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Computer has become a part of our daily lives since it can store a large volume of information. Nowadays, computers are used not just in businesses, transportation, communication, and education but also for personal use. In just one click, one can access information just about anything in a jiffy. Computers can help a person do his task easily, accurately and quickly. Computers can even help save lives especially in the field of medicine. Even disabled people can use computers to guide them in their normal activities. Thus, computers have now become a necessity and not just a luxury.

The core of the curriculum emphasizes on achieving fundamental technical capability that is required to do clerical and office specialty-based work where the Internet would be extremely utilized. Students will be geared on the idea of computer literacy and the use of general office skills in order to pursue a career in business. Most importantly, the curriculum will make learners become Office Assistants or Office Specialists.

Internet and Computing Fundamentals will be useful in making the students learn the basics of computers, work with Microsoft Office 2003 applications, and explore the web and network.

Department of Education (DepEd) in collaboration with Innovative Training (IT) Works, Incorporated envisioned a project on computer literacy in order for students to pass the Certiport’s Internet and Computing Core Certification (IC³) needed by students to become self-employed or industry-employed after completing the course. Thus, Internet and Computing Fundamentals (ICF) is anchored in providing skilful, knowledgeable, competent students in the field.
COURSE TITLE : INTERNET AND COMPUTING FUNDAMENTALS

NOMINAL DURATION : 216 HOURS

QUALIFICATION LEVEL : Certiport’s Internet and Computing Core Certification (IC³)

COURSE DESCRIPTION : This course is designed to enhance the knowledge, skills and desirable attitude required in learning the computer basics. It covers the competencies such as: recognizing computers, using Windows XP, performing using basic word processing program, spreadsheets, PowerPoint presentation and using the Internet as a tool for searching information. It also includes competencies in workplace, Internet safety, and the legality and privacy of one’s work

ENTRY REQUIREMENTS

Students who wish to enroll in the course must:

• have potential/skill as per High School Occupational Interest Inventory (HSOII) results
• possess desirable and healthy attitude towards skill activities
• have passed interview and aptitude test
• submit the following documents:
  - Form 138
  - Parent consent
  - Medical certificate issued by a government physician
  - Certificate of good moral character
## COURSE STRUCTURE

### FIRST YEAR

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<th>MODULE TITLE</th>
<th>LEARNING OUTCOME</th>
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<td>Learning the Basics of Computers</td>
<td>LO 1. Recognize the different types of computer</td>
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<td>LO 2. Identify the types and purpose of input devices</td>
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<td>LO 3. Identify the parts and functions of processing device</td>
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<td>LO 4. Identify the types and purpose of output devices</td>
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<td>LO 5. Identify the types and purpose of storage devices</td>
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<td>LO 6. Identify the types and purposes of software</td>
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<td>LO 7. Apply basic troubleshooting techniques</td>
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<td>LO 8. Present criteria in buying a computer</td>
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<td>LO 9. Explore the Microsoft Windows XP environment</td>
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<td>LO 10. Work with a typical window</td>
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<td>LO 11. Browse the hierarchy structure of files, folders and drives</td>
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<td>LO 12. Customize system settings</td>
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<td>LO 13. Utilize common application software</td>
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### SECOND YEAR

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<tr>
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<th>WORKING WITH MICROSOFT OFFICE WORD 2003</th>
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<td>LO 1. Introduce Microsoft Office Word 2003 application</td>
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<td>LO 2. Create and edit document</td>
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<td>LO 3. Format content and paragraphs</td>
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<td>LO 4. Format document</td>
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<td>LO 5. Organize content</td>
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<td>LO 6. Manage documents</td>
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<td>WORK WITH MICROSOFT OFFICE EXCEL 2003</td>
<td>WORKING WITH MICROSOFT OFFICE EXCEL 2003</td>
<td>LEARNING OUTCOME</td>
<td>SUGGESTED NO. OF HOURS</td>
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<tr>
<td></td>
<td>LO 1. Introduce spreadsheet application</td>
<td>36 hours</td>
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<td>LO 2. Create workbook in different ways</td>
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<td>LO 3. Create and edit data in a worksheet</td>
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<td>LO 4. Modify table structures and cell formats</td>
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<td>LO 5. Manipulate data using formulas and worksheet functions</td>
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<td>LO 6. Draw simple conclusions and create charts based on tabular data</td>
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| WORK WITH MICROSOFT OFFICE POWERPOINT 2003 | Working With Microsoft Office PowerPoint 2003 | LO 1. Introduce Microsoft Office PowerPoint 2003  
LO 2. Create presentation in different ways  
LO 3. Enter contents in a presentation  
LO 4. Format content of a presentation  
LO 5. Insert graphics and charts  
LO 6. Enhance the presentation  
LO 7. Manage and deliver the presentation | 36 hours |
| EXPLORE THE WEB AND NETWORK | Exploring the Web and Network | LO 1. Recognize network fundamentals and the benefits and risks of network computing  
LO 2. Determine the relationship between computer networks, other communications networks (like the telephone network) and the Internet  
LO 3. Use web browsing application software in accessing information on the Internet  
LO 4. Search the Internet for information using search engine  
LO 5. Identify how e-mail works and related “netiquette”  
LO 6. Identify how computers and Internet are used in different areas  
LO 7. Identify and compare the risks of using computer hardware and software  
LO 8. Determine the legal, ethical, and responsible uses of both the computers and Internet safety | 36 hours |
COURSE DELIVERY:

- Lecture/Discussion
- Modular
- Multimedia presentation
- Demonstration Plan, Develop, Review and Share Approach
- Observation /Exploration
- Hands-on /Tutorial

RESOURCES

- One (1) set of personal computer per student in the laboratory with licensed Microsoft Windows XP, Microsoft Office Application 2003, mouse, speakers, AVR/UPS
- Internet connection
- Video CD/DVD of Microsoft Office PowerPoint Presentation (as provided)
- LCD projector
- CD / DVD-R/RW
- Flash drive or any storage device
- Printer (networked)
- Bond paper 8.5” X 11”
- Modules/Handouts
- Reference books

ASSESSMENT METHODS:

- Question and answer
- Skill-based
- Computer/Paper-based
- Output-based

QUALIFICATION OF A TEACHER:

- Must be Certiport’s Internet and Computing Core Certification (IC³) passer
- Pass the required government examination
- Physically and mentally fit.
Unit of Competency : LEARN THE BASICS OF COMPUTERS

Module Title : LEARNING THE BASICS OF COMPUTERS

Module Description : This module covers the knowledge, skills and attitude required in learning the computer basics. This module is composed of two major sections: (1) Recognizing Computers and (2) Using Windows XP to facilitate a comprehensible understanding for the students. The first section, Recognizing Computers tackles the individual component of Personal Computers. The second section, Using Windows XP focuses on developing and enhancing students’ skills and knowledge about computers.

Nominal Duration : 72 hours

Certification Level : Certiport’s Internet and Core Computer Certification (IC³)

Pre-requisites : None

Learning Outcomes :

Upon completion of this module, the students should be able to:

LO 1. recognize the different types of computer;
LO 2. identify the types and purposes of input devices;
LO 3. identify the parts and functions of processing device;
LO 4. identify the types and purpose of output devices;
LO 5. identify the types and purpose of storage devices;
LO 6. identify the types and purposes of software;
LO 7. apply basic troubleshooting techniques;
LO 8. present criteria in buying a computer;
LO 9. explore the Microsoft Windows XP environment;
LO 10. work with a typical window;
LO 11. browse the hierarchy structure of files, folders and drives;
LO 12. customize system settings; and
LO 13. utilize common application software.
LO1. RECOGNIZE THE DIFFERENT TYPES OF COMPUTER

ASSESSMENT CRITERIA:

1. Computers are classified according to size, power and purpose.
2. Types of microcomputers are identified, explained and differentiated.
3. Other types of computing devices are enumerated and discussed.

