Syllabus Guide

e-Citizen Syllabus Version 1.0

Contents

Introduction

e-Citizen is the end-user computer skills certification programme from the European Computer Driving Licence (ECDL) Foundation. The programme is designed to cater for those with a limited knowledge of computers and the Internet but who wish to gain valuable everyday computer and Internet skills. e-Citizen has been developed over a two year period and is in response to European directives promoting e-citizenship.

The e-Citizen programme develops Candidate skills and knowledge in essential computer and Internet use. The programme aims to make Candidates aware of available online information and service resources from a wide variety of areas including: news, government, consumer, travel, education/training, employment, health and business.

e-Citizen launches the Candidate into the online world. The Candidate shall be able to confidently interact with online service providers and carry out routine tasks such as buying a CD or book, paying a bill, banking online, completing a tax return or making a holiday reservation.

The e-Citizen Syllabus Guide sets out the Syllabus and how the Candidate can achieve the knowledge and skills to enable them to become part of the worldwide e-community and have the confidence to participate as an e-Citizen.

Ref.:SWGP1-eC1

e-Citizen Syllabus Guide

The e-Citizen Syllabus Guide takes each Block in turn and sets out the Syllabus, giving guidance on how to achieve the Syllabus skills and knowledge. Each Block contains four sections as follows:

(a)   **Block title and description**

BLOCK HEADING
Description of the topics covered in the Block

(b)   **Lifeskills Benefits from Use**

Lifeskills and Benefits
How the skills and knowledge learnt in the Block can help in everyday life and be of benefit.

(c)   **e-Citizen Syllabus** sets out skill or knowledge items in number format:

BLOCK SYLLABUS		
Category #	**Reference**	**Task Item**
	Syllabus Ref.	Measuring Point

(d)   How to interpret the Syllabus

This section is aimed at the e-Citizen Tutor and gives guidance on how the Candidate can achieve the skills and knowledge with suggestions for tasks or activities. Each Syllabus measuring point is addressed in number order as follows:

Section Number and Section Title

<u>Measuring Point</u>

What the Candidate should know or be able to demonstrate.

<u>Suggested Tasks</u>

Suggested tasks or activities to meet the measuring point.

Block Goals

The e-Citizen Syllabus has been defined by the ECDL Foundation in three Blocks:

BLOCK 1: FOUNDATION SKILLS

Block 1: The *Foundation Skills* Block gives the Candidate the necessary skills and knowledge for essential computer and Internet use.

The Candidate shall know about computer hardware and software, be able to handle files and folders and know how to work with the icons and windows on a computer screen. The Candidate shall also be able to create a simple document, browse the Internet and use e-mail.

BLOCK 2: INFORMATION SEARCH

Block 2: The *Information Search* Block makes the Candidate aware of the nature and extent of information available on the Internet in the areas of *news, government, consumer, travel, education/training, employment, health, interest groups and business.*

The Candidate shall be able to search for information from a wide range of Internet sources using browsing and keyword search techniques and be able to retain the information in a useful format.

The Candidate shall also appreciate some of the issues and risks associated with using the Internet, such as reliability of information, secure access, viruses, unsolicited e-mail, security of personal data and parental control of Web access, in addition to precautionary measures when using the Internet.

BLOCK 3: e-PARTICIPATION

Block 3: The *e-Participation* Block launches the Candidate into the online world.

Building on the computer and search skills already acquired, this Block completes the skills set necessary for the Candidate to become an e-Citizen.

As an e-Citizen the Candidate will now be introduced into an exciting world of online resources and services in the areas of *news, government, consumer, travel, education/training, employment, health, interest groups and business*.

The Candidate shall be able to confidently carry out every day tasks such as buying a CD or book, paying a bill, banking online or making a holiday reservation.

The Candidate shall also be able to access a variety of information services and carry out tasks such as filling in a tax return, finding out about new legislation, submitting a job application, enrolling in a course, making a doctor's appointment or taking part in an online discussion forum.

The Candidate shall further appreciate some of the issues and risks associated with using the Internet, such as security risks in credit card transactions, unscrupulous online service providers and the importance of data checking in online forms, and be able to take some precautionary measures.

Having completed the test, the Candidate is now ready to take their place in the online world as a responsible e-Citizen and to freely enjoy the opportunities that it offers.

After working through all three Blocks, the Candidate will be required to take a test.

After successfully taking the test the Candidate will gain their e-Citizen certificate.

