

	<p>Senior Learning: Adapting e-learning techniques for integrating senior citizens in the new digital world.</p>
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**Output 3 – Requirements & Specifications Definition
Work Package 3**

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1. Executive Summary

SeniorLearning is a project intended to adapt e-learning techniques to teach internet tools to Senior citizens.

Previous to this Deliverable 3 of Work Package 3, Specifications, there has been a Work Package 1 to study Senior citizens e-learning needs, and another Work Package 2 to study usability issues for this specific target group.

This document is therefore the resultant of WP3, in which the analysis of user and administrator requirements, software requirements (election of Moodle as LMS), study of necessary adaptation of Moodle to SeniorLearning requirements in terms of functionality and usability, and Learning objects election, is thoroughly described.

Document Information

This DOCUMENT NAME is for the Grundtvig I project called SENIORLEARNING.

The project is funded by the European Union.

Project Acronym: SeniorLearning

Project Title: Adapting e-learning techniques for integrating senior citizens in the new digital world

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CONTENTS

1.	Executive Summary	2
2.	Introduction	5
3.	List of User and Administrator requirements	6
3.1.	REQUIREMENTS BY USERS	6
3.2.	REQUIREMENTS BY ADMINISTRATORS	7
4.	Software requirements – analysis of LMS architecture	8
4.1.	INTRODUCTION	8
4.2.	PRIMARY CONSIDERATIONS	8
4.3.	AVAILABLE OPEN SOURCE SOLUTIONS	8
4.4.	CHOICE AND SUGGESTIONS	9
4.5.	CONCLUSION	10
5.	Moodle Platform	11
5.1.	ACCESS TO THE COURSES	11
5.2.	COURSE MAIN PAGE	12
5.3.	CONTENT OF ONE COURSE	15
5.4.	COURSE FORUM	16
5.5.	COURSE NEWS	17
5.6.	COURSE EVALUATION	20
5.7.	ADMINISTRATOR TOOLS	24
5.8.	USABILITY REQUIREMENTS OF THE PLATFORM	27
5.9.	MULTI LANGUAGE IN MOODLE	28
5.10.	SUM UP	29
6.	Example of course	29
6.1.	GO TO GMAIL MAIN PAGE	29
6.1.1.	Step 1: Access to the main page	29
6.1.2.	Step 2: Sign Up	29
6.2.	CREATE A NEW GMAIL ACCOUNT	30
6.2.1.	Step 1: Introduce personal information	30
6.2.2.	Step 2: Go to our Gmail Account	33
6.3.	SENDING THE FIRST MESSAGE	34
6.3.1.	Step 1: Clicked the Compose Mail link	34
6.3.2.	Step 2: Fill the message fields	35
6.3.3.	Step 3: Click Send button	36
6.4.	READ THE FIRST MESSAGE	36
6.4.1.	Step 1: Click Inbox link	36
6.4.2.	Step 2: Reply a message	36
6.4.3.	Step 3: Send a message	37
6.5.	EVALUATION	37

2. Introduction

This document is the resultant of WP3, in which the analysis of user and administrator requirements, software requirements (election of Moodle as LMS), study of necessary adaptation of Moodle to SeniorLearning requirements in terms of functionality and usability, and Learning objects election, is thoroughly described.

This deliverable contains the work done during the months 4 to month 9 in work package 3. The index above describes the content of this document. Basically, it starts with general requirements, then follows the technology analysis and choice, then functionality is described using the screenshots of the actual prototype based on Moodle, both for the user and administrator views, then the usability issues that have been taken into account are described.

Finally, one of the scripts of the course is attached. The scripts for the other 3 courses will be presented as appendixes to this document.

3. List of User and Administrator requirements

Preliminary requirements have been defined in preparation for discussions with the consortium. These requirements have been refined in later stages of envisioning and planning. The following table defines user and administrator requirements for the Senior Learning system.

3.1. Requirements by Users

Requirement ID	Requirement Description	Priority
1.	The final senior user can easily list and access the different courses.	Essential
2.	All the courses are distributed in different chapters, sections and steps. The final user can easily navigate from one step to another.	Essential
3.	Usability recommendations from experts in adult education are to be followed up. The information of each course has to be clearly distributed and is necessary that the screen is not saturated of information.	Essential
4.	It should be shown to the user the needed knowledge background for the execution of a course ("you need to know ... or do the courses before the execution of this course")	Essential
5.	The users can contact with peer tutors in order to request aid to them on some subject of a course. This contact might be via chat, forum or e-mail.	Optional
6.	Evaluation: at the end of each course the system asks some questions to the user, to evaluate the user acquired skills. It will be in the form of tests or quizzes, and the results will be given automatically.	Optional
7.	Curriculum: The user will be able to check all the courses that he has carried out with evaluation results, as well as to consult in what point is of the present course.	Optional
8.	Forum: The system provides the users with a forum. There they could interact with other users and peer tutors or instructors, publishing some questions. It's possible to have more than one open forum. Each forum has a concrete thematic, related with some specific course, chapter or step of the course.	Optional
9.	Chat: The users can interact directly with other students or with the peer tutors via Chat. The system could provide with different chats in function of their thematic.	Optional
10.	The system provides with an alphabetical list of technical terms in some specialized field of knowledge. This glossary can help the final users to understand the most common technical words appeared during the course.	Optional

11.	Calendar: The user can consult the calendar of the course. In this calendar appears the scheduling of the lessons and warnings of delivery activities if there are them.	Optional
12.	There is a section of News, where it is shown the latest news and events to communicate to the final users.	Optional

3.2. Requirements by Administrators

Requirement ID	Requirement Description	Priority
1.	The course administrator manages users and passwords of the SeniorLearning system, with different levels of permissions (create a new course, assign the students of the course....etc).	Essential
2.	Create a new course, and enter all the contents of the course.	Essential
3.	Manage the system (control security parameters, make security backup's.....etc.)	Essential
4.	Manage the multi-language capabilities of seniorlearning. Manage different versions of the learning environment, with different languages. Easily take one course in one language and translate it to different languages.	Essential
5.	Create forums, for different subjects, designate a moderator, activate and deactivate forums	Optional
6.	Insert news, manage the news section, post and remove news	Optional

4. Software requirements – analysis of LMS architecture

4.1. Introduction

The purpose of this section is to analyse possible choices among existing Learning Management Systems (LMS). The LMS will be the backbone of the SeniorLearning system. A good LMS will have to provide for flexibility, portability, affordability and robustness, just to name some of the most important properties. Furthermore, the system must be able to deliver content in a comfortable fashion, tailored to the needs of the user, without exposing the user to unnecessary effort and / or stress. Also it is desirable to have a customizable system which can be modified to deliver other content, too, possibly put together by third parties. In light of these considerations, several LMS have been analysed.

4.2. Primary Considerations

The first decision to be made is about whether the system should be off the shelf or it should be built from scratch. Both approaches have pros and cons.

By building a system from scratch, the programming environment can be chosen. Also the various functionalities can be implemented exactly as needed. This avoids the use of cumbersome systems with functionalities added that are never used. However, the development effort involved is rather important, especially the testing and debugging phase. A LMS is a large system, with many different modules to be properly integrated. This is a serious obstacle in developing a reliable system (also in terms of security) in such short time. Therefore, the option of using an existing solution is more reasonable.

There is a large variety of Learning Management Systems (LMS) available both commercially and for free, on-line (under GPL – GNU Public Licence).

A commercial LMS may provide a superior interface with improved security and support, but the costs and the lack of customizability do not favour this option.

Open source solutions are available for free and the source code can also be downloaded. This is precisely to enable people to customize the software and to encourage them to submit updates in which found bugs are fixed, existing functionalities improved.

4.3. Available Open Source Solutions

Some open source solutions have been analysed, which promised to be more user-friendly, configurable and last, but not least, reliable.

The two systems that were finally selected are Dokeos and Moodle. Both systems are available for free, the source code can be downloaded for free and is written in PHP. Both have a long success history behind themselves and have been developed with the help of qualified pedagogues; a strong developer community backs both software solutions with continuous upgrades, fixes and extending functionalities and compatibility.

Dokeos has gained general acceptance as a LMS due to its strong support from the development community, with a lot of documentation available on-line.

To sum up, the features of this solution are:

- strong support / detailed documentation
- very detailed public roadmap for developers

- extremely open (practically anything, including documentation may be edited)
- translated into 34 languages
- source code downloadable (under GNU GPL), written in PHP
- backend database: MySQL (free)
- JavaScript may be inserted into HTML code
- lightweight
- support for CSV, XML (enables import for the two most simple/widespread data/metadata formats)
- support for W3C XHTML
- support for SCORM (export & import)
- largest known installation (used by the University of Ghent): 28696 active users and 3604 active courses

4.4. Choice and Suggestions

Moodle on the other hand has emerged earlier than Dokeos as a widely used LMS. The system was pioneered by Martin Dougiamas, who brought his experience as a former WebCT administrator. In brief, Moodle features:

- strong support
- translated into 61 languages
- source code downloadable (under GNU GPL), written in PHP
- backend database: MySQL, PostgreSQL; implementation for Oracle and MS SQL Server underway (beta)
- lightweight
- support for XML
- support for W3C XHTML
- support for SCORM, AICC
- largest known installation: over 6000 courses and over 45000 students; one being planned for 200000 users (Open University of the UK)

Moodle and Dokeos offer much the same, Dokeos developers building their advantage on extreme openness, which gives insight to virtually any detail in the development process and keeps posted about future plans. It is worth mentioning that the Dokeos user community is growing at a rapid pace. Moodle, also gathering around it an increasingly numerous community, has started off earlier and has a larger base in terms of support community, has been translated into more languages and is more widespread than its younger counterpart. A clear advantage for Moodle is the support of various back-end databases, not only MySQL.