CONTENT:

• Classifying computers according to size, power and purpose
• Identifying, explaining and differentiating the types of microcomputers
• Enumerating other types of computing devices

CONDITION:

The following resources are needed in this learning outcome:

• Personal Computer
• LCD Projector
• Projection screen
• Whiteboard
• Different computer technologies (i.e. mobile phone, calculator, etc.)
• All other available electronic devices (i.e. DVD player, television set, etc.)
• Pictures of different types of computers
• Modules / Handouts
• Reference books
• Whiteboard marker/eraser

METHODOLOGIES:

• Lecture
• Group discussion
• Multimedia presentation

ASSESSMENT METHODS:

• Oral questioning
• Written examination
• Small Group work
LO2. IDENTIFY THE TYPES AND PURPOSES OF INPUT DEVICES

ASSESSMENT CRITERIA:

1. Basic input devices are distinguished and explained.
2. Specialized input devices are determined.

CONTENT:

- Distinguishing and explaining basic input devices
- Determining specialized input devices

CONDITIONS:

The following resources are needed in this learning outcome:

- Personal Computer
- LCD Projector
- Projection screen
- Whiteboard
- Keyboard
- Mouse
- Scanner
- All other available input devices
- Pictures of different types of computers
- Modules / Handouts
- Reference books
- Whiteboard marker/eraser

METHODOLOGIES:

- Group discussion
- Lecture
- Multimedia presentation

ASSESSMENT METHODS:

- Oral examination
- Written examination
- Short answer questions: True/False/Multiple Choice Questions paper-based or computer-aided-assessment)
LO3. IDENTIFY THE PARTS AND FUNCTIONS OF PROCESSING DEVICE

ASSESSMENT CRITERIA:

1. Components and purposes of the internal parts of the system unit are recognized.
2. The roles of the central processing unit are discussed.
3. The speed of the microprocessor is measured.
4. The role of Random Access Memory (RAM) in processing data is explained.
5. Ports that connect the input and output devices to a computer are utilized.

CONTENT:

- Recognizing the components and purposes of the internal parts of the system unit
- Discussing the roles of the central processing unit
- Measuring the speed of the microprocessor
- Explaining the role of Random Access Memory (RAM) in processing data
- Utilizing the ports that connect the input and output devices to a computer

CONDITIONS:

The following resources are needed in this learning outcome:

- Personal Computer
- LCD Projector
- Projection screen
- Whiteboard
- System Unit (to be disassembled)
- Microprocessor
- Memory module
- Modules / Handouts
- Reference books
- Whiteboard marker/eraser

METHODOLOGIES:

- Group discussion
- Buzz Group
- Multimedia presentation
ASSESSMENT METHODS:

- Oral questioning
- Written examination
- Performance Test

LO4. IDENTIFY THE TYPES AND PURPOSE OF OUTPUT DEVICES

ASSESSMENT CRITERIA:

1. Basic output devices are distinguished.
2. Specialized output devices are determined.

CONTENT:

- Distinguishing basic output devices
- Determining specialized output devices

CONDITIONS:

The following resources are needed in this learning outcome:

- Personal Computer
- LCD Projector
- Projection screen
- Whiteboard
- Monitor
- Printer
- Microphone
- Other available output devices
- Modules / Handouts
- Reference books
- Whiteboard marker/eraser

METHODOLOGIES:

- Lecture
- Multimedia presentation
**ASSESSMENT METHODS:**

- Oral questioning
- Written Based examination

**LO5. IDENTIFY THE TYPES AND PURPOSE OF STORAGE DEVICES**

**ASSESSMENT CRITERIA:**

1. Types of storage devices and storage media are enumerated and explained.
2. The computer’s memory is pointed out and measured.
3. The flow of information between storage devices to the microprocessor and RAM is illustrated and relayed.

**CONTENT:**

- Enumerating and explaining the types of storage devices and storage media
- Pointing out and measuring the computer’s memory
- Illustrating and relaying the flow of information between storage devices to the microprocessor and RAM

**CONDITIONS:**

The following resources are needed in this learning outcome:

- Personal Computer
- Hard disk
- Floppy disk / Diskette
- Flash drive
- Flash card
- Different types of optical disks (i.e. CD, CD-R, CD-RW, DVD, DVD-R, DVD-RW)
- Memory module
- Other available storage devices
- LCD Projector
- Projection screen
- Whiteboard
- Modules / Handouts
- Reference books
- Whiteboard marker/eraser
METHODOLOGIES:

- Lecture
- Interaction
- Multimedia presentation
- Illustration using flowcharting

ASSESSMENT METHODS:

- Oral questioning
- Paper Based examination
- Illustration
- Diagramming

LO6. IDENTIFY THE TYPES AND PURPOSES OF SOFTWARE

ASSESSMENT CRITERIA:

1. Software is defined and explained.
2. Different types and purposes of software are determined.
3. Software development process is recognized.
4. Functions of application and system software are identified and explained.
5. Issues related to software upgrades are analyzed and solved.

CONTENT:

- Defining and explaining software
- Determining the different types and purposes of software
- Recognizing software development process
- Identifying and explaining functions of application and system softwares
- Analyzing and solving issues related to software upgrades
CONDITIONS:

The following resources are needed in this learning outcome:

- Personal Computer
- LCD Projector
- Projection screen
- Whiteboard
- Installers and drivers of software and hardware devices
- Boxes of purchased software (e.g. Antivirus, Office Suite)
- Modules / Handouts
- Reference books
- Whiteboard marker/eraser

METHODOLOGIES:

- Reading
- Lecture
- Dyad / triad / pair discussion
- Audio visual materials
- Buzz group

ASSESSMENT METHODS:

- Group work
- Oral examination
- Written presentation
- Problem scenario

LO7. APPLY BASIC TROUBLESHOOTING TECHNIQUES

ASSESSMENT CRITERIA:

1. Safety guidelines in troubleshooting are observed.
2. Common computer problems are identified, minimized and solved.
3. Factors that cause damage or malfunction to a computer are determined.
4. Ways in routinely taking care of computer are practiced.
5. Computer equipment is installed and upgraded.
CONTENT:

- Observing safety guidelines
- Identifying, minimizing and solving common computer problems
- Determining the factors that cause damage to computer
- Practicing ways in routinely taking care of a computer
- Installing and upgrading computer equipment

CONDITIONS:

The following resources are needed in this learning outcome:

- Personal Computer
- Disk cleaners
- Clean piece of rug
- Portable vacuum cleaner
- LCD Projector
- Projection screen
- Whiteboard
- Modules / Handouts
- Reference books
- Whiteboard marker/eraser

METHODOLOGIES:

- Lecture
- Group discussion
- Exploration of personal attitudes
- Multimedia presentation

ASSESSMENT METHODS:

- Oral questioning
- Work-based problem
- Group work
- Journal
- Demonstration of the procedure
LO8. PRESENT CRITERIA IN BUYING A COMPUTER

ASSESSMENT CRITERIA:

1. Criteria in selecting a personal computer are presented and considered.
2. Warranties and support agreements are considered.