BLOCK 1: FOUNDATION SKILLS

In the *Foundation Skills* Block the Candidate shall develop the necessary skills and knowledge for essential computer and Internet use. The Candidate shall know about computer hardware and software, be able to handle files and folders and know how to work with icons and windows. The Candidate shall also be able to create a simple document, browse the Internet and use e-mail.

Lifeskills and Benefits from Use

This section sets out how you can use the skills and knowledge learnt in Block 1 to help in everyday life and how the skills can be of benefit to you.

Lifeskills and Benefits

- ❑ Ability to use a personal computer and work with icons, windows and folders.
- ❑ Ability to perform routine Internet related tasks.
- ❑ Ability to prepare simple documents/text files and print/store them.
- ❑ Ability to connect to the Internet securely and navigate through Web pages.
- ❑ Ability to communicate by e-mail without risk.

The e-Citizen lifeskills gained are a necessary first step to the Information Search and e-Participation Blocks.

BLOCK 1: FOUNDATION SKILLS SYLLABUS

1.1 The Computer

1.1.1	Identify the main parts of the computer.
1.1.2	Turn on the computer.
1.1.3	Recognise desktop icons and menus.
1.1.4	Manipulate desktop windows.
1.1.5	Use the mouse / keyboard to carry out actions.
1.1.6	Shut down the computer properly.
1.1.7	Use Help functions.

1.2 Files and Folders

1.2.1	View folders, directories.
1.2.2	Recognise different file types.
1.2.3	Copy, move files, folders.
1.2.4	Delete files, folders.

1.3 Simple Applications

1.3.1	Use a common application to create a new document.
1.3.2	Open existing documents.
1.3.3	Enter text and make some small editing changes.
1.3.4	Save files in different formats such as: doc, txt, rtf, html.
1.3.5	Print outputs.
1.3.6	Close an application.

1.4 Internet Basics

1.4.1	Understand what the Internet is.
1.4.2	Distinguish the Internet from the World Wide Web (WWW).
1.4.3	Know some common pre-requisites for going 'live' such as: personal computer, modem, telephone connection, ISP account, e-mail, browser software.
1.4.4	Understand the term URL and the make-up of a Web address.
1.4.5	Enter a URL in a Web browser to access a Web page.
1.4.6	Use a Web browser, using URL's, hyperlinks, image links to navigate between Web pages.

1.5	E-mail Basics	
	1.5.1	Understand what e-mail is.
	1.5.2	Understand the make-up of an e-mail address.
	1.5.3	Understand the terms: ISP, e-mail account, junk mail, virus.
	1.5.4	Use e-mail software to create an e-mail message.
	1.5.5	Open an e-mail.
	1.5.6	Send an e-mail.
	1.5.7	Attach files to an e-mail.
	1.5.8	Reply to / forward an e-mail.
	1.5.9	Update an address book.

How to interpret the Syllabus

1.1   The Computer

1.1.1   Identify the main parts of the computer

The Candidate should know what essential pieces of hardware make up a personal computer in the home or the workplace. Review the main parts or components of a personal computer, i.e. a hard drive, a monitor, a keyboard and a mouse.

Tasks could include:
- distributing pictures of various hardware that the learner identifies
- a practical demonstration by the Tutor of what each component is

1.1.2   Turn on the computer

The Candidate should know the correct procedure for switching a personal computer on, such as checking power supply, ensuring leads are firmly in place for all hardware and where the 'ON' switch is.

Tasks could include:
- a demonstration by the Tutor or a learner showing how to switch on a computer

1.1.3   Recognise desktop icons and menus

The Candidate should know what desktop icons represent, particularly the commonly used ones such as Folders, Internet browser icons and the Recycle Bin/Wastebasket.

Tasks could include:
- providing diagrams of commonly used icons for the learner to identify
- distributing a set of questions asking the learner to identify icons and what each one represents

1.1.4   Manipulate desktop windows

The Candidate should know how to adjust window size and position using resizing arrows and drag and drop; how to minimise, maximise, restore and close windows; and be able to open multiple windows.

Tasks could include:
• practical activities where the learner opens a number of windows
• identifying the resize, maximise, restore and close buttons
• practice at resizing, minimising, maximising, restoring and closing windows

1.1.5   Use the mouse/keyboard to carry out actions

The Candidate should know how to hold a mouse, how to click the left and right buttons and what actions are carried out by left-clicking and right-clicking. The learner should know which are the commonly used keyboard keys, i.e. Enter, Space Bar, Shift, CapsLock, Backspace, Delete, Tab, Cursor arrows.