Both systems offer a neat interface, which can be kept very “clean”, without annoying and useless buttons cluttering the interface. The free access to the source code makes it possible to make the interface even more minimalistic.

Basically both systems offer great flexibility, in terms of operating system requirements, being absolutely platform independent. However installing the system is not so straightforward. This can be overcome using installers that take the burden off the shoulders of the users. If the final option will be to make the system bootable (e.g. to deliver it on a CD which contains the necessary OS that will be loaded automatically on start-up), a freely available open source OS should be used to be able to distribute the LMS without extra costs. In this case, inherent portability is a strong advantage.

In conclusion we suggest to use a modified version of Moodle. The modular construction allows for customizing the functionality of the system. Certain modules may be left out altogether, while if necessary, other functions can be added, as plug-ins. (A wide variety of them is available on the internet as part of independent development efforts).

Moodle, in its basic configuration offers:

- forums
- content managing (resources)
- quizzes with different kinds of questions
- blogs
- wikis
- database activities
- surveys
- chat
- glossaries
- peer assessment

(The chat module may be omitted and replaced with a lesson / module about some popular online program, e.g. MSN messenger. Blogs and wikis probably also. Peer assessment may be modified to suit the specific needs of this project.)

Another issue that needs to be addressed is the format of the delivered content itself. A sensible choice could be the adoption of a widespread standard like SCORM (Shareable Content Object Reference Model). SCORM is a collection of standards edited and updated by ADL (Advanced Distributed Learning) which focusses on the description of the learning content, in such way that the content will be LMS-independent, allowing for this material to be used and reused regardless of the specific LMS implementation. To achieve these goals, ADL summarized the requirements in 6 “ilities”:

- Accessibility – the ability to locate and access learning content from virtually any remote location
- Adaptability – learning content can be tailored to the needs of the individual user
- Affordability – increasing productivity by reducing time and costs associated to delivery
- Durability – reusability of old content in novel systems without redesign
- Interoperability – platform independence
- Reusability – enough flexibility to use the learning material in various applications and different contexts

To be able to implement these guidelines, SCORM focusses on the interface between the learning content itself and the delivery and management system, that is the LMS. By having a universal description, the learning content can be managed, transferred to and from, delivered and modified by any LMS. In the light of this approach, content can be assembled by aggregating units of instructions that have been created by different users at different locations and different moments of time, without any previous link to each other. This concept of highly granular content is the keystone of interoperability. This on the other hand still does not cover the issue of the interstructural sequence, which has to be described separately. For this SCORM comprises a Content Aggregation Model (CAM). In short, CAM is a set of instructions on how to order, label, package, exchange and store learning content. The relationship between these elements is covered in the Sequencing and Navigation (SN) description (i.e. learning tree, navigation controls, navigation data model). Finally, the Run-Time Environment (RTE) covers the communication between content and LMSs.

4.5. Conclusion

Solutions have been discussed to implement an efficient LMS for SeniorLearning and a choice has been made, taking into account the requirements of the project. A choice has been proposed with arguments in its favour so as to suit the project and to involve minimum effort and best reliability.

5. Moodle Platform.

The courses are implemented using the moodle platform. Moodle is a free software e-learning platform (also known as Course Management System (CMS), or Learning Management System (LMS), or Virtual Learning Environment (VLE)). Moodle is designed to help educators create online courses with opportunities for rich interaction. Its open source license and modular design means that many people can develop additional functionality, and development is undertaken by a globally diffuse network of commercial and non-commercial users.

A personalization of the style of the moodle interface to adapt it to the usability requirements that came from the conclusions of Work Packages 1 and 2, has been carried out. This is explained in detail below.

The courses implementation is under construction, but we are going to explain some of the main pages that we develop.

5.1. Access to the courses

Moodle provides with a summary page. In this page it appears a list of the existing courses, accompanied by a brief description. To access, to one of them, the user only has to click on the name of the course, and identify itself in the login page.

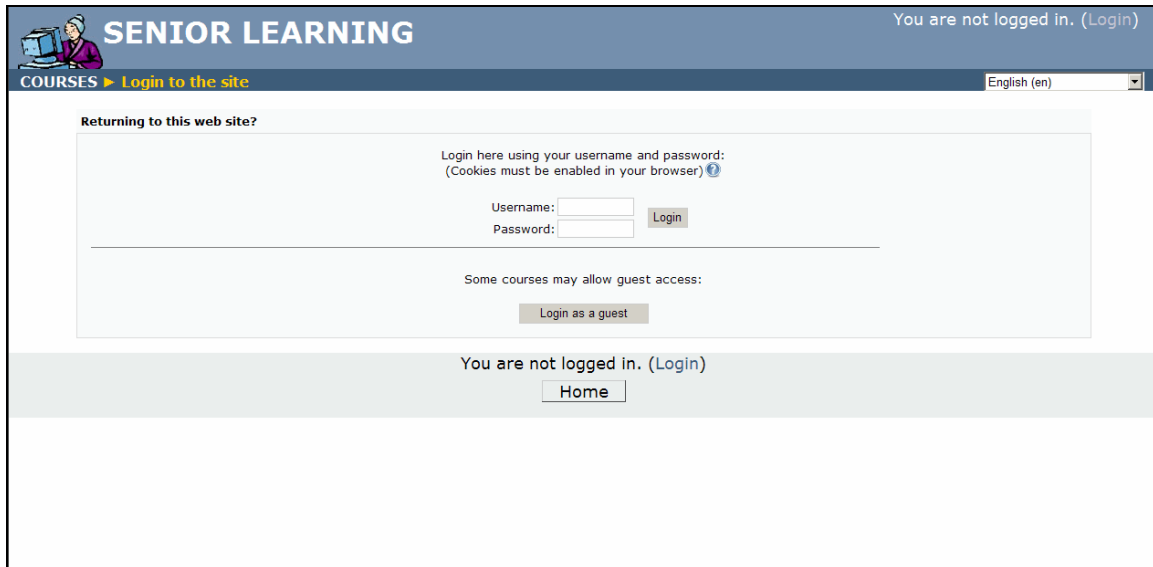
The aspect of the summary and login pages is:

The screenshot displays the Moodle Senior Learning interface. At the top, there is a header with the logo and the text "SENIOR LEARNING". On the right side of the header, it says "You are not logged in. (Login)" and "English (en)".

The main content area is divided into several sections:

- Main Menu:** Includes "Senior Learning News" and "Senior Learning Forum".
- Available Courses:** A list of four courses with their descriptions and administrators:
 - 1.- WWW for beginners:** First access to the Internet, and explanation of the use of the browser. Usual terms (e.g. "links") explained with practical examples. Sensible use of search engines. Security matters. Standard websites: news, health, events, further SeniorLearning courses, etc.
 - 2.-Communication through Internet:** Emails, email attachments (like pictures), mailinglist, chat, discussion forum, Skype, Flashmeeting and their purposeful use (e.g. in senior networks and projects) have been picked out as central themes in this course.
 - 3.-Books – example for online shopping and paying:** Books occupy a central position in this course which explains different possibilities of using the web, including technical and cooperative aspects. At first the use of search engines and online book shops for interesting literature are shown. Then buying books in an online store. Aspects of paying (directly at the shop, online banking, security) are demonstrated. At last the download of ebooks and online discussions about the books' contents with other seniors are explained.
 - 4.- Plan a journey - Useful information:** The contents of this course is planning a journey with help of the Internet, finding useful websites (e.g. for events, for hobby like digital photography), virtual exchange with other seniors about interesting subjects.
- Calendar:** Shows the month of June 2007.

At the bottom of the page, it says "You are not logged in. (Login)" and the Moodle logo.



5.2. Course Main Page

Once we login our self, the course main page appears. This page is distributed in three sections:

- The central section: where we can find one description of the course and also the index of it, separated in chapters and steps. We can also find the access to the course forum.
- The right section: Here we can find one calendar. In this calendar it could appear some user, global and course events.
- The left section: In this part, we can find some blocks. First of all, we find a link to the courses main page. Then it going to appear a block with a list of links to all the courses to witch the user is registered. Finally, the user finds a link to his course grades, to view his evaluation.

The aspect of the course main page is:



- Introduction
- Internet Tools used for communication

2 Module 2: Electronic mail (Gmail)

- Chapter 1: Installing Gmail
 - Sign Up for Gmail
 - Insert Personal Information
 - Insert Personal Information (Step 2)
 - Insert Personal Information (Step 3)
 - Insert Personal Information (Step 4)
 - Accepting comments
 - Access to the account
- Chapter 2: Work with a Message: Read and Write
 - Write a message
 - Send a message
 - Read a message
 - Reply a message
- Summary of Gmail

3 Module 3: Instant Messaging (MSM)

- Introduction
- Chapter 1. Installing the Windows Live Messenger
 - Downloading Live MSM
 - Running the installation
 - Extracting files
 - Running Live MSM
 - Accepting terms of use and privacy
 - Choosing additional features
 - Live MSM Setup Wizard
 - Finishing the installation
- Chapter 2. Creating a Windows Live Id
 - Getting an ID.
 - Personalizing your account.
 - Personalizing your account (Step 2)
 - Personalizing your account (Step 3)
 - Personalizing your account (Step 4)
 - Personalizing your account (Step 5)
- Chapter 3. Creating a contact list
 - Go to add a contact