CONTENT:

• Presenting and considering criteria in selecting a personal computer
• Considering the warranties and support agreements

CONDITIONS:

The following resources are needed in this learning outcome:

• Personal Computer
• Brochures of computer parts and devices quotations
• Different computer electronic devices
• LCD Projector
• Projection screen
• Whiteboard
• Modules / Handouts
• Reference books
• Whiteboard marker/eraser

METHODOLOGIES:

• Group discussion
• Interaction
• Lecture
• Multimedia presentation

ASSESSMENT METHODS:

• Oral questioning
• Role play
• Learning contract
• Group work
LO9. EXPLORE THE MICROSOFT WINDOWS XP ENVIRONMENT

ASSESSMENT CRITERIA:

1. The history and evolution of Microsoft Windows operating system are discussed.
2. Procedure in proper turning on and off of computer are successfully performed.
3. Elements of Windows XP are explored and used.

CONTENT:

- Discussing the history and evolution of Microsoft Windows operating system
- Performing the proper turning on and off of a computer
- Exploring and using the elements of Windows XP

CONDITIONS:

The following resources are needed in this learning outcome:

- Personal Computer
- LCD Projector
- Projection screen
- Whiteboard
- Modules / Handouts
- Reference books
- Whiteboard marker/eraser

METHODOLOGIES:

- Formal lecture using Timeline
- Demonstration
- Hands-on
- Multimedia presentation

ASSESSMENT METHODS:

- Oral questioning
- Written exam
- Performance test
- Demonstration
LO10. WORK WITH A TYPICAL WINDOW

ASSESSMENT CRITERIA:

1. Parts of a typical window are described.
2. A typical window is managed and explored.

CONTENT:

- Describing the parts of a typical window
- Managing and exploring a typical window

CONDITIONS:

The following resources are needed in this learning outcome:

- Personal Computer
- LCD Projector
- Projection screen
- Whiteboard
- Modules / Handouts
- Reference books
- Whiteboard marker/eraser

METHODOLOGIES:

- Lecture
- Demonstration
- Multimedia presentation
- Hands-on

ASSESSMENT METHODS:

- Oral questioning
- Computer / Paper-Based
- Performance test
- Demonstration
LO11. BROWSE THE HIERARCHY STRUCTURE OF FILES, FOLDERS AND DRIVES

ASSESSMENT CRITERIA:

1. Concepts and the importance of file management are explained.
2. The My Computer window and Windows Explorer are compared and used.
3. Files, folders and hard drives are managed and maintained.

CONTENT:

• Explaining the concepts and the importance of file management
• Comparing and using the My Computer window and Windows Explorer
• Managing and maintaining files, folders and hard drives

CONDITIONS:

The following resources are needed in this learning outcome:

• Personal Computer
• Real File Folder
• LCD Projector
• Projection screen
• Whiteboard
• Modules / Handouts
• Reference books
• Whiteboard marker/eraser

METHODOLOGIES:

• Group discussion
• Lecture
• Demonstration

ASSESSMENT METHODS:

• Essay
• Computer / Paper-Based
• Performance Test
LO12. CUSTOMIZE SYSTEM SETTINGS

ASSESSMENT CRITERIA:

1. Options in Control Panel are explained, accessed, and used.
2. Simple system settings such as the date and time, displays, mouse, and volume are changed.
3. Procedure in installing and uninstalling programs and hardware devices are demonstrated.

CONTENT:

• Explaining, accessing and using of options in Control Panel
• Changing simple system settings such as the date and time, displays, mouse, and volume
• Demonstrating the procedure of installing and uninstalling programs and hardware devices

CONDITIONS:

The following resources are needed in this learning outcome:

• Personal Computer
• LCD Projector
• Projection screen
• Whiteboard
• Modules / Handouts
• Reference books
• Whiteboard marker/eraser

METHODOLOGIES:

• Multimedia presentation
• Demonstration of the procedure
• Hands-on

ASSESSMENT METHODS:

• Performance Test
• Demonstration
• Computer / Paper-Based
LO13. UTILIZE COMMON APPLICATION SOFTWARE

ASSESSMENT CRITERIA:

1. Common application software such as WordPad are accessed and utilized.
2. Documents and files are properly managed by creating, saving, closing, opening, editing and printing.

CONTENT:

- Accessing and utilizing common application software such as WordPad
- Properly managing documents and files by creating, saving, closing, opening, editing and printing

CONDITIONS:

The following resources are needed in this learning outcome:

- Personal Computer
- Printer
- Printer Ink
- Bond Paper
- LCD Projector
- Projection screen
- Whiteboard
- Modules / Handouts
- Reference books
- Whiteboard marker/eraser

METHODOLOGIES:

- Lecture
- Demonstration of procedure
- Hands-on

ASSESSMENT METHODS:

- Computer / Paper-Based
- Performance Test
Unit of Competency : WORK WITH MICROSOFT OFFICE WORD 2003

Module Title : WORKING WITH MICROSOFT OFFICE 2003

Module Description : This module covers the knowledge and skills required in performing basic word processing using Microsoft Word 2003 application such as making letters, enhancing documents with pictures, charts or tables, making personal or business documents and other tasks which can be efficiently done in this application.

Nominal Duration : 36 hours

Certification Level : Certiport’s Internet and Computing Core Certification (IC³)

Pre-requisites : Working knowledge of Microsoft Windows would be useful but not essential.

Learning outcomes:

Upon completion of this module the students/trainees should be able to:

LO 1. introduce Microsoft Word 2003 application;

LO 2. create and edit document;

LO 3. format content and paragraphs;

LO 4. format document;

LO 5. organize content; and

LO 6. manage documents
LO1. INTRODUCE MS WORD 2003 APPLICATION

ASSESSMENT CRITERIA:

4. Purpose of the application is determined.
5. The application is properly launched and closed.
6. Elements of MS Word window are identified and used appropriately.

CONTENTS:

- Determining the purpose of the application
- Launching and closing the MS Word 2003 application
- Identifying the screen elements of MS Word 2003 window

CONDITION:

The following resources are needed in this learning outcome:

- One (1) set of personal computer per student in the laboratory with licensed MS Windows XP, MS Office 2003, mouse, speakers, AVR/UPS
- Multimedia player
- CD-DVD
- LCD projector
- Modules/Handouts
- Reference books

METHODOLOGIES:

- Modular/Self-paced learning
- Lecture/Discussion
- Multimedia presentation
- Tutorial/Hands-on
- Demonstration

ASSESSMENT METHODS:

- Computer/Paper-based
- Interview
- Hands-on Assessment of skills
- Question and Answer Method
LO2. CREATE AND EDIT DOCUMENT

ASSESSMENT CRITERIA:

1. A new blank document is created.
2. Templates are selected and used in creating a new document.
3. Text, symbols and special characters are inserted.
4. Documents are opened and closed appropriately.
5. Document is saved to a folder, storage device and/or in another format.
6. Spelling, grammar and word usage are checked.
7. Date and time are inserted.
8. Graphics are inserted, resized and positioned.
9. Diagrams and charts are created and modified.
10. Research tools are used.

CONTENTS:

- Creating new blank documents or templates
- Inserting text, symbols and characters
- Opening and closing existing or new document
- Saving a document
- Checking spelling, grammar and word usage
- Inserting fields and pre-defined text
- Inserting and manipulating graphics
- Creating and modifying diagrams and charts
- Using research tools

CONDITIONS:

The following resources are needed in this learning outcome:

- One (1) set of personal computer per student in the laboratory with licensed MS Windows XP, MS Office 2003, mouse, speakers, AVR/UPS
- Multimedia player
- CD-DVD
- Printer
- LCD projector
- Diskettes or Flash Drives
- Modules/Handouts
- Reference books
METHODOLOGIES:

• Modular/Self-paced learning
• Lecture/Discussion
• Multimedia presentation
• Demonstration
• Tutorial/Hands-on

ASSESSMENT METHODS:

• Computer/Paper-based
• Interview
• Hands-on Skills Assessment
• Portfolio Assessment

LO3. FORMAT CONTENTS AND PARAGRAPHS

ASSESSMENT CRITERIA:

1. Word, line and paragraph in a document are selected.
2. Line and paragraph spacing are changed.
3. Font and text effects are applied.
4. Styles are created, modified and applied.
5. Texts are indented.
6. Rulers are displayed.
7. Tabs are used.
8. Formats are copied using format painter.