Tasks could include:
• selecting items with left-click
• opening context sensitive menus with right-click
• identifying and describing keyboard keys
• using a text or word processor for practice with keyboard keys

1.1.6   Shut down the computer properly

The Candidate should know the correct way to close down applications and windows.

Tasks could include:
• opening several windows or applications
• closing down the computer correctly

1.1.7   Use Help functions

The Candidate should know how to access and use Windows Help, and be aware that online help is available for applications and the Internet.

Tasks could include:
• locating and opening the Windows online help function
• searching for help using the Contents option
• searching for help using the Index option
• searching for help using the keyword search option

1.2 Files and Folders

1.2.1 View folders or directories

The Candidate should know how to look at listings of files and directories stored on a computer or removable storage device (such as a CD-ROM or floppy disk) using a file management window.

Tasks could include:
- identifying icons that allow viewing and manipulation of files
- using a menu via the desktop to access viewing and manipulation of files
- changing the view of the file listings

1.2.2 Recognise different file types

The Candidate should know how to identify different files types by their filename extensions and graphical representation in file listings, including text files, word processing files, Web page files and image files.

Tasks could include:
- opening file management window to reveal file listings
- identifying different file formats
- grouping files by format

1.2.3 Copy files, folders

The Candidate should know what a file is, what a folder is and how to copy files and folders from one directory or folder to a different directory or folder on a hard drive, CD-ROM or floppy disk.

Tasks could include:
- selecting a single file and copying it to a different directory
- selecting multiple files and copying to a different directory
- selecting and copying a file, or folder from a CD-ROM or floppy disk to the hard drive

1.2.3 Move files, folders

The Candidate should know how to and be able to move files and folders from one directory or folder to a different directory or folder on a hard drive, CD-ROM or floppy disk, and know the difference between copying and moving files and folders.

Tasks could include:
- selecting a single folder and moving it to a different directory
- selecting multiple files and moving to a different directory
- selecting and moving a file from a CD-ROM or floppy disk to the hard drive

Ref.:SWGP1-eC1

1.2.4 <u>Delete files, folders</u>

The Candidate should know how to delete files and folders from a directory or folder on a hard drive, CD-ROM or floppy disk and the function of the Recycle Bin/ Wastebasket.

Tasks could include:
- selecting a single file or folder and deleting it
- selecting multiple files and deleting them
- selecting a file from a CD-ROM or floppy disk and deleting it
- viewing the contents of the Recycle Bin/Wastebasket
- restoring a deleted file

1.3   Simple Applications

1.3.1 <u>Use a common application to create a new document</u>

The Candidate should be able to use a text or word processor to create simple documents.

Tasks could include:
- identifying and accessing a text or word processor
- opening a new document

1.3.2 <u>Open existing documents</u>

The Candidate should be able to find a document in a directory and open a previously created document.

Tasks could include:
- locating a previously created document in a file management window
- opening a document from a file management window or a text or word processor

1.3.3 <u>Enter text and make some small editing changes</u>
The Candidate should be able to enter text into a new text or word processing document, make changes to the text and enter/edit text in a previously created document.

Tasks could include:
- entering text or images into a new text or word processing document
- changing words or letters within the document
- changing font size, margins, alignment

1.3.4   Save files in different formats

The Candidate should be able to save new documents in default application format and other formats, e.g. as a text file or a Web document file.

Tasks could include:
- saving a newly created document to a hard drive or floppy disk
- saving a created document to a hard drive or floppy disk in a different format

1.3.5   Print outputs

The Candidate should be able to produce a hard copy of a created document.

Tasks could include:
- printing a copy of a created or existing document
- printing a copy of a document from a CD-ROM or floppy disk
- changing document page orientation

1.3.6   Close an application

The Candidate should be able to close documents and applications.

Tasks could include:

- close down all open documents
- close open applications

1.4   Internet Basics

1.4.1   Understand what the Internet is

The Candidate should know what makes up the Internet in terms of hardware, what it can be used for, how it can be used for e-participation.

Tasks could include:
- use of graphical representation of the network of networks
- listing/discussing Internet uses
- listing/discussing e-participation areas

1.4.2   Distinguish the Internet from the World Wide Web (WWW)
The Candidate should know what the difference is between the hardware that makes up the Internet and the range of published documents available to view – the World Wide Web

Tasks could include:
- use of graphical representation of the Internet and the WWW
- defining the Internet and the WWW

Ref.:SWGP1-eC1

1.4.3   Know some common pre-requisites for going 'live': personal computer, modem, ISP account, e-mail/browser software

The Candidate should know what hardware and software is needed to connect to the Internet.