	<ul style="list-style-type: none">☐ State of contacts.☐ Chapter 4. Starting a conversation<ul style="list-style-type: none">☐ Chatting☐ Summary of MSM	
	<p>4</p> <p>Module 4: Internet Forum</p> <ul style="list-style-type: none">☐ Introduction☐ Chapter 1. Accessing the forum site.<ul style="list-style-type: none">☐ Viewing the forum main page☐ Chapter 2. Creating a forum account<ul style="list-style-type: none">☐ Agreeing the terms.☐ Introducing personal information☐ Installation of Skype (Step 4)☐ Chapter 2. Creating a Skype account<ul style="list-style-type: none">☐ Creating a Skype account (Step 2)☐ Creating a Skype account (Step 3)☐ Chapter 3. Searching a contacts<ul style="list-style-type: none">☐ Searching a Skype user☐ Adding a contact☐ Chapter 4. Starting a conversation<ul style="list-style-type: none">☐ Starting a conversation (Step 2)☐ Starting Conversation (Step 3)	
	<p>6</p> <p>Finalizing</p> <ul style="list-style-type: none">☐ Finalizing	

You are logged in as Alumne 1 CognomAlumne (Logout)

[Home](#)

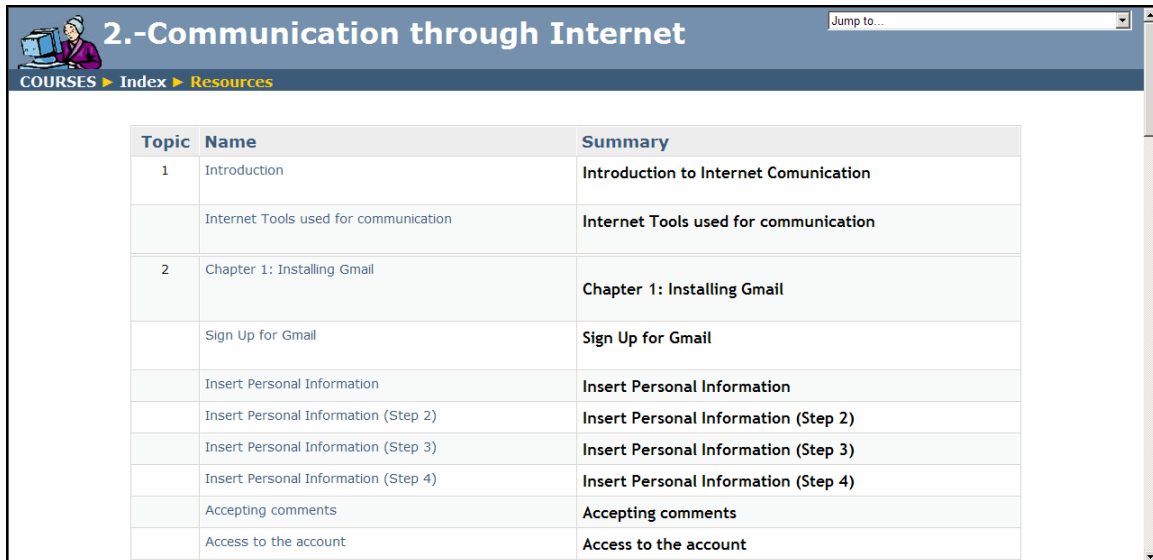
5.3. Content of one course

So and as it has been said in the previous section, the content of a course is separated in chapters and steps. In order to accede to each one of them the user must click the name of the chapter or the step. Once this is done, it is going to appear a screen similar to the following one:

The screenshot shows a course page for '2.-Communication through Internet'. The page is titled '2.-Communication through Internet' and includes a navigation bar with 'COURSES', 'Index', 'Resources', and 'Internet Tools used for communication'. The user is logged in as 'Alumne 1 CognomAlumne (Logout)'. The main content area is divided into 'Previous Step' and 'Next Step' sections. The 'Previous Step' section is titled 'Electronic mail (e-mail)' and contains text about the most used words in the Internet ('e-mail' and 'chat') and a definition of 'e-mail'. The 'Next Step' section is titled 'Instant messaging (chat)'. The sidebar on the left includes 'Courses Home Page', 'My courses' (with a list of 4 courses), and 'Administration' (with 'Grades'). The right sidebar includes a 'Calendar' for June 2007 and 'Latest News'.

The navigation through the content of the course can be made of different ways.

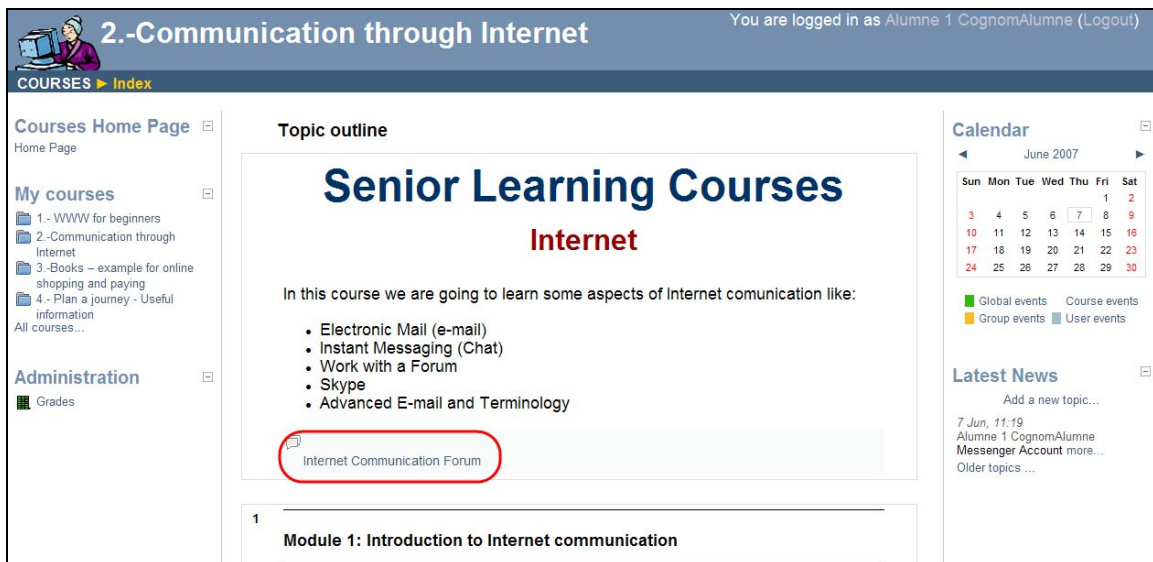
- Using the Previous Step and Next Step link.
- Go to the course main page and select the next step or chapter. This is not a useful way.
- Go to the course resource page. The aspect of this page is:



Topic	Name	Summary
1	Introduction	Introduction to Internet Communication
	Internet Tools used for communication	Internet Tools used for communication
2	Chapter 1: Installing Gmail	Chapter 1: Installing Gmail
	Sign Up for Gmail	Sign Up for Gmail
	Insert Personal Information	Insert Personal Information
	Insert Personal Information (Step 2)	Insert Personal Information (Step 2)
	Insert Personal Information (Step 3)	Insert Personal Information (Step 3)
	Insert Personal Information (Step 4)	Insert Personal Information (Step 4)
	Accepting comments	Accepting comments
	Access to the account	Access to the account

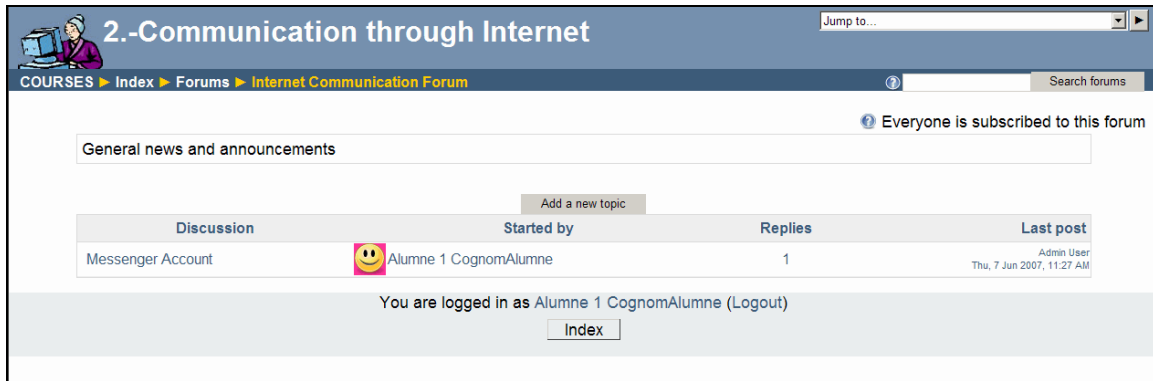
5.4. Course Forum

The next figure shows the aspect of the course forum, where the students can make questions on different contents from the course. This forum is accessible clicking in the Internet Communication Forum situated at the top of the course main page, like the next figure shows:

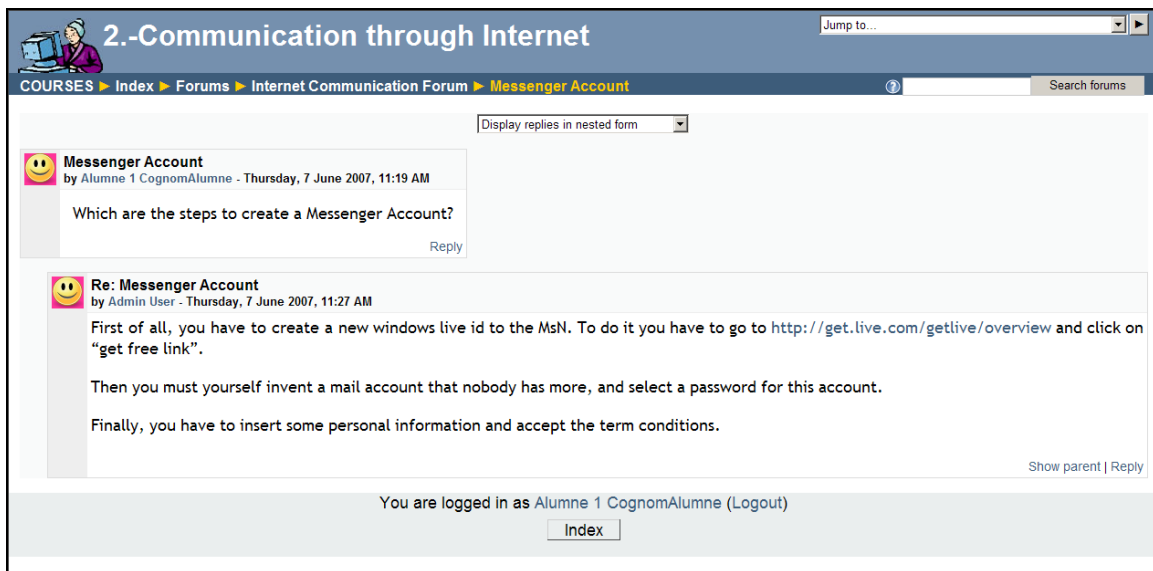


The screenshot shows a course forum page for 'Senior Learning Courses Internet'. The page is titled '2.-Communication through Internet' and includes a navigation bar with 'COURSES' and 'Index'. The main content area is titled 'Topic outline' and features a large heading 'Senior Learning Courses Internet'. Below the heading, it states 'In this course we are going to learn some aspects of Internet communication like:' followed by a list of topics: 'Electronic Mail (e-mail)', 'Instant Messaging (Chat)', 'Work with a Forum', 'Skype', and 'Advanced E-mail and Terminology'. A link labeled 'Internet Communication Forum' is highlighted with a red circle. The page also includes a sidebar with 'Courses Home Page', 'My courses', and 'Administration', and a right sidebar with a 'Calendar' for June 2007 and 'Latest News'.

If the user clicked on the highlighted link, it is going to appear a page where the user is going to be able to see all the topics of the forum and add a new one if he needed. In this case we only have one topic in the forum.



If the user wants to see all the information related with this topic and reply to this one, he only has to click on the name of the discussion. Like the next figure shows:



5.5. Course News

This course contains a block situated in right hand. This block informs the user with the latest actions do it in the course. In this case, the user can see that there is a new topic like the next figure shows:

The screenshot shows the 'Senior Learning Courses' page for the course '2.-Communication through Internet'. The page is titled 'Senior Learning Courses Internet' and lists topics to be learned: Electronic Mail (e-mail), Instant Messaging (Chat), Work with a Forum, Skype, and Advanced E-mail and Terminology. A 'Latest News' section is highlighted with a red box, containing a message from 'Admin User' dated '11 Jun, 12:22' stating 'The evaluation test is already available more...'. The page also features a calendar for June 2007 and a navigation menu on the left.

If he want to see more information about it, he only have to clicked on “more” link.
In this case it going to appear the next image, where the user can see all the information related with this new topic, in this case, the course administrator informs the students that the evaluation test of the course is available to be done.
With this evaluation test, the students can know if they really comprehend the content of the course.

The screenshot shows the 'Internet Communication Forum' page. The forum post is titled 'The evaluation test is already available' and is posted by 'Admin User' on 'Monday, 11 June 2007, 12:32 PM'. The content of the post states: 'The evaluation test is already available for the students. By means of this test, it is possible to be verified if the different contents from the course are assimilated correctly. The test is situated at the end of the course.' The page also shows a search bar and a 'Reply' button.

The users also have general announcements. These announcements appear at the SeniorLearning Main page, like the next figure show:

SENIOR LEARNING You are logged in as Alumne 1 CognomAlumne (Logout) English (en)

Main Menu

- Senior Learning News
- Senior Learning Forum

My courses

1.- WWW for beginners Administrator: Admin User Administrator: felip miralles	First access to the Internet, and explanation of the use of the browser. Usual terms (e.g. "links") explained with practical examples. Sensible use of search engines. Security matters. Standard websites: news, health, events, further SeniorLearning courses, etc.
2.-Communication through Internet Administrator: Admin User Administrator: felip miralles	Emails, email attachments (like pictures), mailinglist, chat, discussion forum, Skype, Flashmeeting and their purposeful use (e.g. in senior networks and projects) have been picked out as central themes in this course.
3.-Books – example for online shopping and paying Administrator: Admin User Administrator: felip miralles	Books occupy a central position in this course which explains different possibilities of using the web, including technical and cooperative aspects. At first the use of search engines and online book shops for interesting literature are shown. Then buying books in an online store. Aspects of paying (directly at the shop, online banking, security) are demonstrated. At last the download of ebooks and online discussions about the books' contents with other seniors are explained.
4.- Plan a journey - Useful information Administrator: Admin User Administrator: felip miralles	The contents of this course is planning a journey with help of the Internet, finding useful websites (e.g. for events, for hobby like digital photography), virtual exchange with other seniors about interesting subjects.

Calendar June 2007

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

In the highlight box, we can see two kinds of links. The first one is related to the general announcements of Senior Learning, and the second one contains the information related to all the Senior Learning forums.

If the user wants to know the general news or announcements related to the course or to the existing forum, only have to select the corresponding link.

If he selects the first one (Senior Learning News) it goes to appear a page like:

SENIOR LEARNING Jump to... Search forums

COURSES ► Forums ► Senior Learning News

Everyone can choose to be subscribed
Subscribe to this forum

General news and announcements

Discussion	Started by	Replies	Unread ✓	Last post
Communication Through Internet	Admin User	0	0	Admin User Mon, 11 Jun 2007, 10:56 AM

You are logged in as Alumne 1 CognomAlumne (Logout)

COURSES

If he wants to view the content related with this discussion he only have to click on the name, like the red highlight box show. Once do it, it going to appear:

SENIOR LEARNING Jump to... Search forums

COURSES ► Forums ► Senior Learning News ► Communication Through Internet

Display replies in nested form

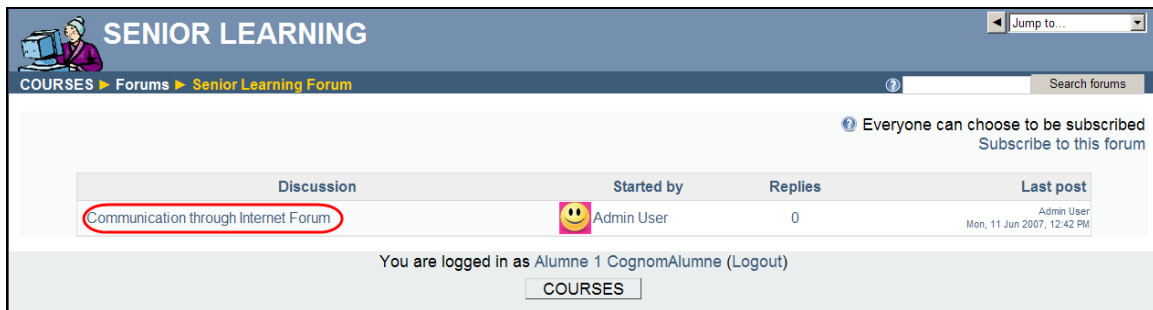
Communication Through Internet
by Admin User - Monday, 11 June 2007, 10:56 AM

The course Communication through Internet is already available for the users.

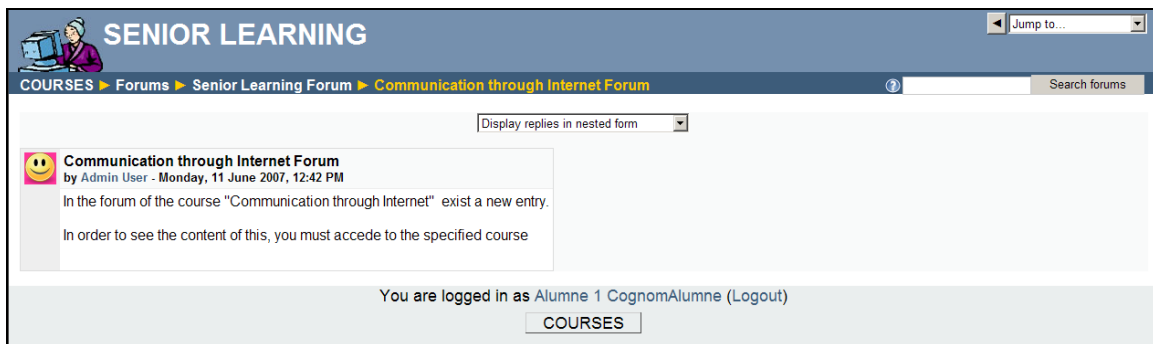
You are logged in as Alumne 1 CognomAlumne (Logout)

COURSES

On the other hand, if the user selects the second link (Senior Learning Forum) it goes to appear a page like:

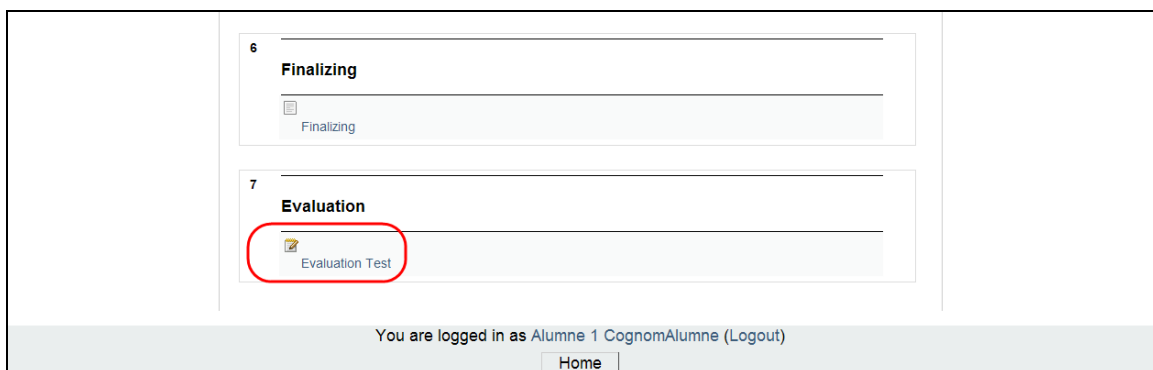


Equal the way, to accede to the content of discussion, the user also must click on the name of it, to obtain a window like:




5.6. Course Evaluation

We situated at the end of the course one test to evaluate the comprehension of the content of the course by the user. To access to this test, the user only have to click on the link that is highlight in the next image.