CONTENTS:

• Changing spacing of word, line or paragraphs
• Applying font and text effects
• Creating, modifying and applying styles
• Indenting text
• Displaying Rulers
• Setting and modifying tabs
• Copying formats using the format painter tool
CONDITIONS:

The following resources are needed in this learning outcome:

- One (1) set of personal computer per student in the laboratory with licensed MS Windows XP, MS Office 2003, mouse, speakers, AVR/UPS
- Multimedia player
- CD or DVD
- LCD projector
- Diskettes or Flash Drives
- Modules/Handouts
- Reference books

METHODOLOGIES:

- Modular/Self-paced learning
- Lecture/Discussion
- Multimedia presentation
- Demonstration
- Tutorial/Hands-on

ASSESSMENT METHODS:

- Oral questioning
- Hands-on skills assessment
- Computer/Paper-based
- Portfolio Assessment

LO4. FORMAT DOCUMENT

ASSESSMENT CRITERIA:

1. Columns are applied and modified.
2. Headers and footers are created, modified and formatted.
3. Footnotes and Endnotes are inserted
4. Page numbers are inserted, modified and formatted.
5. Page break or section break is inserted and/or deleted.
6. Document layout and page set-up are modified.
CONTENTS:

• Applying and modifying columns
• Creating, modifying and formatting headers and footers
• Inserting footnotes and endnotes
• Inserting, modifying and formatting page numbers
• Inserting or deleting page break or section break
• Modifying document layout and page setup

CONDITIONS:

The following resources are needed in this learning outcome:

• One (1) set of personal computer per student in the laboratory with licensed MS Windows XP, MS Office 2003, mouse, speakers, AVR/UPS
• Multimedia player
• CD or DVD
• LCD projector
• Diskettes or Flash Drives
• Modules/Handouts
• Reference books

METHODOLOGIES:

• Modular/Self-paced learning
• Lecture/Discussion
• Multimedia presentation
• Demonstration
• Tutorial/Hands-on

ASSESSMENT METHODS:

• Oral Questioning
• Hands-on Skills Assessment
• Computer/Paper-based
• Portfolio Assessment
LOS5. ORGANIZE CONTENT

ASSESSMENT CRITERIA:

1. Tables are inserted and modified.
2. Data in a table are sorted.
3. Borders and shadings are applied.
4. Bulleted and numbered lists are created and modified.

CONTENTS:

• Creating, inserting and modifying tables
• Sorting data in a table
• Applying borders and shadings
• Inserting and creating bulleted and numbered lists

CONDITIONS:

The following resources are needed in this learning outcome:

• One (1) set of personal computer per student in the laboratory with licensed MS Windows XP, MS Office 2003, mouse, speakers, AVR/UPS
• Multimedia player
• CD or DVD
• LCD projector
• Diskettes or Flash Drives
• Modules/Handouts
• Reference books

METHODOLOGIES:

• Modular/Self-paced learning
• Lecture/Discussion
• Multimedia presentation
• Demonstration
• Tutorial/Hands-on

ASSESSMENT METHODS:

• Oral Recitation
• Computer/Paper-based
• Hands-on Skills Assessment
• Portfolio Assessment
LO6. MANAGE DOCUMENTS

ASSESSMENT CRITERIA:

1. Comments are inserted.
2. Changes are tracked.
3. Document statistics are displayed.
4. Views are change
5. Hyperlinks are inserted and modified.
6. Documents are previewed and printed.

CONTENTS:

• Inserting Comments
• Tracking Changes
• Displaying document properties
• Changing View of a document
• Inserting, editing and removing hyperlinks
• Previewing and printing documents

CONDITIONS:

The following resources are needed in this learning outcome:

• One (1) set of personal computer per student with licensed MS Windows XP, MS Office 2003, mouse, speakers, AVR/UPS
• Multimedia player
• CD or DVD
• Printer
• LCD projector
• Diskettes or Flash Drives
• Modules/Handouts
• Reference books

METHODOLOGIES:

• Modular/Self-paced learning
• Lecture/Discussion
• Multimedia presentation
• Demonstration
• Tutorial/Hands-on
ASSESSMENT METHODS:

- Oral Recitation
- Hands on Skills Assessment
- Computer/Paper-based
- Portfolio Assessment
**Unit of Competency**: WORK WITH MICROSOFT OFFICE EXCEL 2003

**Module Title**: WORKING WITH MICROSOFT OFFICE 2003

**Module Description**: This module covers the knowledge and skills required to properly perform basic spreadsheet functions using Microsoft Office Excel 2003 application such as creating and formatting spreadsheets, analyzing and sharing information to make more informed decisions and other relevant tasks which can be efficiently carried out using this application.

**Nominal Duration**: 36 hours

**Certification Level**: Certiport’s Internet and Computing Core Certification (IC³)

**Pre-requisites**: Working knowledge of Microsoft Windows would be useful but not essential.

**Learning outcomes:**

Upon completion of this module the students/trainees should be able to:

- LO 1. introduce spreadsheet application;
- LO 2. create workbook in different ways;
- LO 3. create and edit data in a worksheet;
- LO 4. modify table structures and cell formats;
- LO 5. manipulate data using formulas and worksheet functions;
- LO 6. draw simple conclusions and create charts based on tabular data; and
- LO 7. manage workbooks.
LO1. INTRODUCE SPREADSHEET APPLICATION

ASSESSMENT CRITERIA:

1. Application is used based on its intended purpose.
2. The application is properly launched and closed.
3. Elements of the application window are recognized and used.

CONTENT:

- Identifying tasks that requires using the application
- Launching and closing the application
- Recognizing the elements of the application window and their uses

CONDITIONS:

The following resources are needed in this learning outcome:

- One (1) set of personal computer per student in the laboratory with licensed Microsoft Windows XP, Microsoft Office 2003, mouse, speakers, AVR/UPS
- One (1) printer per laboratory
- Multimedia Player
- LCD projector
- Storage devices (CD-R/CD-RW, DVD-R/RW, flash drives, diskettes, etc.)
- Modules/Handouts
- Reference books

METHODOLOGIES:

- Modular/Self-paced Learning
- Brain Storming
- Concept Mapping
- Multimedia Presentation/Guided Discussion
- Demonstration
- Hands-on/Tutorial

ASSESSMENT METHODS:

- Observation
- Graded Recitation
- Rubric Assessment
- Computer/Paper-based Examination
- Interview
- Hands-on Skill Assessment
LO2. CREATE WORKBOOK IN DIFFERENT WAYS

ASSESSMENT CRITERIA:

1. Appropriate template is used.
2. A new blank workbook is created.

CONTENT:

- Selecting and using available and appropriate spreadsheet template
- Creating a new blank workbook

CONDITIONS:

The following resources are needed in this learning outcome:

- One (1) set of personal computer per student in the laboratory with licensed Microsoft Windows XP, Microsoft Office 2003, mouse, speakers, AVR/UPS
- One (1) printer per laboratory
- Multimedia Player
- LCD projector
- Storage devices (CD-R/CD-RW, DVD-R/RW, flash drives, diskettes, etc.)
- Modules/Handouts
- Reference books

METHODOLOGIES:

- Modular/Self-paced Learning
- Multimedia Presentation/Guided Discussion
- Demonstration
- Hands-on/Tutorial

ASSESSMENT METHODS:

- Observation
- Computer/Paper-based Examination
- Interview
- Hands-on Skill Assessment
LO3. CREATE AND EDIT DATA IN A WORKSHEET

ASSESSMENT CRITERIA:

1. Data are identified and classified as label, value or formula.
2. Cells are selected using keyboard and/or mouse.
3. Data are inserted or modified in a worksheet.
4. Workbook is opened, closed, or saved to storage devices.