Tasks could include:
- discussion of the various hardware and software that would be needed
- discussion about what learners have at home or at their place of work
- explanation of the role of an ISP

1.4.4   Understand the term URL and the make-up of a Web address

The Candidate should know what the letters URL represent, what the expression means and what each part of a Web address represents.

Tasks could include:
- definition of URL
- explanation of each part of a Web address
- examples to illustrate concept

1.4.5   Enter a URL in a Web browser to access a Web page

The Candidate should know what a Web browser is used for, where to enter a URL on screen and what a Web page represents.

Tasks could include:
- graphical representation or explanation of the role of a Web browser
- explanation of the screen view and layout of a Web browser
- explanation of what a Web page is

1.4.6   Use a Web browser to navigate between Web pages, and using URL's, hyperlinks or image links to navigate between Web pages.

The Candidate should know what each browser button represents and how to use each of them. The learner should know how a hyperlink or image link is visually represented and what they are used for.

Tasks could include:
- explanation of the screen view and layout of a Web browser
- explanation of what each browser button is used for
- demonstration of the use of each browser button
- explanation of what a hyperlink or image link is and their purpose
- demonstration of the use of a hyperlink or image link highlighting the change in pointer shape when used

Ref.:SWGP1-eC1

1.5 E-mail Basics

1.5.1 Understand what e-mail is

The Candidate should know what is meant by the term electronic mail and advantages and disadvantages compared to the postal system.

Tasks could include:
- explanation of what electronic mail is
- comparison between electronic mail and postal system

1.5.2 Understand the make-up of an e-mail address

The Candidate should know the component parts of an e-mail address and which are the unique elements.

Tasks could include:
- explanation of the make-up of an e-mail address
- comparison with Web address

1.5.3 Understand the terms: ISP, e-mail account, junk mail, virus

The Candidate should know what the role of Internet Service Providers is; how to set up and use an e-mail account; what junk mail is and how to stop it; what a virus is; the impact a virus can have on computers; how a virus can spread through e-mail and how to protect a computer from virus attack.

Tasks could include:
- explanation of the role of an ISP
- demonstration of how to set up an e-mail account
- explanation of junk mail and spam
- explanation of what computer viruses are
- discussion on the impact of computer viruses
- explanation or demonstration of anti-virus software and how to use it

1.5.4 Use e-mail software to create an e-mail message

The Candidate should know how to create an e-mail message, the format of entering the addressee and subject and how to copy the e-mail to a different e-mail address.

Tasks could include:
- creating e-mails
- copying e-mails

1.5.5 Open an e-mail

The Candidate should know how to access the e-mail inbox, select an unread e-mail and open it.
Tasks could include:
opening e-mails

1.5.6   Send an e-mail

The Candidate should know how to send an e-mail.

Tasks could include:
- creating and sending e-mails

1.5.7   Attach files to an e-mail

The Candidate should know what attaching a file means and how to attach a single or multiple files (documents or images) to an e-mail.

Tasks could include:
- explanation of what attaching a file means
- demonstration of attaching a file or multiple files

1.5.8   Reply to/Forward an e-mail

The Candidate should know what Reply To and Forward mean and how to perform each action.

Tasks could include:
- explanation of what Reply To means
- reply to an e-mail
- explanation of what Forward means
- Forward an e-mail

1.5.9   Update an address book

The Candidate should know what the purpose of an address book is, how to enter new contact details, how to edit existing contact details and how to use the address book when creating an e-mail.

Tasks could include:
- explanation of what an electronic address book is
- demonstration of how to enter new details
- demonstration of how to edit existing details
- demonstration of how to use address book entries when creating e-mail

What next?

After working through tasks for each syllabus item and practising the skills learnt the Candidate will be ready to take the Block 1 questions in the test.

BLOCK 2 – INFORMATION SEARCH

In the ***Information Search*** Block the Candidate shall be able to search for information from a wide range of Internet sources in the areas of *news, government, consumer, travel, education/training, employment, health, interest groups and business* using browsing and keyword search techniques and be able to retain the information in a useful format. The Candidate shall also appreciate some of the issues and risks associated with using the Internet, and be able to take some precautionary measures.

Lifeskills and Benefits from Use

This section sets out how you can use the skills and knowledge learnt in Block 2 to help in everyday life and how the skills can be of benefit.

Lifeskills and Benefits

❑ Appreciation of the breadth and depth of information available in the most used Internet areas such news, government, consumer, travel, education / training, employment, health and business

❑ Ability to browse and search for information effectively.