Once he do it, it goes to appear a page with the content of the test. In this case, the user has to answer some questions related with all the chapters, like we can see in the next image.

When the user finishes the test he only has to submit it. The he can check if the answers that he selects are correct or not.

 **2.-Communication through Internet** You are logged in as Alumne 1 CognomAlumne (Logout)

COURSES ▶ [Index](#) ▶ [Quizzes](#) ▶ [Evaluation Test](#) ▶ [Attempt 1](#)

Evaluation Test - Attempt 1

1 **Which link we have to select to accede to the screen that allows sending a new message?**
Marks: -/1
Choose one answer. a. Compose Mail Link
 b. Send Mail Link
 c. Inbox Link

2 **To reply a message, we have to clicked on it?**
Marks: -/1
Answer: True
 False

3 **The text button that allows us to send a new message is "send" ?**
Marks: -/1
Answer: True
 False

4 **In the compose mail window, the field called "To" is used to write the receiver address ?**
Marks: -/1
Answer: True
 False

5 **When we have some added contacts in the Messenger, we will see a screen where:**
Marks: -/1
Choose one answer. a. We can only view the off-line contacts
 b. We can only view the on-line contacts
 c. We can view the on-line and off-line contacts

6 **To add a contact is necessary insert the personal information?**
Marks: -/1
Answer: True
 False

7 **The forum main page has two sections:**
Marks: -/1
Choose one answer. a. No of the previous ones is correct
 b. The main page only contains one section no two, and is used to post a new message
 c. The first part has options as registering in the forum and the second part is the forum main part
 d. The first part has the options to post new message in the forum, and the second part contains the registering options

8 **If you want to reply about your reading interest, you have to click on:**
Marks: -/1
Choose one answer. a. Quote option
 b. New topic option
 c. Reply option

9 **To search a Skype user. We can got to:**
Marks: -/1
Choose one answer. a. Skypefind option and select the link: search for skype users
 b. Call phone option and select the link: search for skype users
 c. Contacts option and select the link: search for skype users

10 **Skype offers two calling options that are: computer to phone and computer to a computer.**
Marks: -/1
Answer: True
 False

You are logged in as Alumne 1 CognomAlumne (Logout)

In the next figure we show the validation page. In this, the user can see the correct answer of each question highlighted with a green colour. And also, he can see the answer that he selects to compare if it was correct or not.

In this case, we configure the test to allow the users to repeat the test if he consider necessary.

The screenshot shows a web interface for an evaluation test. At the top, it says '2.-Communication through Internet' and 'You are logged in as Alumne 1 CognomAlumne (Logout)'. Below this is a navigation bar with 'COURSES', 'Index', 'Quizzes', 'Evaluation Test', and 'Review'. The main content area is titled 'Evaluation Test' and 'Review of Attempt 1'. It displays a table with test statistics: Started on: Tuesday, 5 June 2007, 01:34 PM; Completed on: Thursday, 7 June 2007, 11:34 AM; Time taken: 1 day 21 hours; Raw score: 4/10 (40 %); Grade: 4 out of a maximum of 10. A 'Continue' button is below the table. The first question (1) asks 'Which link we have to select to accede to the screen that allows sending a new message?' with three radio button options: 'a. Compose Mail Link' (selected and highlighted in green), 'b. Send Mail Link', and 'c. Inbox Link'. Below the question, it says 'Incorrect' and 'Marks for this submission: 0/1'. A 'History of Responses' table shows: #2 Grade, Response: Inbox Link, Time: 11:34:05 on 7/06/07, Raw score: 0, Grade: 0; #3 Close&Grade, Response: Inbox Link, Time: 11:34:15 on 7/06/07, Raw score: 0, Grade: 0. The second question (2) asks 'To reply a message, we have to clicked on it?' with two radio button options: 'a. True' and 'c. False' (selected and highlighted in green). Below the question, it says 'Incorrect' and 'Marks for this submission: 0/1'. A 'History of Responses' table shows: #2 Grade, Response: True, Time: 11:34:05 on 7/06/07, Raw score: 0, Grade: 0; #3 Close&Grade, Response: True, Time: 11:34:15 on 7/06/07, Raw score: 0, Grade: 0.

If course have more than one test it's also possible to consult all the user grades clicking in the link named "Grades" situated at the course main page.

2.-Communication through Internet You are logged in as Alumne 1 CognomAlumne (Logout)

COURSES ▶ Index

Courses Home Page Home Page

My courses

- 1.- WWW for beginners
- 2.-Communication through Internet
- 3.-Books – example for online shopping and paying
- 4.- Plan a journey - Useful information

All courses...

Administration

- Grades

Topic outline

Senior Learning Courses

Internet

In this course we are going to learn some aspects of Internet communication like:

- Electronic Mail (e-mail)
- Instant Messaging (Chat)
- Work with a Forum
- Skype
- Advanced E-mail and Terminology

Internet Communication Forum

1

Module 1: Introduction to Internet communication

Calendar June 2007

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Global events Course events
Group events User events

Latest News

Add a new topic...

7 Jun, 11:19
Alumne 1 CognomAlumne
Messenger Account more...
Older topics ...

In this case, it goes to appear a window where the user can see the average grade obtained in the evaluation test.

2.-Communication through Internet Jump to...

COURSES ▶ Index ▶ Quizzes ▶ Evaluation Test

Evaluation Test

Evaluation Test

Grading method: Highest grade

Attempt	Completed	Grade / 10
#1	Thursday, 7 June 2007, 11:34 AM	4

Highest grade: 4 / 10.

Re-attempt quiz

You are logged in as Alumne 1 CognomAlumne (Logout)

Index

5.7. Administrator Tools

The administrative BackEnd allows maintaining the Learning Environment. The administrator has a menu to access all the administrative options:

The screenshot shows the Moodle Administrator Tools interface. On the left, the 'Site Administration' menu is expanded and highlighted with a red box, listing options such as Notifications, Users, Courses, Location, Language, Modules, Security, and Appearance. The main content area displays four course sections:

- 1.- WWW for beginners**: First access to the Internet, and explanation of the use of the browser. Usual terms (e.g. 'links') explained with practical examples. Sensible use of search engines. Security matters. Standard websites: news, health, events, further SeniorLearning courses, etc.
- 2.-Communication through Internet**: Emails, email attachments (like pictures), mailinglist, chat, discussion forum, Skype, Flashmeeting and their purposeful use (e.g. in senior networks and projects) have been picked out as central themes in this course.
- 3.-Books – example for online shopping and paying**: Books occupy a central position in this course which explains different possibilities of using the web, including technical and cooperative aspects. At first the use of search engines and online book shops for interesting literature are shown. Then buying books in an online store. Aspects of paying (directly at the shop, online banking, security) are demonstrated. At last the download of ebooks and online discussions about the books' contents with other seniors are explained.
- 4.- Plan a journey - Useful information**: The contents of this course is planning a journey with help of the Internet, finding useful websites (e.g. for events, for hobby like digital photography), virtual exchange with other seniors about interesting subjects.

Administrators for all sections are listed as 'Admin User' and 'Admin User felip miralles'. A calendar for June 2007 is visible in the top right corner.

To add a new Forum:

The screenshot shows the Moodle course page for 'Senior Learning Courses Internet'. The 'Add an activity...' menu is open, showing 'Forum' as the selected option. The page displays a topic outline for 'Senior Learning Courses Internet' and a list of activities:

- Electronic Mail (e-mail)
- Instant Messaging (Chat)
- Work with a Forum
- Skype
- Advanced E-mail and Terminology

The page also shows a 'Topic outline' section with 'Module 1: Introduction to Internet communication'. A calendar for June 2007 is visible in the top right corner.

Then, to enter the content of the forum:

The screenshot shows the 'Adding a new Forum' form in a Moodle course. The form includes the following fields and options:

- Forum name:** A text input field.
- Forum type:** A dropdown menu set to 'Standard forum for general use'.
- Forum introduction:** A rich text editor with a toolbar and a 'Path' field below it.
- Force everyone to be subscribed?:** A dropdown menu set to 'No'.
- Read tracking for this forum?:** A dropdown menu set to 'Optional'.
- Maximum attachment size:** A dropdown menu set to '500KB'.
- Allow posts to be rated?:** A checkbox for 'Use ratings:' which is unchecked. Below it, a 'Grade:' dropdown is set to 'Scale, Separate and Connected ways of knowing'. There is also a checkbox for 'Restrict ratings to posts with dates in this range:' which is unchecked. Below this, 'From:' and 'To:' date pickers are set to '12 June 2007 13:00'.
- Post threshold for warning:** A text input field set to '0'.
- Post threshold for blocking:** A text input field set to '0'.
- Time period for blocking:** A dropdown menu set to 'Don't block'.
- Group mode:** A dropdown menu set to 'No groups'.
- Visible:** A dropdown menu set to 'Show'.