CONTENT:

- Identifying and classifying data as label, value or formula
- Identifying different mouse appearances and their functions
- Selecting cells using keyboard and/or mouse
- Inserting data
- Modifying/Editing inserted data
- Opening and closing a workbook
- Saving workbooks to storage devices

CONDITIONS:

The following resources are needed in this learning outcome:

- One (1) set of personal computer per student in the laboratory with licensed Microsoft Windows XP, Microsoft Office 2003, mouse, speakers, AVR/UPS
- One (1) printer per laboratory
- Multimedia Player
- LCD projector
- Storage devices (CD-R/CD-RW, DVD-R/RW, flash drives, diskettes, etc.)
- Modules/Handouts
- Reference books

METHODOLOGIES:

- Modular/Self-paced Learning
- Multimedia presentation/Guided Discussion
- Data Analysis
- Demonstration
- Hands-on /Tutorial
ASSESSMENT METHODS:

- Observation
- Graded Recitation
- Computer/Paper-based Examination
- Hands-on Skill Assessment

LO4. MODIFY TABLE STRUCTURES AND CELL FORMATS

ASSESSMENT CRITERIA:

1. Table structure is modified.
2. Cells are formatted to display different styles.
3. Number formats are changed based on specification.
4. Borders, shading and background patterns are applied.
5. Table AutoFormat available in Excel is applied.

CONTENT:

- Formatting cells to display different styles
- Changing number formats
- Resizing row height and column width
- Merging and unmerging cells
- Inserting/Deleting rows and columns
- Hiding/unhiding rows and columns
- Applying borders, shading and background patterns
- Using table AutoFormat

CONDITIONS:

The following resources are needed in this learning outcome:

- One (1) set of personal computer per student in the laboratory with licensed Microsoft Windows XP, Microsoft Office 2003, mouse, speakers, AVR/UPS
- One (1) printer per laboratory
- Multimedia Player
- LCD projector
- Storage devices (CD-R/CD-RW, DVD-R/RW, flash drives, diskettes, etc.)
- Modules/Handouts
- Reference books
METHODOLOGIES:

- Modular/Self-paced Learning
- Multimedia Presentation/Guided Discussion
- Brainstorming
- Demonstration
- Hands-on /Tutorial

ASSESSMENT METHODS:

- Observation
- Graded Recitation
- Computer/Paper-based Examination
- Hands-on Skill Assessment
- Rubric Assessment

LO5. MANIPULATE DATA USING FORMULAS AND WORKSHEET FUNCTIONS

ASSESSMENT CRITERIA:

1. Arithmetic formulas using either absolute or relative cell addresses are inserted in worksheet cells.
2. Common worksheet functions are inserted into cells.
3. AutoSum function is used to automatically add numbers within a row or column.
4. Formulas and functions are corrected to suit the specified logical or mathematical operations.

CONTENT:

- Converting mathematical equations into spreadsheet formulas
- Using cell addresses in spreadsheet formulas
- Identifying absolute and relative cell addresses
- Selecting and applying appropriate worksheet function for a specific task
- Using AutoSum function
- Identifying indications of incorrect use formula or function
- Correcting formulas and functions to suit the required logical or mathematical operation
CONDITIONS:

The following resources are needed in this learning outcome:

- One (1) set of personal computer per student in the laboratory with licensed Microsoft Windows XP, Microsoft Office 2003, mouse, speakers, AVR/UPS
- One (1) printer per laboratory
- Multimedia Player
- LCD projector
- Storage devices (CD-R/CD-RW, DVD-R/RW, flash drives, diskettes, etc.)
- Modules/Handouts
- Reference books

METHODOLOGIES:

- Modular/Self-paced Learning
- Multimedia Presentation/Guided Discussion
- Demonstration
- Peer Teaching
- Board Exercises
- Hands-on /Tutorial

ASSESSMENT METHODS:

- Observation
- Graded Recitation
- Problem Solving
- Computer/Paper-based Examination
- Hands-on Skill Assessment

LO6. DRAW SIMPLE CONCLUSIONS AND CREATE CHARTS BASED ON TABULAR DATA

ASSESSMENT CRITERIA:

1. Data within a worksheet are sorted according to specified order.
2. Simple conclusions are derived from tabular data within a worksheet.
3. Comments are inserted, viewed or edited.
4. Appropriate chart type is used based on data shown in a table.
5. Charts are inserted and modified in a worksheet.
CONTENT:

- Sorting data
- Deriving simple conclusions from tabular data
- Inserting, viewing or editing comments
- Selecting and inserting appropriate chart type for data shown on table
- Modifying inserted chart

CONDITIONS:

The following resources are needed in this learning outcome:

- One (1) set of personal computer per student in the laboratory with licensed Microsoft Windows XP, Microsoft Office 2003, mouse, speakers, AVR/UPS
- One (1) printer per laboratory
- Multimedia Player
- LCD projector
- Storage devices (CD-R/CD-RW, DVD-R/RW, flash drives, diskettes, etc.)
- Modules/Handouts
- Reference books

METHODOLOGIES:

- Modular/Self-paced Learning
- Multimedia Presentation/Guided Discussion
- Demonstration
- Group Discussion
- Hands-on /Tutorial

ASSESSMENT METHODS:

- Observation
- Graded Recitation
- Computer/Paper-based Examination
- Hands-on Skill Assessment
LO7. MANAGE WORKBOOKS

ASSESSMENT CRITERIA:

1. Cells are inserted, deleted and moved.
2. Paste or paste special function is used as required.
3. Hyperlinks are created or modified.
4. Worksheets are organized.
5. Data are previewed in other views and in different magnification levels.
6. Pages are formatted and set for printing.
7. File formats are converted.

CONTENT:

- Inserting, deleting and moving cells
- Applying paste or paste special function based on need
- Creating and modifying hyperlinks
- Organizing worksheets
- Displaying the data in different views and magnification levels
- Formatting and setting pages for printing
- Converting file formats

CONDITIONS:

The following resources are needed in this learning outcome:

- One (1) set of personal computer per student in the laboratory with licensed Microsoft Windows XP, Microsoft Office 2003, mouse, speakers, AVR/UPS
- One (1) printer per laboratory
- Multimedia Player
- LCD projector
- Storage devices (CD-R/CD-RW, DVD-R/RW, flash drives, diskettes, etc.)
- Modules/Handouts
- Reference books

METHODOLOGIES:

- Modular/Self-paced Learning
- Lecture/Discussion
- Multimedia presentation
- Demonstration
- Tutorial/Hands-on
ASSESSMENT METHODS:

- Observation
- Interview
- Computer/Paper-based Examination
- Hands-on Skill Assessment
Unit of Competency : WORK WITH MICROSOFT OFFICE POWERPOINT 2003

Module Title : WORKING WITH MICROSOFT OFFICE POWERPOINT 2003

Module Description : This module covers the knowledge, skills and attitude required in working with Microsoft Office PowerPoint 2003 to be able to perform various functions in opening, creating and working an effective PowerPoint presentation using this office application.

