

1: Remembering the Day the World Wide Web Was Born - Scientific American

Every Student's Guide to the World Wide Web enables students to easily and efficiently browse the Web, using Netscape Navigator. Written for beginners, the book focuses on educational applications that students can easily relate to their own assignments, research projects, and term papers that they will prepare throughout their academic.

The principal methods of networking that enable the Internet are contained in specially designated RFCs that constitute the Internet Standards. Other less rigorous documents are simply informative, experimental, or historical, or document the best current practices BCP when implementing Internet technologies. The Internet standards describe a framework known as the Internet protocol suite. The layers correspond to the environment or scope in which their services operate. At the top is the application layer, space for the application-specific networking methods used in software applications. For example, a web browser program uses the client-server application model and a specific protocol of interaction between servers and clients, while many file-sharing systems use a peer-to-peer paradigm. Below this top layer, the transport layer connects applications on different hosts with a logical channel through the network with appropriate data exchange methods. Underlying these layers are the networking technologies that interconnect networks at their borders and exchange traffic across them. The Internet layer enables computers "hosts" to identify each other via Internet Protocol IP addresses, and route their traffic to each other via any intermediate transit networks. Last, at the bottom of the architecture is the link layer, which provides logical connectivity between hosts on the same network link, such as a local area network LAN or a dial-up connection. Other models have been developed, such as the OSI model, that attempt to be comprehensive in every aspect of communications. While many similarities exist between the models, they are not compatible in the details of description or implementation. As user data is processed through the protocol stack, each abstraction layer adds encapsulation information at the sending host. Data is transmitted over the wire at the link level between hosts and routers. Encapsulation is removed by the receiving host. Intermediate relays update link encapsulation at each hop, and inspect the IP layer for routing purposes. The most prominent component of the Internet model is the Internet Protocol IP, which provides addressing systems, including IP addresses, for computers on the network. IP enables internetworking and, in essence, establishes the Internet itself. Internet Protocol Version 4 IPv4 is the initial version used on the first generation of the Internet and is still in dominant use. However, the explosive growth of the Internet has led to IPv4 address exhaustion, which entered its final stage in [66] when the global address allocation pool was exhausted. A new protocol version, IPv6, was developed in the mids, which provides vastly larger addressing capabilities and more efficient routing of Internet traffic. IPv6 is currently in growing deployment around the world, since Internet address registries RIRs began to urge all resource managers to plan rapid adoption and conversion. In essence, it establishes a parallel version of the Internet not directly accessible with IPv4 software. Thus, translation facilities must exist for internetworking or nodes must have duplicate networking software for both networks. Essentially all modern computer operating systems support both versions of the Internet Protocol. Network infrastructure, however, has been lagging in this development. Aside from the complex array of physical connections that make up its infrastructure, the Internet is facilitated by bi- or multi-lateral commercial contracts, e. Indeed, the Internet is defined by its interconnections and routing policies. Services Many people use, erroneously, the terms Internet and World Wide Web, or just the Web, interchangeably, but the two terms are not synonymous. The World Wide Web is a primary application program that billions of people use on the Internet, and it has changed their lives immeasurably. These documents may also contain any combination of computer data, including graphics, sounds, text, video, multimedia and interactive content that runs while the user is interacting with the page. Client-side software can include animations, games, office applications and scientific demonstrations. Through keyword-driven Internet research using search engines like Yahoo! Compared to printed media, books, encyclopedias and traditional libraries, the World Wide Web has enabled the decentralization of information on a large scale. The Web is therefore a global set of documents, images and other resources, logically interrelated by hyperlinks and referenced with Uniform Resource Identifiers URIs.