At the bottom of the form are 'Save changes' and 'Cancel' buttons. The page footer shows 'You are logged in as Admin User (Logout)' and an 'Index' button.

To add resources of a course:

The screenshot shows the Moodle course page for 'Senior Learning Courses' with the 'Internet' topic selected. The page layout includes:

- Header:** '2.-Communication through Internet' and 'You are logged in as Admin User (Logout)'.
- Navigation:** 'COURSES > Index' and 'Switch role to...'.
- Left Sidebar:** 'Courses Home Page', 'Courses' (with a list of course topics), and 'Administration' (with various system settings).
- Topic outline:** 'Senior Learning Courses' and 'Internet'. Below this, it says 'In this course we are going to learn some aspects of Internet communication like:' followed by a list: 'Electronic Mail (e-mail)', 'Instant Messaging (Chat)', 'Work with a Forum', 'Skype', and 'Advanced E-mail and Terminology'. Below the list is a link to 'Internet Communication Forum'.
- Context Menu:** A 'Add a resource' menu is open over the 'Internet Communication Forum' link, showing options: 'Compose a text page', 'Compose a web page', 'Link to a file or web site', 'Display a directory', 'Add an IMS Content Package', and 'Insert a label'.
- Right Sidebar:** 'Calendar' (showing June 2007), 'Latest News' (with recent news items), and 'Add a new topic...'.

Editing the Resource of a course:

2.-Communication through Internet You are logged in as Admin User (Logout)

COURSES > Index > Resources > Editing Resource

Adding a new Resource ?

Compose a web page ?

Name:

Summary:

Full text:

Window: ?

Same window

Show the course blocks

New window

Allow the window to be resized

Allow the window to be scrolled

Show the directory links

Show the location bar

Show the menu bar

Show the toolbar

Show the status bar

Default window width (in pixels)

Default window height (in pixels)

Visible:

You are logged in as Admin User (Logout)

So, the administrative side gives all the tools needed to maintain the Learning Environment:

- Add, delete, update courses
- Add, delete, update resources of a course
- Add, delete, update users
- Add, delete, update forums
- Add, delete, update entries in a forum
- Add, delete, update news
- Etc

5.8. Usability Requirements of the platform

To implement and design the content course, we follow the usability and ergonomic specifications. Some of these specifications are:

- Provide content and orientation information and maintain a consistent layout between pages.
- Use a sans serif typeface (Arial, Verdana, Helvetica etc.) that is not condensed.
- Use 12 point or 14 point type size for body text.
- Use medium or bold face type.
- Present body text in upper and lowercase letters.
- Use all capital letters and italics in headlines only.
- Reserve underlining for links.
- Left justified text is optimal for older adults.
- Use space to help direct users' attention by grouping items on a page so that users can see at a glance how items are related. Spacing combined with appropriate size of text, links, and buttons will make it easier for older adults to physically select the right link.
- A home button it is presented on every page.
- The content of the course is divided in very small sections to avoid the concept of scrolling, because older adults, who are novices to computers, often don't know this concept.
- We use explicit step-by-step navigation procedures to ensure that people understand what follows next. For this reason, in each page we incorporate at the top and the bottom of the page a link to the next and previous steps.
 - We also use a single mouse click to access to the information.
 - We use a standard page design and the same symbols and icons throughout the learning environment.
 - We use the same set of navigation buttons in the same place on each page to move from one web page or section of the web site to another.
 - We present information in a clear and familiar way to reduce the number of inferences that must be made. Use positive statements.
 - We write short, straightforward sentences and also keep paragraphs very short.
 - We try to organize the content in a standard format.
 - Break lengthy documents into short sections. We also try to use words that the readers know, avoiding technical vocabulary or foreign language if possible.

5.9. Multi language in moodle

Moodle is a platform that supports multi language. If we want to translate the course in many different languages we only have to do the following steps that are so easy:

- First of all, we have to make a backup of the course that we want to translate. To do it, the user administrator only has to enter on the course and select the backup link presented on it, to obtain a .ZIP file with all the course content and files included on it.
- To change the content of the course, we only have to extract this .ZIP file, and open the file called **moodle.xml**. This file contains all the content of the course, so we only have to translate the text included on it. The aspect of this file is:

```
<INSTANCE>
  <ID>24</ID>
  <NAME>Introduction</NAME>
  <INCLUDED>true</INCLUDED>
  <USERINFO>true</USERINFO>
</INSTANCE>
```

Here in this example, we find a resource instance. This resource has an identification number and a name. This name is going to appear in the course main page, so we have to translate it to the new language. We are going to find so many declarations as they have been declared in the course main page.

To change the content associated to this resource, we have to find in the file all the tags associated with the identification number of the course. For example we find the content associated to this instance, where the aspect of it is:

```
<MOD>
  <ID>24</ID>
  <MODTYPE>resource</MODTYPE>
  <NAME>Introduction</NAME>
  <TYPE>html</TYPE>
  <REFERENCE></REFERENCE>
  <SUMMARY></SUMMARY>
  <ALLTEXT>
    &lt;p class="MsoNormal" style="margin-bottom: 12pt; text-align: justify">&lt;span lang="EN-GB">
      Next, we will see how you can send one "email" or "chatting" with a
      To send one e-mail, we must: The most used words in Internet are: "e-mail" and
      "chat", both are the most famous and the more used ones. "e-mail" refers to send
      one message by Internet and "chat" to converse with somebody by means the
      computer which is connected to internet To go to Gmail main page, we have to
      introduce at navigation bar the next address and press enter, like figure 4 show:
      &lt;/span>&lt;a href="http://www.gmail.com/">&lt;span lang="EN-
  </ALLTEXT>
  <POPUP></POPUP>
  <OPTIONS>showblocks</OPTIONS>
  <TIMEMODIFIED>1179140315</TIMEMODIFIED>
</MOD>
```

- Once we translate all the content associated to this file, we have to create a .ZIP again, upload it to the moodle platform, and restore it as a new course.

So, we can translate the course in many different languages, only following the steps described before.

5.10. Sum up

Like we say before, the course content is under construction and we explain some of the courses contents that have been implemented. Using moodle, we can also assign to each course other resources, like a forum and a chat. We also can attach external files; include links to external web pages...etc. Depending on the content of the course and the abilities of the end users.

6. Example of course

Here there is an example of course that explains how to create a web mail account using Gmail. To obtain a Gmail account first of all, we have to follow the next steps:

6.1. Go to Gmail main page

6.1.1. Step 1: Access to the main page

To go to Gmail main page, we have to introduce at navigation bar the next address and press enter, like figure 4 show:

- <http://www.gmail.com>

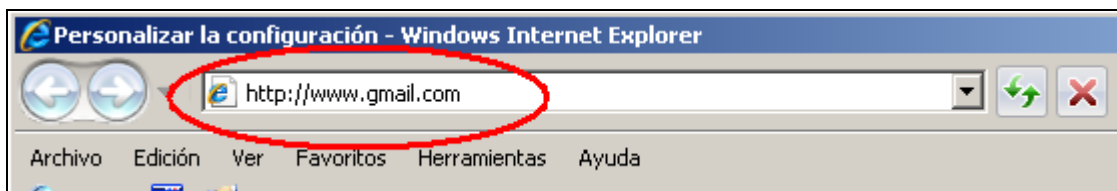


Figure 4: Go to Gmail main page

6.1.2. Step 2: Sign Up

Once we do it, we can see the next page (figure 5). Then we have to select the option:

- Sign Up for Gmail

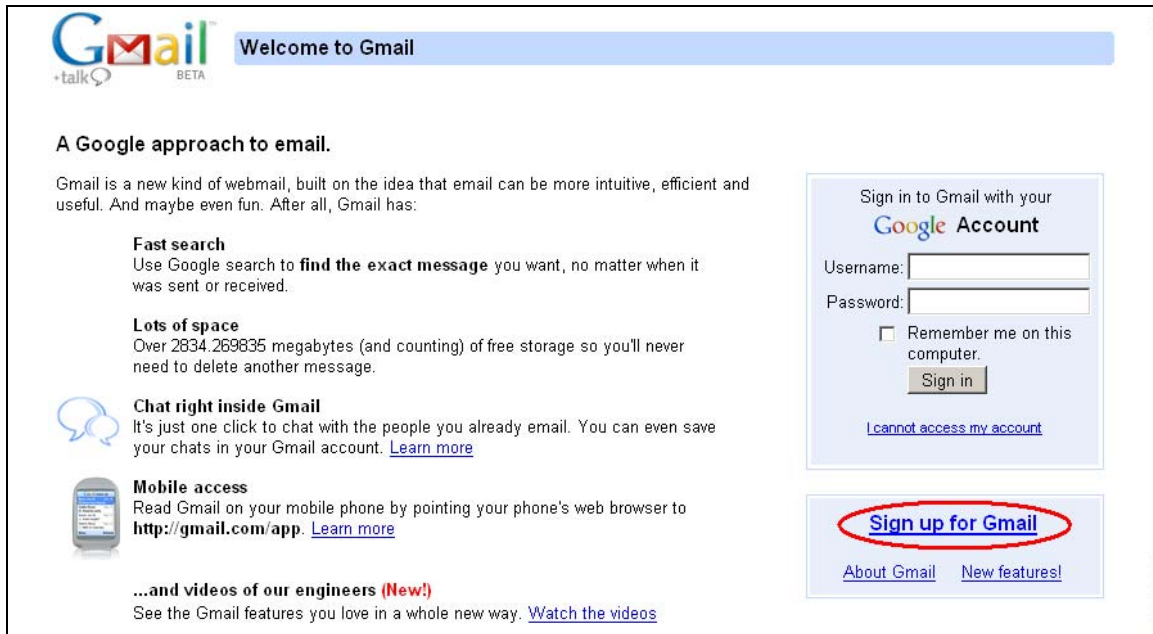


Figure 5: Sign Up for Gmail

6.2. Create a new Gmail account

6.2.1. Step 1: Introduce personal information

Once we do the steps describes before, a new page appear. There, we have to introduce some fields, like our name, the passwordetc. The meaning of each field is:

- **First Name:** Here we need to introduce our name.