Nominal Duration : 36 hours

Certification Level : Certiport’s Internet and Computing Core Certification (IC³)

Pre-requisites : Working knowledge of Microsoft Windows would be useful but not essential.

Learning outcomes :

Upon completion of this module the students/trainees should be able to:

LO 1. introduce Microsoft Office PowerPoint 2003;

LO 2. create presentation in different ways;

LO 3. enter contents in a presentation;

LO 4. format content of a presentation;

LO 5. insert graphics and charts;

LO 6. enhance presentation; and

LO 7. manage and deliver presentation
LO1. INTRODUCE MICROSOFT OFFICE POWERPOINT 2003

ASSESSMENT CRITERIA

1. Purpose of the application is determined and followed.
2. Elements of Microsoft Office PowerPoint window are recognized and explored.
3. Guidelines in creating an effective presentation is determined and followed.
4. The application is properly launched and closed.

CONTENT:

• Starting Microsoft Office PowerPoint Presentation
• Recognizing Screen Elements of Microsoft Office PowerPoint Window
• Launching and closing the Microsoft Office PowerPoint Window
• Following the Guidelines in Creating Effective Presentation

CONDITIONS:

The following resources are needed in this learning outcome:

• One (1) set of personal computer per student in the laboratory with licensed Microsoft Windows XP, Microsoft Office Application 2003, mouse, speakers, AVR/UPS
• Video CD/DVD of Microsoft Office PowerPoint Presentation (as provided)
• LCD projector
• CD / DVD-R/RW
• Modules/Handouts
• Reference books

METHODOLOGIES:

• Lecture/Discussion
• Modular
• Multimedia presentation
• Demonstration
• Observation /Exploration
• Hands-on /Tutorial

ASSESSMENT METHODS:

• Question and answer
• Demonstration
• Computer/Paper-based
LO2. CREATE PRESENTATION IN DIFFERENT WAYS

ASSESSMENT CRITERIA:

1. Appropriate template is selected and used.
2. A new blank presentation is created.
3. Existing presentation is opened.
4. Slide layout and design features are explored.
5. Slides are added, deleted, moved and/or duplicated.

CONTENT:

- Creating New Presentation from a Blank Presentation
- Creating New Presentation from Design Template
- Opening an Existing Presentation
- Adding and Deleting New Slides
- Changing Slide Layout

CONDITIONS:

The following resources are needed in this learning outcome:

- One (1) set of personal computer per student in the laboratory with licensed Microsoft Windows XP, Microsoft Office Application 2003, mouse, speakers, AVR/UPS
- Video CD/DVD of Microsoft Office PowerPoint Presentation (as provided)
- LCD projector
- CD / DVD-R/RW
- Modules/Handouts
- Reference books

METHODOLOGIES:

- Lecture/Discussion
- Self-paced learning/Modular
- Multimedia presentation
- Demonstration
- Observation
- Hands-on/Tutorial
ASSESSMENT METHODS:

- Oral questioning
- Skill-based
- Computer/Paper-based

LO3. ENTER CONTENT IN A PRESENTATION

ASSESSMENT CRITERIA:

1. Presentation slides are viewed in different ways.
2. Text and symbols are added to a blank presentation.
3. Bulleted, number and/or multilevel lists are selected and used as required.
4. Placeholder is added, deleted and modified.
5. Presentation is closed and saved to a storage device and/or in another format.

CONTENT:

- Understanding PowerPoint Views
- Adding Text and Symbols
- Using Bulleted, Number and/or Multilevel Lists
- Adding and Deleting and Modifying Placeholder
- Closing and Saving Presentation

CONDITIONS:

The following resources are needed in this learning outcome:

- One (1) set of personal computer per student in the laboratory with licensed Microsoft Windows XP, Microsoft Office Application 2003, mouse, speakers, AVR/UPS
- Video CD/DVD of Microsoft Office PowerPoint Presentation (as provided)
- LCD projector
- CD / DVD-R/RW
- Flash drive or any storage device
- Modules/Handouts
- Reference books
METHODOLOGIES:

- Lecture
- Group Discussion/Modular
- Multimedia presentation
- Demonstration
- Observation/Exploration
- Tutorial/Hands-on

ASSESSMENT METHODS:

- Oral questioning
- Demonstration
- Computer/Paper-based

LO4. FORMAT CONTENT OF A PRESENTATION

ASSESSMENT CRITERIA:

1. Different toolbars are opened and viewed to select options.
2. Font settings are appropriately designed for the purpose of the presentation.
3. Slide setup, color schemes, background and design templates are appropriately selected and used.
4. Design templates available in the Internet are applied.

CONTENT:

- Using the Toolbars
- Modifying Font Settings
- Utilizing Slide Setup
- Using Online Design Template

CONDITIONS:

The following resources are needed in this learning outcome:

- One (1) set of personal computer per student in the laboratory with licensed Microsoft Windows XP, Microsoft Office Application 2003
mouse, speakers, AVR/UPS
• Internet connection
• Video CD/DVD of Microsoft Office PowerPoint Presentation (as provided)
• LCD projector
• CD / DVD-R/RW
• Modules/Handouts
• Reference books

METHODOLOGIES:
• Modular/ Self-paced learning
• Lecture/Discussion
• Multimedia presentation
• Demonstration
• Discovery Approach
• Tutorial/Hands-on

ASSESSMENT METHODS:
• Oral questioning
• Demonstration
• Computer/Paper-based

LO5. INSERT GRAPHICS AND CHARTS

ASSESSMENT CRITERIA:
1. Graphics, objects, and charts are inserted.
2. Graphics, objects, and charts are modified.

CONTENTS:
• Inserting Graphics, Objects and Charts
• Modifying Graphics, Objects and Charts
CONDITIONS:

The following resources are needed in this learning outcome:

- One (1) set of personal computer per student in the laboratory with licensed Microsoft Windows XP, Microsoft Office Application 2003, mouse, speakers, AVR/UPS
- Video CD/DVD of Microsoft Office PowerPoint Presentation (as provided)
- LCD projector
- CD / DVD-R/RW
- Modules/Handouts
- Reference books

METHODOLOGIES:

- Lecture/Discussion
- Self-paced learning/Modular
- Multimedia presentation
- Predict, Observe and Explain Approach
- Plan, Develop, Review and Share Approach
- Tutorial/Hands-on

ASSESSMENT METHODS:

- Question and Answer
- Skill-based
- Computer/Paper-based

LO6. ENHANCE PRESENTATION

ASSESSMENT CRITERIA:

1. Animation and multimedia effects are applied and customized.
2. Slide transition effects are applied and customized to ensure smooth progression throughout the presentation.
3. Header and Footer are used as required.
4. Multiple Master layouts in the presentation are created.
5. Hyperlinks are added to slides.
CONTENTS:

- Animating Slides
- Customizing Slide Designs
- Adding Header and Footer
- Creating Multiple Master Layouts
- Inserting, Editing and Removing Hyperlinks

CONDITIONS:

The following resources are needed in this learning outcome:

- One (1) set of personal computer per student in the laboratory with licensed Microsoft Windows XP, Microsoft Office Application 2003, mouse, speakers, AVR/UPS
- Video CD/DVD of Microsoft Office PowerPoint Presentation (as provided)
- LCD projector
- CD / DVD-R/RW
- Modules/Handouts
- Reference books

METHODOLOGIES:

- Self-paced learning/Modular
- Group Discussion
- Multimedia presentation
- Peer Teaching
- Plan, Develop, Review and Share
- Tutorial/Hands-on

ASSESSMENT METHODS:

- Oral questioning
- Skill-based
- Computer/Paper-based
- Output-based
LO7. **MANAGE AND DELIVER PRESENTATION**

**ASSESSMENT CRITERIA:**

1. Presentation is tested to correct sequence and overall impact.
2. On-screen navigation tools are used to start and stop slide show or move between different slides.
3. Presentation is published to web or via e-mail or as Learning Management System (LMS) and bootable presentation (EXE).
4. Personalized template is created.
5. Selected slides, notes and handouts are printed and submitted to appropriate person for feedback.