❑ Ability to retain/store information retrieved in a useful format.

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❑ Appreciation of the security risk of using the Internet and the issues of the reliability and authenticity of the Internet as an information source.

With the Information Search lifeskills an e-Citizen will be able to find the relevant information they require in a reliable and confident manner.

With the Information Search lifeskills an e-Citizen will have convenient access to life long learning.

	BLOCK 2: INFORMATION SEARCH SYLLABUS	
2.1	**Searching**	
	2.1.1	Understand what a search engine is.
	2.1.2	Use a Search Engine for a keyword search.
	2.1.3	Combine criteria in a search.
	2.1.4	Search by navigating in a Web site using hyperlinks, image links or other site navigation features.
	2.1.5	Appropriately combine searching and browsing in an information search.
	2.1.6	Copy and paste text, URL from a Web page.
	2.1.7	Save an image from a Web page.
	2.1.8	Save a Web page.
	2.1.9	Print a Web page.
	2.1.10	Add a Web page to a Favourites / Bookmarks folder.
2.2	**Precautions**	
	2.2.1	Understand the problem and risks of unsolicited e-mail and be able to take preventative action.
	2.2.2	Understand the problem and risks from viruses and be able to take preventative action.
	2.2.3	Understand the need for secure access to the Internet and describe some of the techniques for implementing security.
	2.2.4	Understand the security risk of providing confidential/personal information to the Internet and be able to take preventative actions.
	2.2.5	Know a citizen's consumer rights and protection measures available to the citizen when purchasing through the Internet.
	2.2.6	Understand the issue of the potential unauthenticated nature of Web sites and the risks of misleading and unreliable information. Be able to take precautionary measures.
	2.2.7	Understand the problem and risks of uncontrolled access to the Internet by children and be able to set up parental control of Web access.

2.3	Information	
	2.3.1	**News:** Browse and retrieve online news such as local, national, other media (TV, radio) and corporate news.
	2.3.2	**Government:** Browse and be informed about government social services and business services, current initiatives, laws and legislation, central & local government issues of topical interest, public statistics.
	2.3.3	**Consumer:** Be aware of online services such as banking, leisure, shopping, local entertainment, cultural events. Browse to be informed of new offers, availability of goods, pricing, upcoming cultural events.
	2.3.4	**Travel:** Find information about travel schedules (air, train, bus), seat availability, availability of holidays, hotel occupancy etc.
	2.3.5	**Education/Training:** Find information about education and training courses (University, College, Schools, and training including e-training) and enrolling in courses. Search libraries for information and references.
	2.3.6	**Employment:** Browse employee news, search for a job, find out about employment, pension rights or pension funding.
	2.3.7	**Health:** Browse and retrieve information on public health, private medicine, alternative medicine, certification of drugs and health insurance.
	2.3.8	**Interest Groups:** Browse and retrieve information about community groups, voluntary organisations, special interest groups, discussion groups, message boards etc.
	2.3.9	**Business:** Browse to retrieve corporate information and be aware of intranets and extranets for business networking.

How to interpret the Syllabus

2.1 Searching

2.1.1 <u>Understand what a Search Engine is</u>

The Candidate should be able to locate and use a search engine, know what a browser is and how to access a portal site.

Tasks could include:
- accessing a range of different search engines
- explanation of what a portal site is
- locating a portal site

2.1.2 <u>Use a Search Engine for a keyword search</u>

The Candidate should know how to enter and use key words in a search engine window.

Tasks could include:
- accessing a Web site and using key words to start a search
- use a different search engine to compare the use of a key word

2.1.3 <u>Combine criteria in a search</u>

The Candidate should be able to use a search engine, refine the search and respond to on-screen windows requesting further information for the search

Tasks could include:
- enter appropriate details into a search window
- using the search engine to find, for example, information about health centres
- refining the search criteria to find a health centre near the learner's home or place of work

2.1.4 <u>Search by navigating in a Web site using hyperlinks, image links or other site navigation features</u>

The Candidate should navigate in the browser window to search and find information

Tasks can include:
- clicking on a hyperlink
- clicking on an image link

2.1.5 <u>Appropriately combine searching and browsing in an information search</u>

The Candidate should be able to use browser window to conduct search

Tasks could include:
- enter appropriate details into address bar of browser window

2.1.6 <u>Copy and paste text, URL from a Web page</u>

The Candidate should be able to use copy tool in browser window

Tasks could include:
- copy from a window, paste into a word processing document

2.1.7 <u>Save an image from a Web page</u>

The Candidate should be able to save an image onto hard drive

Tasks could include:
- copy using file save as
- copy using copy button or menu command

2.1.8 <u>Save a Web page</u>

The Candidate should know how to save a Web page of interest to a hard disk, CD-ROM or floppy disk.