First name:	<input type="text"/>
--------------------	----------------------

- **Last Name:** Here we must introduce or last name

Last name:	<input type="text"/>
-------------------	----------------------

- **Desired Login Name:** To create a new account we have to specify witch is our e-mail address. To do it Gmail ask us the name that we want to use in this address, so in this field, we have to indicate the name of our account. Then to verify that anyone use the same name we have to check the availability of this name. If someone uses the same name that we introduce, we have to change it and verified again. We have to memorize this name, to access later to our Gmail account.

Desired Login Name: @gmail.com **Step 1**
Examples: JSmith, John.Smith

Step 2

- **Choose a password:** To guarantee the security of our account, and avoid that nobody instead us can access to it, we have to specify a password. This password is going to be required each time that we want to access to the mail account, and it must have a minimum of six characters in length. For this reason it's very important to memorize it.

Choose a password: [Password strength:](#) _____
Minimum of 6 characters in length.

- **Re-enter password:** We have to introduce again the password that we specify in the last field. This is necessary to verify that we have not introduced any mistake. In this step is very important to un-checked the box that specify to remember on our computer the security password. Like the next to figures shown:

Re-enter password:

Remember me on this computer.
Creating a Google Account will enable Search History. Search History is a feature that will provide you with a more personalized experience on Google that includes more relevant search results and recommendations. [Learn More](#)

Enable Search History.


Un-checked the box indicated with the red round

Re-enter password:

Remember me on this computer.
Creating a Google Account will enable Search History. Search History is a feature that will provide you with a more personalized experience on Google that includes more relevant search results and recommendations. [Learn More](#)

Enable Search History.

- **Security Question:** In this field is necessary to access to our account in the case that we forget the user name or the password. We have to select a question and then, in the next field, we have to indicate the answer of it. So, in the case that we forget the user name or the password of our account, we only have to answer the question selected to access.

Security Question: 
If you forget your password we will ask for the answer to your security question. [Learn More](#)


- **Answer:** We have to introduce the answer of the question selected before. It's important to memorise too.

Answer:

- **Secondary email:** This address is used to authenticate your account should you ever encounter problems or forget your password. If you do not have another email address, you may leave this field blank.


Secondary email:
This address is used to authenticate your account should you ever encounter problems or forget your password. If you do not have another email address, you may leave this field blank. [Learn More](#)

- **Location:** In this field, we have to select our country location.

Location: 

- **Word Verification:** For security questions, we have to write in this field the letters that we see in the below picture.

Word Verification: Type the characters you see in the picture below.





Letters are not case-sensitive

- **Terms of Service:** To end the creation of our account we only have to review the Terms of the service below and check the Accept button to create the account.

Terms of Service: Please check the Google Account information you've entered above (feel free to change anything you like), and review the Terms of Service below.

[Printable Version](#)

Condiciones de servicio de Google para su uso personal

¡Bienvenido! El uso de los servicios del motor de búsqueda Google ("Servicios de búsqueda de Google"), implica la aceptación

By clicking on 'I accept' below you are agreeing to the [Terms of Service](#) above and both the [Program Policy](#) and the [Privacy Policy](#).

6.2.2. Step 2: Go to our Gmail Account

Once we registered to Gmail and create a new account following the different steps described before, it going to appear the next page. In this page appear three things we really should know before you get started. These things are:

- **Great search, less filing:** Never file another message or create another folder. Use Gmail's built-in Google search to quickly find the email you need.
- **Archive, don't delete:** With more than 2,500 megabytes of free storage, you never need o delete another email. Just archive everything and use Gmail's search to find what you need.
- **Enjoy the conversation:** Each item in your Inbox is more than an email. It's an entire conversation, containing the original note and all the replies to it. When a new message arrives, the whole conversation moves to the top of your inbox.

We have to read these comments. After do it, we can access to our account only clicking on the link that contains the next text: <http://mail.google.com>. This link appears at the end of the page, like the next figure highlight in red.

Google Site Stats - [send feedback](#)

Gmail Introduction to Gmail

Congratulations!
You've successfully signed up for Gmail. Here are **three things you really should know** before you get started.

[I'm ready - show me my account](#)

Archive, don't delete
With more than 2,500 megabytes of free storage, you never need to delete another email. Just archive everything and use Gmail's search to find what you need.

Great search, less filing
Never file another message or create another folder. Use Gmail's built-in Google search to quickly find the email you need.

Enjoy the conversation
Each item in your inbox is more than an email. It's an entire conversation, containing the original note and all the replies to it. When a new message arrives, the whole conversation moves to the top of your inbox.

Sunday is Movie Night!

Cindy Marshall > Hey guys! The time has come to get together in a... 6:45am

Mark Prince to me 9:22am

What do you say, Robin? I have TKD practice till 5:30, but we could probably get down there by 6:15 or so.

Any thoughts on what movies we should watch?

-Mark

[Directions.pdf](#) - 48K

[Reply](#) [Forward](#)

Peter Williams to me, Carol, Mark, Cindy 9:48am

I'm all over it. Bel might have to go to a study session, but she'll know for sure by tomorrow afternoon. Ill keep you posted.

[Reply](#) [Reply to All](#) [Forward](#)

[Send](#) [Cancel](#) [Check spelling](#)

To: Peter Williams <peter@funco.com>

[Add CC](#) | [Add Box](#) | [Edit subject](#) | [Attach a file](#)

To sign in to your Gmail account, go to <http://mail.google.com>.

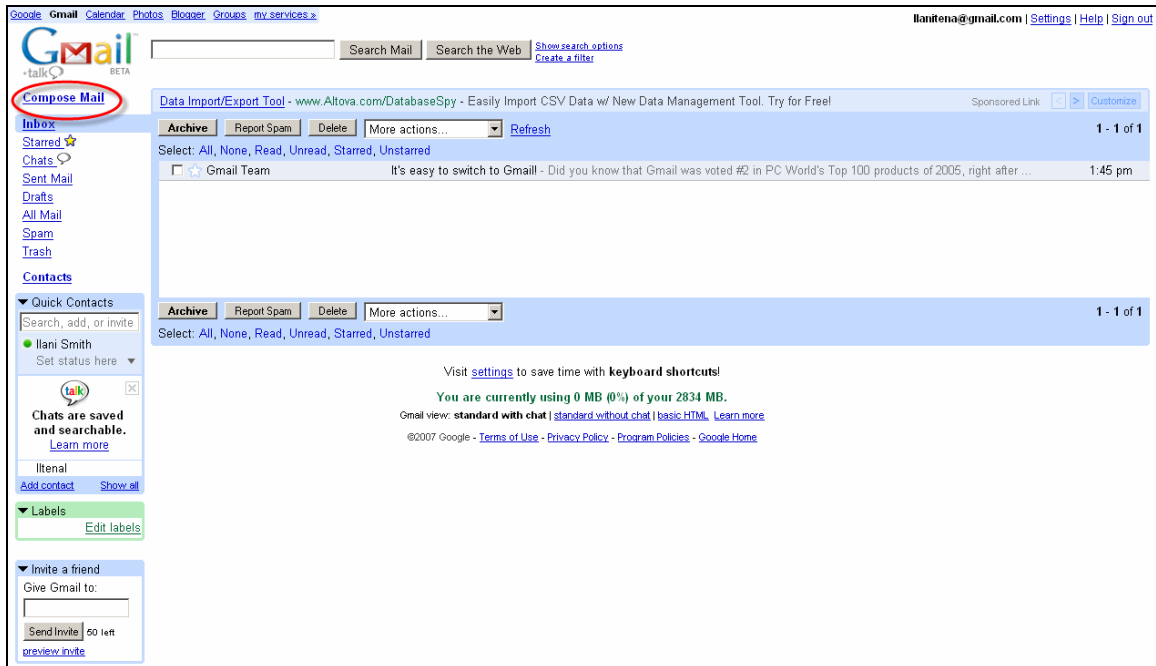
©2007 Google - [Gmail Home](#) - [Privacy Policy](#) - [Program Policies](#) - [Terms of Use](#) - [Google Home](#)

6.3. Sending the first message

In this section we are going to describe, how we can send our first e-mail.

6.3.1. Step 1: Clicked the Compose Mail link

To do it, we have to clicked to the link called **“Compose Mail**, like the next figure shown, where the mentioned link is highlight with a red round.



6.3.2. Step 2: Fill the message fields

Once you do it, it appears a window with the following fields:

- **To:** Here we need to introduce the e-mail address of the person who is going to receive the message.

A screenshot of the 'To:' field in the Gmail compose window. It consists of a text input box with the label 'To:' on the left.

- **Subject:** Here we can indicate with a short text the content of the message.

A screenshot of the 'Subject:' field in the Gmail compose window. It consists of a text input box with the label 'Subject:' on the left and an 'Attach a file' link below it.