**CONTENTS:**

- Navigating an On-Screen Slide Show
- Using Set Rehearse Timing Feature
- Publishing Presentation
- Creating Personalized Template
- Printing Presentation

**CONDITIONS:**

The following resources are needed in this learning outcome:

- One (1) set of personal computer per student in the laboratory with licensed Microsoft Windows XP, Microsoft Office Application 2003, mouse, speakers, AVR/UPS
- Internet connection
- Video CD/DVD of Microsoft Office PowerPoint Presentation (as provided)
- LCD projector
- CD / DVD-R/RW
- Flash drive or any storage device
- Printer (networked)
- Bond paper 8.5” X 11”
- Modules/Handouts
- Reference books

**METHODOLOGIES:**

- Self-paced learning/Modular
- Lecture/Discussion
• Multimedia presentation
• Demonstration
• Tutorial/Hands-on
• Plan, Develop, Review and Share Approach
• Practice and Consolidation

ASSESSMENT METHODS:

• Question and answer
• Skill-based
• Computer/Paper-based
• Output-based
## Unit of Competency
EXPLORE THE WEB AND NETWORK

## Module Title
EXPLORING THE WEB AND NETWORK

## Module Description
This unit covers the knowledge, skills and attitude required in exploring the World Wide Web and network to be able to use and operate the software at an efficient level.

## Nominal Duration
36 hours

## Certification Level
Certiport’s Internet and Computing Core Certification (IC³)

## Pre-requisites
Exploring the Web and Network assumes little or no knowledge of the software. However, it would be beneficial to have a general understanding of personal computers and the Windows operating system environment.

## Learning outcomes:

Upon completion of this module the students/trainees should be able to:

1. **LO 1.** recognize network fundamentals and the benefits and risks of network computing;
2. **LO 2.** determine the relationship between computer networks, other communications networks (like the telephone network) and the Internet;
3. **LO 3.** use web browsing application software in accessing information on the Internet;
4. **LO 4.** search the Internet for information using search engine;
5. **LO 5.** identify how e-mail works and related “netiquette”;
6. **LO 6.** identify how computers and Internet are used in different areas;
7. **LO 7.** identify and compare the risks of using computer hardware and software; and
8. **LO 8.** determine the legal, ethical, and responsible uses of both the computers and Internet safety.
LO1. RECOGNIZE NETWORK FUNDAMENTALS AND THE BENEFITS AND RISKS OF THE NETWORK COMPUTING

ASSESSMENT CRITERIA:

1. Terminologies relating to telecommunications, networks and the Internet are identified.
2. Logical or physical network topologies, diagrams, schematics or descriptions are recognized.
3. Networks’ characteristics are specified according to speed, length, topology, and cable type.
4. Benefits of networked computing are identified.
5. Advantages and disadvantages of networked computing are recognized.
6. Fundamental principles of security on a network are identified and implemented.

CONTENTS:

- Understanding Networking Fundamentals
- Categorizing Different Kinds of Network
- Exploring the Benefits and Risks of Networked Computing
- Securing Computer Data

CONDITIONS:

The following resources are needed in this learning outcome:

- One (1) set of personal computer per student in the laboratory with licensed Microsoft Windows XP, Microsoft Office 2003, mouse, speakers, AVR/UPS
- Internet connection
- Video CD/DVD of Microsoft Office PowerPoint Presentation (as provided)
- LCD projector
- CD / DVD-R/RW
- Modules/Handouts
- Reference books

METHODOLOGIES:

- Self-paced learning/Modular
- Lecture/Discussion
- Exposition
- Multimedia presentation
- Discovery Approach
ASSESSMENT METHODS:

- Oral questioning
- Computer/Paper-based

LO2. DETERMINE THE RELATIONSHIP BETWEEN COMPUTER NETWORKS, OTHER COMMUNICATIONS NETWORKS (LIKE THE TELEPHONE NETWORK) AND THE INTERNET

ASSESSMENT CRITERIA:

1. Different ways in using the telephone system to transmit information are discussed.
2. Telecommunication devices such as modems convert information from analog to digital and digital to analog formats are identified.
3. Units used to measure data transmission rates are explained.
4. Internet as a “super network” of smaller computer networks is determined.
5. Hardware and software application required to connect to the Internet are specified.

CONTENTS:

- Looking at Telephone Networks
- Identifying Modems
- Measuring Data Transmission
- Connecting to the Internet
- Recognizing Intranets and Extranets
- Understanding Hardware and Internet Software

CONDITIONS:

The following resources are needed in this learning outcome:

- One (1) set of personal computer per student in the laboratory with licensed Microsoft Windows XP, Microsoft Office 2003, mouse, speakers, AVR/UPS
- Internet connection
- Video CD/DVD of Microsoft Office PowerPoint Presentation (as provided)
- LCD projector
- CD / DVD-R/RW
- Modules/Handouts
- Reference books
METHODOLOGIES:

- Self-paced learning/Modular
- Discussion
- Multimedia presentation
- Demonstration
- Role Playing

ASSESSMENT METHODS:

- Question and answer
- Demonstration
- Computer/Paper-based

LO3. USE WEB BROWSING APPLICATION SOFTWARE IN ACCESSING INFORMATION ON THE INTERNET

ASSESSMENT CRITERIA:

1. Web browsing application is determined and used in accessing information.
2. Different elements, purpose and extensions of web sites are identified and used.
3. Difference between secure and unsecure web sites such as password-protected sites or sites secure for online transactions are verified.
4. Different ways of communication and correspondence via Internet are compared and contrasted.
5. Components of a Web address/Uniform Resource Locator (URL) are categorized and analyzed.
6. The Web is navigated using a browser.
7. Web page is reloaded and refreshed.
8. History of recently visited Web sites is shown and deleted.
9. Specific information on a Web site is accessed.
10. Bookmark sites/Favorite sites are managed.
11. Content of a Web site is copied and saved using another application.
12. Web page is printed as a whole or by specified region.
13. File from a Web site is downloaded to a specified location.
14. Settings of a Web browser application are modified.
15. Problems associated with using a Web browser are identified and solved.
CONTENTS:

- Accessing the Internet
- Looking at Web Browsers
- Examining Web Site Types and Web Addresses
- Bookmarking Web Site
- Retrieving Data from a Particular Web Site
- Saving Web Pages to a Computer
- Modifying Web Browser Application

CONDITIONS:

The following resources are needed in this learning outcome:

- One (1) set of personal computer per student in the laboratory with licensed Microsoft Windows XP, Microsoft Office 2003, mouse, speakers, AVR/UPS
- Internet connection
- LCD projector
- CD / DVD-R/RW
- Flash drives
- Modules/Handouts
- Reference books

METHODOLOGIES:

- Self-paced learning/Modular
- Lecture/Discussion
- Discovery Approach
- Demonstration
- Tutorial/Hands-on

ASSESSMENT METHODS:

- Question and answer
- Demonstration
- Skill-based
- Computer/Paper-based
LO4. SEARCH THE INTERNET FOR INFORMATION USING SEARCH ENGINE

ASSESSMENT CRITERIA:

1. Search engine is classified and used to access information based on specific tags.
2. Other ways of searching for information on the Web are identified and utilized.
3. Quality of information found on the Internet is categorized and evaluated.