URIs symbolically identify services, servers, and other databases, and the documents and resources that they can provide. Web services also use HTTP to allow software systems to communicate in order to share and exchange business logic and data. The Web has enabled individuals and organizations to publish ideas and information to a potentially large audience online at greatly reduced expense and time delay. Publishing a web page, a blog, or building a website involves little initial cost and many cost-free services are available. However, publishing and maintaining large, professional web sites with attractive, diverse and up-to-date information is still a difficult and expensive proposition. Many individuals and some companies and groups use web logs or blogs, which are largely used as easily updatable online diaries. Some commercial organizations encourage staff to communicate advice in their areas of specialization in the hope that visitors will be impressed by the expert knowledge and free information, and be attracted to the corporation as a result. Advertising on popular web pages can be lucrative, and e-commerce, which is the sale of products and services directly via the Web, continues to grow. Online advertising is a form of marketing and advertising which uses the Internet to deliver promotional marketing messages to consumers. It includes email marketing, search engine marketing SEM, social media marketing, many types of display advertising including web banner advertising, and mobile advertising. In, Internet advertising revenues in the United States surpassed those of cable television and nearly exceeded those of broadcast television. When the Web developed in the s, a typical web page was stored in completed form on a web server, formatted in HTML, complete for transmission to a web browser in response to a request. Over time, the process of creating and serving web pages has become dynamic, creating a flexible design, layout, and content. Websites are often created using content management software with, initially, very little content. Contributors to these systems, who may be paid staff, members of an organization or the public, fill underlying databases with content using editing pages designed for that purpose while casual visitors view and read this content in HTML form. There may or may not be editorial, approval and security systems built into the process of taking newly entered content and making it available to the target visitors. Communication Email is an important communications service available on the Internet. The concept of sending electronic text messages between parties in a way analogous to mailing letters or memos predates the creation of the Internet. Emails can be cc-ed to multiple email addresses. Internet telephony is another common communications service made possible by the creation of the Internet. The idea began in the early s with walkie-talkie-like voice applications for personal computers. In recent years many VoIP systems have become as easy to use and as convenient as a normal telephone. The benefit is that, as the Internet carries the voice traffic, VoIP can be free or cost much less than a traditional telephone call, especially over long distances and especially for those with always-on Internet connections such as cable or ADSL and mobile data. Interoperability between different providers has improved and the ability to call or receive a call from a traditional telephone is available. Simple, inexpensive VoIP network adapters are available that eliminate the need for a personal computer. Voice quality can still vary from call to call, but is often equal to and can even exceed that of traditional calls. Remaining problems for VoIP include emergency telephone number dialing and reliability. Currently, a few VoIP providers provide an emergency service, but it is not universally available. Older traditional phones with no "extra features" may be line-powered only and operate during a power failure; VoIP can never do so without a backup power source for the phone equipment and the Internet access devices. VoIP has also become increasingly popular for gaming applications, as a form of communication between players. Modern video game consoles also offer VoIP chat features. Data transfer File sharing is an example of transferring large amounts of data across the Internet. A computer file can be emailed to customers, colleagues and friends as an attachment. It can be put into a "shared location" or onto a file server for instant use by colleagues. The load of bulk downloads to many users can be eased by the use of "mirror" servers or peer-to-peer networks. In any of these cases, access to the file may be controlled by user authentication, the transit of the file over the Internet may be obscured by encryption, and money may change hands for access to the file. The price can be paid by the remote charging of funds from, for example, a credit card whose details are also passed usually fully encrypted across the Internet. The origin and authenticity of the file received may be checked by digital signatures or by MD5 or other message digests. These simple features of the Internet, over a worldwide basis, are changing the

production, sale, and distribution of anything that can be reduced to a computer file for transmission. This includes all manner of print publications, software products, news, music, film, video, photography, graphics and the other arts. This in turn has caused seismic shifts in each of the existing industries that previously controlled the production and distribution of these products.

2: Equal Access: Universal Design of Student Services | DO-IT

One of a series of brief, step-by-step study guides to the basic concepts behind the Internet. It shows students how to access the Internet with ease in order to use its myriad resources.

