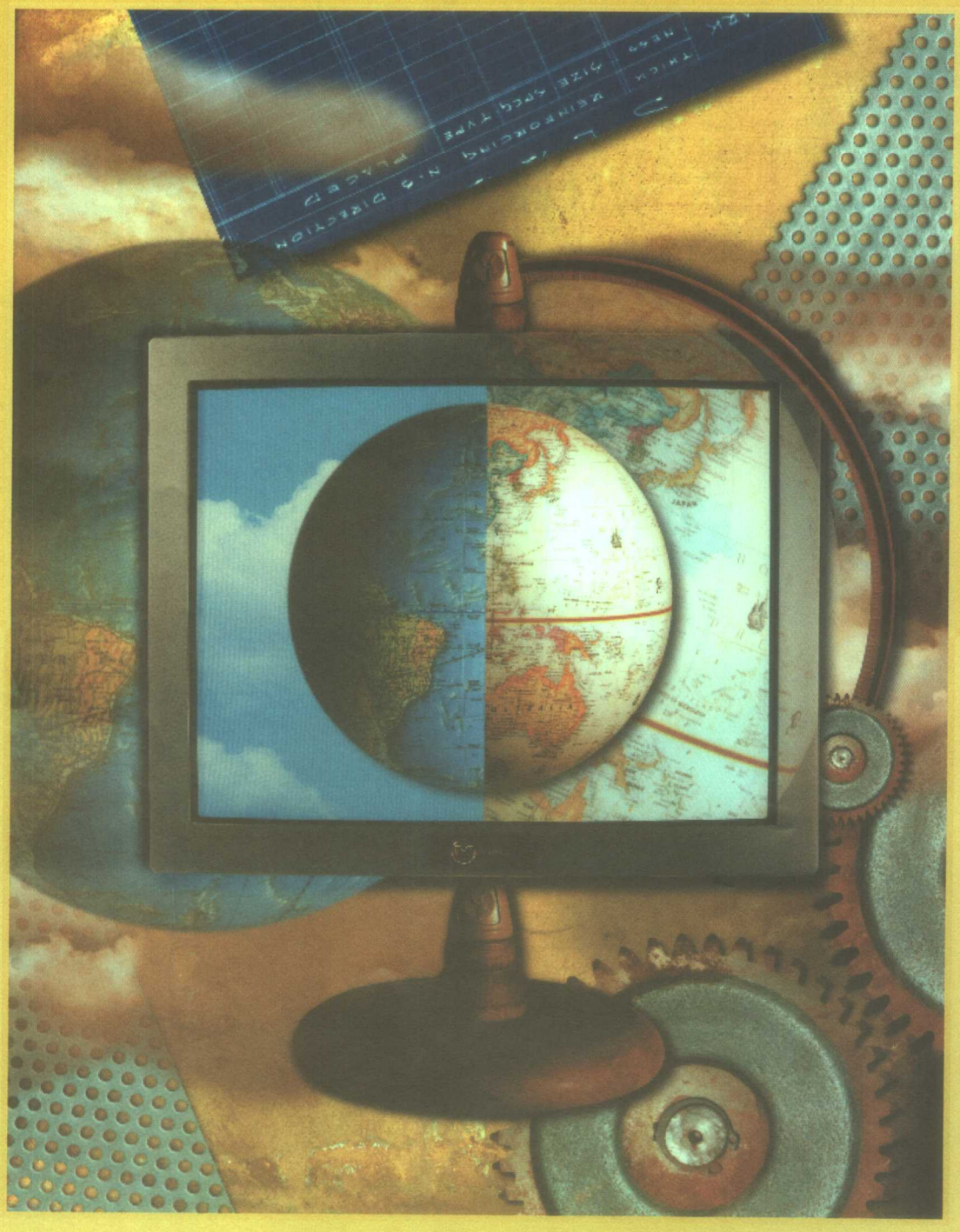


1 Welcome to the Internet

OUTCOMES

When you complete this chapter you will be able to . . .

Define the Internet.

Describe some of the uses of the Internet.

Identify various information resources.

Use the Domain Name System (DNS).

Identify various ways to connect to the Internet.

List various resources available such as e-mail and the World Wide Web, and others.