CONTENTS:

• Understanding Search Engines and Searching Strategies
• Searching Information Using Keywords and Boolean Techniques
• Identifying Different Types of Information Sources on the Internet
• Qualifying the Information

CONDITIONS:

The following resources are needed in this learning outcome:

• One (1) set of personal computer per student in the laboratory with licensed Microsoft Windows XP, Microsoft Office 2003, mouse, speakers, AVR/UPS
• Internet connection
• LCD projector
• CD / DVD-R/RW
• Flash drives
• Modules/Handouts
• Reference books

METHODOLOGIES:

• Self-paced learning/Modular
• Lecture/Discussion
• Discovery Approach
• Demonstration
• Tutorial/Hands-on

ASSESSMENT METHODS:

• Question and answer
• Demonstration
• Skill-based
• Computer/Paper-based
LOS. IDENTIFY HOW E-MAIL WORKS AND RELATED “NETIQUETTE”

ASSESSMENT CRITERIA:

1. Ways to supplement a mail message with additional information are applied.
2. Mail addresses are used.
3. Mail attachments are managed.
4. Frequently used mail-configuration options are performed.
5. Advantages and disadvantages of electronic mail are discussed and compared.
6. Common problems associated with electronic mail are recognized, evaluated and solved.
7. Elements of professional and effective e-mail messages are utilized.
8. Other forms of correspondence more appropriate than e-mail are compared and contrasted.
9. Information from original e-mail message in a response as a method of tracking the "history" of e-mail communication are viewed and identified.
10. Appropriate e-mail attachments and other supplementary information are utilized.
11. Issues regarding unsolicited e-mail ("spam") are minimized and controlled.
12. Guidelines for safe and effective use of electronic mail are considered and followed.

CONTENT:

• Understanding E-mail and How It Works
• Creating New Messages and Examining Message Windows
• Addressing, Composing and Sending E-mails
• Modifying the Address Book
• Adding and Deleting E-mail Attachments
• Exploring Formal and Informal Elements of E-mails
• Sending the Message
• Changing Message Formats
• Spamming
• Recognizing Potential Problems With E-mail

CONDITIONS:

The following resources are needed in this learning outcome:

• One (1) set of personal computer per student in the laboratory with licensed Microsoft Windows XP, Microsoft Office 2003, mouse, speakers, AVR/UPS
• Internet connection
• LCD projector
• CD / DVD-R/RW
• Flash drives
• Modules/Handouts
• Reference books
METHODOLOGIES:

- Self-paced learning/Modular
- Lecture/Discussion
- Discovery Approach
- Demonstration
- Tutorial/Hands-on

ASSESSMENT METHODS:

- Question and answer
- Demonstration
- Skill-based
- Computer/Paper-based

LO6. IDENTIFY HOW COMPUTERS AND INTERNET ARE USED IN DIFFERENT AREAS

ASSESSMENT CRITERIA:

1. The uses of computers and Internet are explained in collecting, organizing, and evaluating information to promote learning.
2. The benefits of electronic commerce (e-commerce) on individual, business, and government is discussed and compared to those who/which are non e-commerce users.
3. Technologies that support and/or provide opportunities to the disabled and disadvantaged are identified and used.

CONTENT:

- Keeping Up With Technology
- Understanding E-Commerce
- Configuring Computer System for the Disabled

CONDITIONS:

The following resources are needed in this learning outcome:

- One (1) set of personal computer per student with licensed Microsoft Windows XP, Microsoft Office 2003, mouse, speakers, AVR/UPS
• Internet connection
• LCD projector
• CD / DVD-R/RW
• Flash drives
• Modules/Handouts
• Reference books

METHODOLOGIES:

• Self-paced learning/Modular
• Lecture/Discussion
• Discovery Approach
• Demonstration
• Tutorial/Hands-on

ASSESSMENT METHODS:

• Oral questioning
• Demonstration
• Skill-based
• Computer/Paper-based

LO7. IDENTIFY AND COMPARE THE RISKS OF USING COMPUTER HARDWARE AND SOFTWARE

ASSESSMENT CRITERIA:

1. Safe working environment that comply with the legal health and safety rules are demonstrated and maintained.
2. Injuries resulting from the use of computers for long period of are identified, minimized and/or prevented.
3. Risks in using personal and organizational computer data are identified, minimized and solved.
4. Software threats, including viruses and worms are scanned and cleaned.

CONTENTS:

• Accessing the Internet in a Legal and Safe Manner
• Computing Risks
• Understanding Identity Theft
• Checking and Examining Security Levels
CONDITIONS:

The following resources are needed in this learning outcome:

- One (1) set of personal computer per student with licensed Microsoft Windows XP, Microsoft Office 2003, mouse, speakers, AVR/UPS
- Internet connection
- LCD projector
- CD / DVD-R/RW
- Flash drives
- Modules/Handouts
- Reference books

METHODOLOGIES:

- Self-paced learning/Modular
- Lecture/Discussion
- Debate
- Discovery Approach
- Tutorial/Hands-on

ASSESSMENT METHODS:

- Oral questioning
- Computer/Paper-based

LO8. DETERMINE THE LEGAL, ETHICAL, AND RESPONSIBLE USES OF BOTH THE COMPUTERS AND INTERNET SAFETY

ASSESSMENT CRITERIA:

1. Different reasons for restricting access to files, storage, devices, computers, networks, and certain Internet sites are discussed.
2. Concepts related to intellectual property laws including copyrights, trademarks and plagiarism are explained and utilized.
3. Principles regarding the rules and guidelines of storing data in terms of property and ownership are explained and followed.
4. Dangers of using electronic commerce like giving credit card information only on secured sites are identified and prevented.
5. Privacy and personal security online, including web site tracking of online activities using “cookies” and other “behind-the scenes” systems are identified and applied.
6. Information about rules regarding the use of computers and the Internet, including laws, policies at school, and company guidelines at places of employment are accessed and done.
7. Information about changes and advancements in technology are upgraded.
8. Computer and Internet use are responsibly applied.

CONTENTS:

- Understanding Copyright Law and Removable Media
- Checking Product ID
- Examining The Content Advisor
- Controlling Cookies
- Disabling Personal Information
- Protecting Data and Privacy
- Updating and Upgrading Computers

CONDITIONS:

The following resources are needed in this learning outcome:

- One (1) set of personal computer per student with licensed Microsoft Windows XP, Microsoft Office 2003, mouse, speakers, AVR/UPS
- Internet connection
- LCD projector
- CD / DVD-R/RW
- Flash drives
- Modules/Handouts
- Reference books

METHODOLOGIES:

- Self-paced learning/Modular
- Lecture/Discussion
- Debate
- Discovery Approach
- Tutorial/Hands-on
ASSESSMENT METHODS:

- Oral questioning
- Computer/Paper-based
The Department of Education (DepEd), Central Office through Technical Vocational Task Force, wishes to extend its gratitude and appreciation to the Technical Education and Skills Development Authority (TESDA) and all the curriculum writers for sharing their time and expertise in the development of a Competency-Based Curriculum for Strengthening Technical Vocational Education Program of the country.

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