Although the computer system in the story is centralized, the story anticipates a ubiquitous information environment similar to the Web. The cultural impact of the web was imagined even further back in a short story by E. Forster , " The Machine Stops ," first published in Berners-Lee found an enthusiastic supporter in Robert Cailliau. The browser could access Usenet newsgroups and FTP files as well. However, it could run only on the NeXT; Nicola Pellow therefore created a simple text browser, called the Line Mode Browser , that could run on almost any computer. Jones stored the plain-text page, with hyperlinks, on a floppy disk and on his NeXT computer. By January there were fifty Web servers across the world. Doctor Fun and NetBoy. Some sites were also indexed by WAIS , enabling users to submit full-text searches similar to the capability later provided by search engines. Early browsers[edit] Initially, a web browser was available only for the NeXT operating system. This shortcoming was discussed in January , [14] and alleviated in April by the release of Erwise , an application developed at the Helsinki University of Technology , and in May by ViolaWWW , created by Pei-Yuan Wei , which included advanced features such as embedded graphics, scripting, and animation. Both programs ran on the X Window System for Unix. Students at the University of Kansas adapted an existing text-only hypertext browser, Lynx , to access the web. Bruce for the Legal Information Institute at Cornell Law School to provide legal information, since access to Windows was more widespread amongst lawyers than access to Unix. Cello was released in June The company later changed its name to Netscape , and the browser was developed further as Netscape Navigator. It comprised various companies that were willing to create standards and recommendations to improve the quality of the Web. Berners-Lee made the Web available freely, with no patent and no royalties due. The W3C decided that its standards must be based on royalty-free technology, so they can be easily adopted by anyone. Commercialization of the Web[edit] Main article: Web marketing By it became obvious to most publicly traded companies that a public Web presence was no longer optional. More dotcoms , displaying products on hypertext webpages, were added into the Web. Although a number of these new entrepreneurs had realistic plans and administrative ability, most of them lacked these characteristics but were able to sell their ideas to investors because of the novelty of the dot-com concept. Historically, the dot-com boom can be seen as similar to a number of other technology-inspired booms of the past including railroads in the s, automobiles in the early 20th century, radio in the s, television in the s, transistor electronics in the s, computer time-sharing in the s, and home computers and biotechnology in the s. In the bubble burst, and many dot-com startups went out of business after burning through their venture capital and failing to become profitable. Many others, however, did survive and thrive in the early 21st century. Many companies which began as online retailers blossomed and became highly profitable. More conventional retailers found online merchandising to be a profitable additional source of revenue. While some online entertainment and news outlets failed when their seed capital ran out, others persisted and eventually became economically self-sufficient. Traditional media outlets newspaper publishers, broadcasters and cablecasters in particular also found the Web to be a useful and profitable additional channel for content distribution, and an additional means to generate advertising revenue. The sites that survived and eventually prospered after the bubble burst had two things in common; a sound business plan, and a niche in the marketplace that was, if not unique, particularly well-defined and well-served. The Web becomes ubiquitous[edit] In the aftermath of the dot-com bubble , telecommunications companies had a great deal of overcapacity as many Internet business clients went bust. That, plus ongoing investment in local cell infrastructure kept connectivity charges low, helped to make high-speed Internet connectivity more affordable. During this time, a handful of companies found success developing business models that helped make the World Wide Web a more compelling experience. This new era also begot social networking websites , such as MySpace and Facebook , which gained acceptance rapidly and became a central part of youth culture. The s also saw the emergence of various controversial trends, such as the expansion of cybercrime and of internet

ensorship. This new model for information exchange, primarily featuring user-generated and user-edited websites, was dubbed Web 2. As the Web became easier to query, it attained a greater ease of use overall and gained a sense of organization which ushered in a period of rapid popularization. Many new sites such as Wikipedia and its Wikimedia Foundation sister projects were based on the concept of user-edited content. In , three former PayPal employees created a video viewing website called YouTube , which quickly became popular and introduced a new concept of user-submitted content in major events. The popularity of YouTube, Facebook, etc. Many video-content hosting and creation sites provide an easy means for their videos to be embedded on third party websites without payment or permission. This combination of more user-created or edited content, and easy means of sharing content, such as via RSS widgets and video embedding, has led to many sites with a typical "Web 2. They have articles with embedded video, user-submitted comments below the article, and RSS boxes to the side, listing some of the latest articles from other sites. Continued extension of the Web has focused on connecting devices to the Internet, coined Intelligent Device Management. As Internet connectivity becomes ubiquitous, manufacturers have started to leverage the expanded computing power of their devices to enhance their usability and capability. Through Internet connectivity, manufacturers are now able to interact with the devices they have sold and shipped to their customers, and customers are able to interact with the manufacturer and other providers to access new content. This has yet to happen. In , Berners-Lee and colleagues stated that the idea "remains largely unrealized".

3: Internet & World Wide Web How to Program

*Every Student's Guide to the World Wide Web: With Internet Explorer [Keiko M. Pitter, Robert M. Minato] on www.enganchecubano.com *FREE* shipping on qualifying offers. This brief, step-by-step guide to navigation on the World Wide Web uses Microsoft's Internet Explorer Web browser.*