Tasks could include:
- explanation of reasons why a Web page might be saved
- demonstration of how to save a Web page

2.1.9 <u>Print a Web page</u>

The Candidate should know how to print the contents of a Web page or part of a Web page.

Tasks could include:
- explanation or demonstration of how to print a Web page
- explanation or demonstration of how to select and print part of a Web page

2.1.10 <u>Add a Web page to a Favourites/Bookmarks folder</u>

The Candidate should know what Favourites/Bookmarks are, reasons for storing Web pages and how to add a Web page of interest to the Favourites/ Bookmarks listing.
Tasks could include:
- explanation of what Favourites or Bookmarks are
- suggestions as to why Web pages might be stored
- demonstration of how to add a Web page to Favourites/Bookmarks

2.2   Precautions

2.2.1   <u>Understand the problem and risks of unsolicited e-mail and be able to take preventative action.</u>

The Candidate should be aware that searching the Internet and using e-mail can bring exposure to electronic junk mail, computer viruses and content that an individual might find inappropriate or offensive, the Candidate should also be aware of how they and their families can minimise risks.

Tasks could include:
- discussion about risks when using the Internet
- demonstration of how to deal with junk mail
- discussion on the wide range of information published on the Internet

2.2.2   <u>Understand the problem and risk from viruses and be able to take preventative action</u>

The Candidate should be aware of damage which viruses can potentially cause to computers.

Tasks could include:
- what a virus is
- how it can be contracted
- how to protect against a virus

2.2.3   <u>Understand the need for secure access to the Internet and describe some of the techniques for implementing security.</u>

The Candidate should be aware of how to protect system when online

Tasks could include:
- importance of virus protection
- importance of updating virus protection

2.2.4   <u>Understand the security risk of providing confidential / personal information to the Internet and be able to take preventative actions.</u>

The Candidate should be aware of the risks involved when entering personal information on the Internet and how they can identify secure areas.

Tasks could include:
- discussion on the safety of entering personal information
- accessing Web sites where personal information is not secure
- accessing Web sites where personal information is secure

2.2.5 <u>Know a citizen's consumer rights and protection measures available to the citizen when purchasing through the Internet.</u>

The Candidate should be aware of their rights when purchasing goods or services online and the security of the transaction when making the purchase.

Tasks could include:
- discussion about buying goods and services online in terms of what the learner already knows
- accessing consumer information Web sites

2.2.6 <u>Understand the issue of the potential unauthenticated nature of Web sites and the risks of misleading and unreliable information. Be able to take precautionary measures.</u>

The Candidate should be aware of Web site features that indicate a Web site is secure when accessing online services.

Tasks could include:
- discussion about secure access when, for example, paying bills or accessing an online bank account
- accessing Web sites to demonstrate security features

2.2.7 <u>Understand the problem and risks of uncontrolled access to the Internet by children and be able to set-up parental control of Web access.</u>

The Candidate should know why parental controls might be needed for Web access by children and how to set them up.

Tasks could include:
- discussion about why restrictions might be set up
- demonstration of how to set up controls
- demonstration of Web access after controls have been set up

2.3   Information

<u>Be aware of information sources and available online services, and be able to browse the Web to be informed and extract useful information in the areas listed below.</u>

*The areas listed below are not prioritised in any way, they are ALL included in the Syllabus and the e-Citizen should be aware of ALL of them. In practical exercises the Candidate will only be required to practically extract information from **three** selected areas in their e-Citizen tests. For National Citizenship and Cultural reasons the domains may be varied and the examples changed but the thrust of the Syllabus intention must be retained.*

The examples given below are suggestions only

2.3.1   <u>News</u>:
Examples: browse and retrieve online news such as local, national, other media (TV and radio) and corporate news

Tasks could include:
- accessing Web sites to look at local, national and international newspaper sites
- searching for TV or radio listings
- searching for Stock Exchange news about major companies

2.3.2   <u>Government</u>:
Examples: browse and be informed about government social services and business services, current initiatives, laws and legislation, central and local government issues of topical interest, public statistics

Tasks could include:
- searching for information about local government services
- searching for national government statistics on a range of topics
- searching for information about the European Parliament

2.3.3   <u>Consumer</u>:
Examples: be aware of online services such as banking, leisure, shopping, local entertainment, cultural events. Browse to be informed of new offers, availability of stock, pricing, upcoming cultural events.