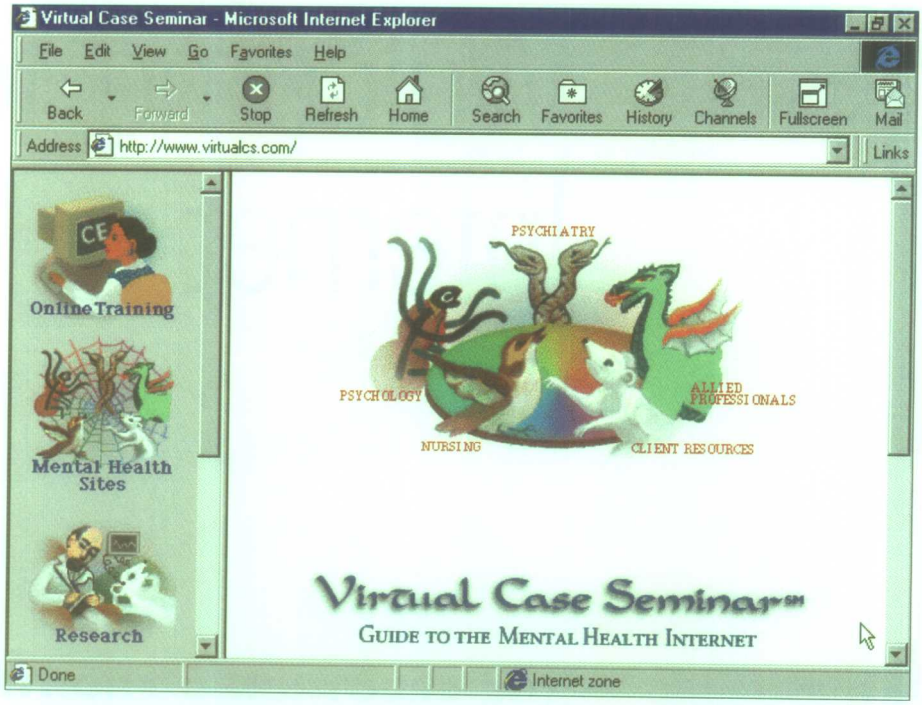
Start an Internet session and access the World Wide Web through Internet Explorer.

THE ELECTRONIC FRONTIER

For many people, the electronic revolution began with the advent of the personal computer. At that time people rushed to praise the promise of computers as providing access to a world of information that would be accessible to all and become interwoven into the fabric of our daily lives. It has taken a bit longer than the early futurists proclaimed but the promise of instant and universal access to the world of information has arrived. Its name is the Internet.

Although the Internet has been around for a number of years, it has only recently captured the imagination of the business community, schools, governmental organizations, and almost every industry. It is almost impossible to turn on the television and not see commercials listing locations on the Internet for obtaining information. The rapid acceptance of the Internet as the means of accessing electronic information has made learning to use the Internet as fundamental a skill for the future as using the telephone or operating an automatic teller is today.

Image 1-1



All you need is Internet Explorer and access to the World Wide Web to gain access to a limitless amount of information. For example, at the Virtual Case Seminar you can learn about Mental Health on the Web.

Yet the Internet is still in its infancy. It changes daily. Information is added. Information is removed. Changes occur on the Internet at such a rapid rate that no one can keep up with all of the information that is available. How we access information on the Internet is also changing. Methods of incorporating text, audio, video, and animation have made the Internet a vibrant tool. The Internet is truly an electronic frontier, but not without its problems and not without its promise.

If you look in the computer section in almost any bookstore, you will see a large number of expensive books on how to use the Internet. Many of these books are filled with technical jargon and loaded with acronyms such as TCP/IP, SLPP, POP, HTTP, DNS, VT100, and X.400. The size of the books and the large number of acronyms suggest that learning to access the world of electronic information through the Internet is a complicated process. Not so. Learning to access information resources on the Internet is not very difficult. All you need is a little guidance. That is the purpose of this book. When you complete this book, you will not be an Internet expert, but you will be a capable and competent user of our new electronic frontier.

WHAT IS THE INTERNET?

For much of the last two decades, teachers, scholars, the media, and many others have used the term *information age*. With the wide acceptance of personal computers, beginning in the early 1980s, many spoke of a societal change from industry to information. Ten years ago some people predicted that information would be the commodity of the future. However, 10 years ago few could have predicted the amazing growth and near universal acceptance of an electronic system for sharing and