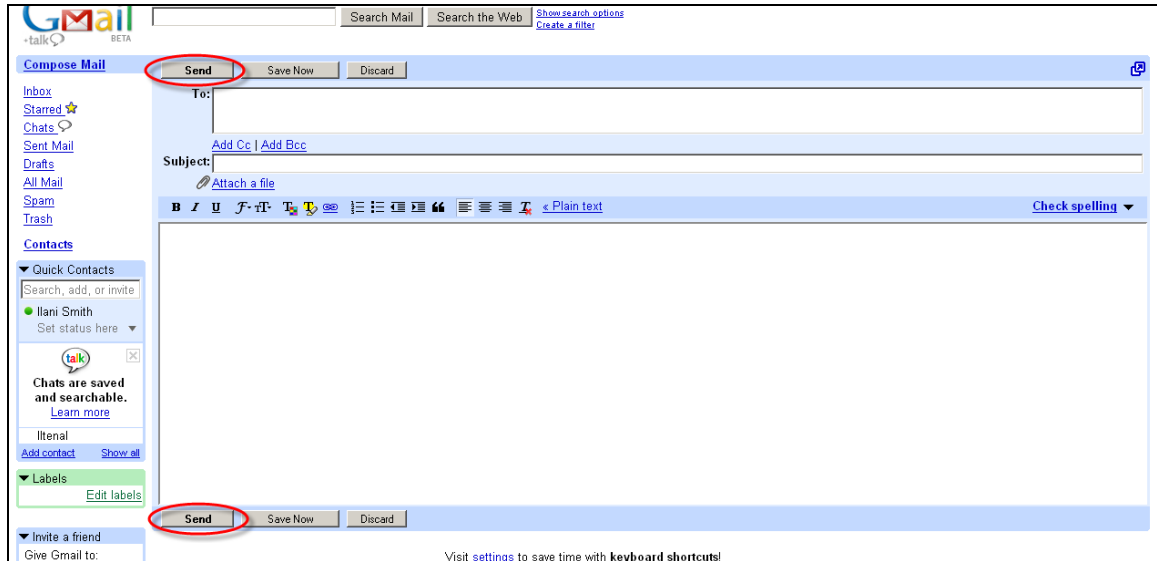
If we want, we can attach a file, clicking in the link that contains the text “**Attach a file**”.

- **Content:** Here is the place that we have to write our message.

A screenshot of the content area in the Gmail compose window. It features a rich text editor toolbar at the top with various icons for text formatting (bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, indent, outdent, undo, redo) and a 'Check spelling' dropdown menu. Below the toolbar is a large, empty text area for writing the message content.

6.3.3. Step 3: Click Send button

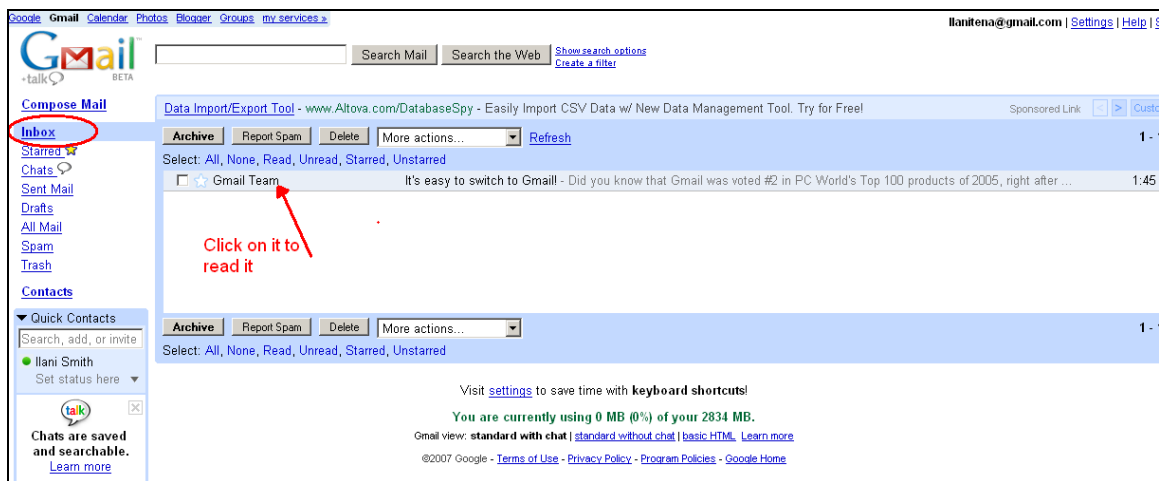
When we finish writing our message we only have to send it. To do it, we only have to click the button with the text **“Send”**. This button appears at the top and at the bottom of the page, like the next figure show highlighted in red.



6.4. Read the first message

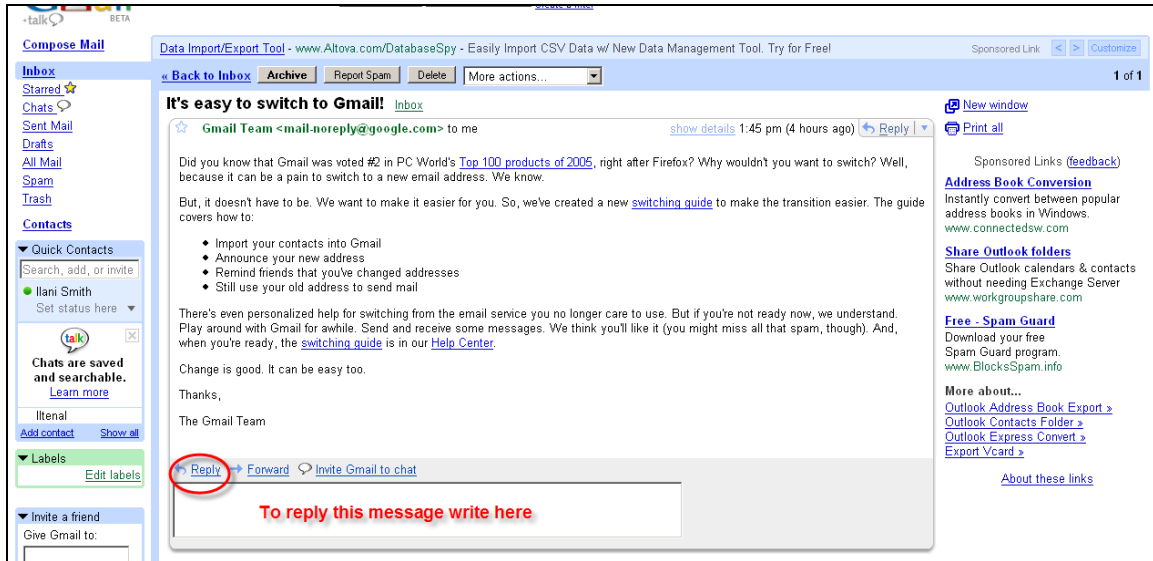
6.4.1. Step 1: Click Inbox link

To read a message we only have to choose the, inbox of our account. To do it, we have to click the link with the name **“Inbox”**, like the next figure show. Once we do it, the page its refreshed and we can see, all the message that we receives. To read one message, we only have to click on it.



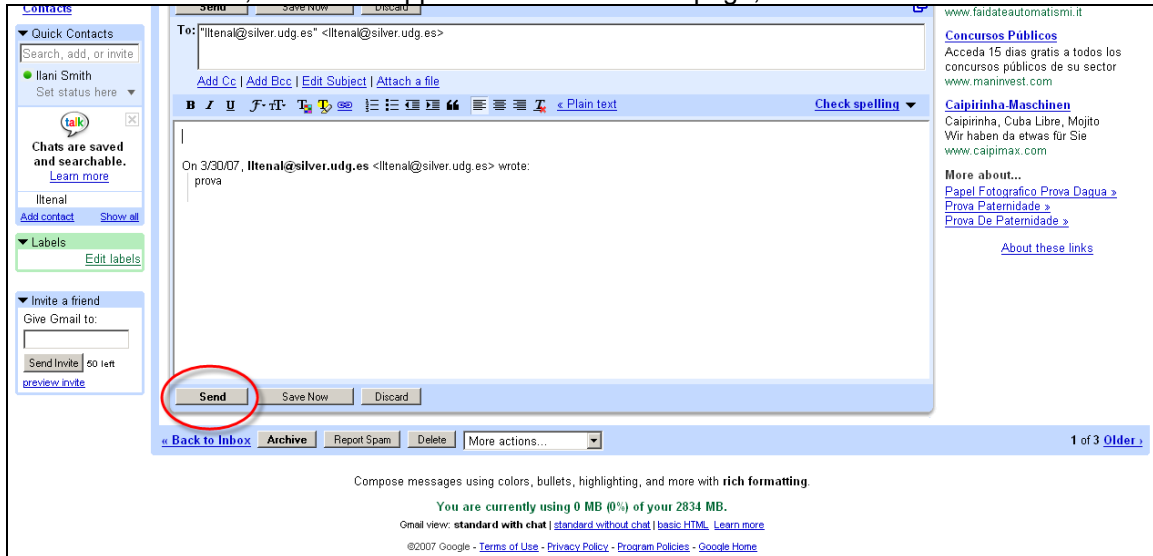
6.4.2. Step 2: Reply a message

Once we click on the message that we want to read, we want to read, appear a new window with the content of it. If we want to answer it, the only thing that we have to do is first clicked on the button that contains the text **“reply”**, answer and **“sends”** it, like the next figure show.



6.4.3. Step 3: Send a message

How the last step says, to send a message we only have to click the button that contains the text **“send”**. In this case, this button appears at the end of the page, like the red round shows.



6.5. Evaluation

In order to evaluate if the contents previously described have been assimilated, answer the following questions.

- 1- Which link is had to select to accede to the screen that allows sending a new message?

- Inbox Link
- Compose Mail Link
- Send Mail Link

2- To reply a message, we have to clicked on it?

- Yes
- No

3- The text button that allows us to send a new message is **“send”**?

- Yes
- No

4- In the compose mail window, the field called **“To”** is used to write the receiver address?

- Yes
- No