Tasks could include:
- accessing online stores
- finding out how to bank online
- checking price and availability of a range of consumer items

2.3.4   Travel:
Examples: find information about travel schedules (air, train, bus), seat availability, availability of holidays, hotel occupancy etc.)

Tasks could include:
- planning a trip
- checking flight or train times
- checking hotel room availability and price

2.3.5   Education/Training:
Examples: find information about education and training courses (University, College, Schools, Training including e-Training) and enrolling in courses. Search libraries for information and references

- looking for an evening class of interest
- finding out about e-learning opportunities
- how to enrol online
- accessing library sites

2.3.6   Employment:
Examples: browse employee news, search for a job, find out about employment or pension rights and pension funding

Tasks could include:
- find and browse job vacancy sites
- find out how to apply for a job online
- search for information about company pensions
- browse company Web sites

2.3.7   Health:
Examples: browse and retrieve information on public health, private medicine, alternative medicine, certification of drugs and health insurance

Tasks could include:
- find information about healthcare
- look for stores selling herbal medicines
- find out about private medical providers

2.3.8   Interest Groups:
Examples: browse and retrieve information about community groups, voluntary organisations, special interest groups, discussion groups, message boards. Etc.

Tasks could include:
- find an online discussion group for an area of interest
- post a message to a message board
- for an area of interest find out if there is a local community or voluntary group

2.3.9   Business:
Examples: browse to retrieve corporate information and be aware of intranets and extranets for business networking

Tasks could include:
- discussion about the role of intranets and extranets
- access company intranets or extranets
- find out what information is available

What next?

After working through tasks for each syllabus item and practising the skills learnt the Candidate will be ready to take the Block 2 questions in the test.

BLOCK 3 e-PARTICIPATION

In the *e-Participation* Block the Candidate is launched into the online world. Building on the computer and search skills already acquired. The Candidate shall be able to confidently carry out every day tasks such as buying a CD or book, paying a bill, banking online or making a holiday reservation. The Candidate shall also be able to access a variety of information services and carry out tasks such as filling in a tax return, finding out about new legislation, submitting a job application, enrolling in a course, making a doctor's appointment or taking part in an online discussion forum. The Candidate shall appreciate some of the issues and risks associated with using the Internet and be able to take some precautionary measures.

Lifeskills and Benefits from Use

This section sets out how the Candidate can use the skills and knowledge learnt in Block 3 to help in everyday life and how these skills can be of benefit.

Lifeskills and Benefits

- ❑ Appreciation of the Internet services available.

- ❑ Ability to use Internet services confidently and securely.

- ❑ Ability to interact on-line to benefit from commercial and government services offered over the Internet.

- ❑ Ability to use Government Services to meet the e-Citizen's statutory obligations.

BLOCK 3: e-PARTICIPATION SYLLABUS		
3.1	**Online Services**	
	3.1.1	Understand what an online form is.
	3.1.2	Understand how online forms work: use of menus, check boxes, tabbing, data entry, submit buttons, error messages etc.
	3.1.3	Understand the importance of data checking in forms.
	3.1.4	Understand the problem of the potential unauthenticated nature of an online service provider and the risks of using their services. Be able to take precautionary measures.
	3.1.5	Understand the security risk of providing credit card details when filling in forms and be able to take preventative actions.
3.2	**Applications**	
	3.2.1	**News:** Be able to e-mail your view to a local news station, participate in a news poll, complete a form requesting your opinion of a topical news item.
	3.2.2	**Government:** Be able to send an e-mail request for information, download information on government services, submit a tax return, submit your details to the voting register, participate in a policy discussion group.
	3.2.3	**Consumer:** Be able to send an e-mail to your bank asking about online banking, transfer funds between accounts, purchase a theatre ticket, obtain a quotation for a car purchase, buy a CD or a book, pay a bill etc.
	3.2.4	**Travel:** Be able to book a flight, make a hotel reservation, hire a car.
	3.2.5	**Education/Training:** Be able to send an e-mail requesting information about a course, complete an enrolment form for a course, reserve a library book. Participate in an interactive Internet classroom or course environment.
	3.2.6	**Employment:** Be able to fill out an online job application form, e-mail your CV to a recruitment agency or potential employer.
	3.2.7	**Health:** Be able to complete a form requesting a booklet or further information about a health issue, e -mail an appointment request to your local hospital. Complete an insurance claim.
	3.2.8	**Interest Groups:** Be able to post a message to a message board, become a member of a discussion group, participate as part of a special interest group.
	3.2.9	**Business:** Be able to submit an expense claim, post a sales report to a company Intranet, order an annual report or environmental report. Enquire about job opportunities.

How to interpret the Syllabus

3.1   Online Services

3.1.1   Understand what an online form is

The learner should be able to access an online form.

Tasks could include:
- accessing a Web site where, for example, an on-screen quotation can be obtained for a new personal computer
- accessing an online form

3.1.2   Understand how online forms work: use of menus, check boxes, tabbing, data entry, submit buttons, error messages etc.

Tasks could include:
- explanation of the options for completion, what pop-up and pull-down menus are, how to make an entry in a check box, what tabbing means, using on-screen buttons, selecting options, what error messages mean, etc.
- how to remove data already entered
- explanation of what mandatory fields are

3.1.3   Understand the importance of data checking in forms in respect of safety of personal information.

Tasks could include:
- understand what fields mean in a form
- enter data in fields and ensure correct data entry

3.1.4   Understand the problem of the potential unauthenticated nature of an online service provider and the risks of using their services. Be able to take precautionary measures.

Tasks could include:
- check if online service provider has an address and a telephone number
- check consumer research sites

3.1.5   Appreciate case required in issuing credit card details when filling in online forms

Tasks could include:
- explanation of why it is important to check information entered
- discussion about entering personal and financial information and security of information
- checking security when entering personal details

Ref.:SWGP1-eC1

3.2   Applications

<u>Be able to use the services available through the Internet by interacting with the online service provider to successfully obtain the service required and fully participate as an e-Citizen.</u>

*The areas listed below are not prioritised in any way, they are ALL included in the Syllabus and the e-Citizen should be aware of ALL of them. In practical exercises he or she will only be required to practically interact with **three** selected services provided in their e-Citizen Passport assessment. For national citizenship and cultural reasons the domains may be varied and the examples changed but the thrust of the Syllabus intention must be retained.*

The examples given below are suggestions only.

3.2.1   <u>News:</u>
Examples: e-mail your view to a local news station, participate in a news poll, complete a form requesting your opinion of a topical news item.

Tasks could include:
- accessing a news site to e-mail views
- e-mail a vote on a topical news issue

3.2.2   <u>Government</u>:
Examples: send an e-mail request for information on social services, submit a tax return, submit your details to the voting register, participate in a policy discussion group

Tasks could include:
- find out how to submit a tax return online
- submit details to the voting register
- send an e-mail requesting information about a social services issue

3.2.3   <u>Consumer:</u>
Examples: send an e-mail to your bank asking about online banking, transfer funds between accounts, purchase a theatre ticket, obtain a quotation for a car purchase, buy a CD or book, pay a bill etc.

Tasks could include:
- find a play of interest and buy a ticket
- buy the latest bestselling book
- get a quote for a new car
- subscribe to a consumer newsletter
- join a consumer watchdog group

3.2.4   <u>Travel</u>:
Examples: book a flight, make a hotel reservation, hire a rental car

Tasks could include:
- book a holiday flight
- book a hotel room
- buy a train ticket

3.2.5 Education/Training:
Examples: send an e-mail requesting information about a course, complete an enrolment form for a course, reserve a library book. Participate in an interactive Internet classroom or course environment

Tasks could include:
- enrolling for a night class
- send an e-mail to a college asking for information about a course of interest
- joining an online training course

3.2.6 Employment:
Examples: complete an online job application form, e-mail your CV to a recruitment agency or potential employer

Tasks could include:
- send a CV to an online recruitment company
- apply for a job online
- sending an e-mail requesting information about a job

3.2.7 Health:
Examples: complete a form requesting a booklet or further information about a health issue; e-mail an appointment request to your local hospital. Complete an insurance claim

Tasks could include:
- send an e-mail to book an appointment for an eye test
- send an e-mail requesting information about vaccinations for a holiday

3.2.8 Interest Groups:

Examples: post a message to a message board, become a member of a discussion group, participate as part of a special interest group

Tasks could include:
- join a discussion group
- post messages
- join an online book review group

3.2.9 Business:
Examples: submit an expense claim, post a sales report to a company intranet

Tasks could include:
- send an e-mail to all departments about a business event
- post an advert selling a car to the leisure section of a company intranet

What next?

After working through tasks for each syllabus item and practising the skills learnt the learner will be ready to take the Block 3 questions in the test.