Elementary school, Middle school Length: Click here to see all of our video lessons and infographics. Even though most young children are under supervision when using devices, as they get older, they need less guidance and supervision. What types of activities have you participated in on the Internet? Answers can include playing games, watching videos, listening to music, talking to family members, and others Does your family have any rules in place that you must follow when using digital devices? What rules do you think you should follow when using the Internet? Have you ever seen anything on the Internet that made you feel uncomfortable? If so, what did you do? What should you do if you see something that makes you feel uncomfortable? Looking for some extension activities? Here are a few options: Have students draft a safety contract. They can take their contracts home to share with their parents. Parents can modify or revise parts of the contract until both parties reach an agreement. Once students and parents are happy with the contract, they can both sign off on it. You, the teacher, can sign off on it too! Students can design a poster that displays the rules they should follow when using the Internet. You can even take pictures of the posters or set the online assignments as screensavers on your classroom computers. As a writing assignment, students can develop a fictional story or a nonfiction text about staying safe on the Internet. Be on the lookout for more digital citizenship-related teaching materials and resources from EasyBib. We also have many information literacy and research skill materials available. We also have guides to help anyone make APA citations for books, websites, and other popular sources. You can find her here on Twitter. Like what you saw? Sign up for a free EasyBib account to receive our newsletters, updates, and more!

4: A Student's Guide to WWW Research: Web Searching, Web Page Evaluation, and Research Strategies

Every Students Guide To The World Wide Web With Internet Explorer Webassign, online homework and grading tools for instructors and students that.

The Web was not an overnight success. In fact, it took nearly two years before Berners-Lee – with help from CERN computer scientist Robert Cailliau and others – on Christmas Day set up the first successful communication between a Web browser and server via the Internet. This demonstration was followed by several more years of tireless lobbying by Berners-Lee, now 53, to convince professors, students, programmers and Internet enthusiasts to create more Web browsers and servers that would soon forever change the world of human communication. To get the inside story on how the Web came to be, not to mention the man behind the idea, SciAm. Thousands of researchers would travel to CERN, do their experiments using their own computers which they brought with them, and then go home to crunch the data. It was a major pain at CERN to accommodate the many incompatible computers, which also had to work with the CERN mainframe that actually ran the mammoth particle accelerators. Tim was responsible for helping everything and everyone work together. What inspired the larger vision? He made the proposal to CERN management in March for funding and an official okay to use some of his time to work on this project. But in thinking about solving the incompatibility problem, he realized that it would be even more cool if the scientists, after they went back to their labs, could still share their data. They might even be able to run some of their experiments at CERN over a network from wherever they were located, if the distant CERN computers could talk over the Internet. The Internet itself is just a set of wires and a protocol for sending information over those wires. The Web would be an application that ran on the Internet. It just so happens that the Web turned out to be the killer app of all time. What were the key innovations that formed the Web? HTTP allows you to click on a link and be brought to that document or Web page. URLs serve as an address for finding that document or page. And HTML gives you the ability to put links in documents and pages so they connect. Tim created all three of these pieces of software code from October to December of 1990. Tim likens it to a market economy: The traders just need to know the rules. The hardest thing for people to grasp about the Web is that it has no center; any computer or node, in mathematical terms can link to any other computer directly, without having to go through a central connection point. They just need to know the rules for communicating. Why did it take until before the public became aware of the creation? Once Tim and Robert Cailliau established that the Web worked, they wanted to spread the word. He also encouraged enthusiasts to start their own servers. From there, listservs helped spread the word; so did university computer science programs, which saw the coding of browsers and servers as a great way to get students to experiment. Tim began to get concerned, though, about universities and companies like Microsoft creating their own networks that might compete with the Web, or charging for content, which would violate his core principle: To stop this from happening, he got management at CERN to release all of his source code under a general license so that any programmer anywhere could use it for free. He thought that if the whole world was building the Web together, no one company could take control of it. What caused the Web to finally take off? Tim designed the Web to be a social medium, first, rather than a technical one – a system that would connect people through their computers, and the grassroots building [of the Web] took off because of that. These companies would snail mail free CDs with their browser software so people would get on the Web, hoping that once they got there, they would discover services the companies offered for a fee, such as e-mail. At that point, the Web was clearly becoming a juggernaut, and commercial forces did indeed threaten those core principles. CERN was not in the business of overseeing Internet systems or applications – it existed to do high-energy physics experiments. What surprised Tim most is that for years people were so much more interested in simply browsing for and reading content rather than in creating it. His very first browser – “WorldWideWeb” – was actually both a browser and an editor. It let you write your own pages, post them online, and edit pages posted by others. This frustrated him for a number of years. The whole point of the Web, to him, was not to just see information but to publish it, too. What does the future hold for the Web, given that the openness that

Berners-Lee built into it is continually exploited by miscreants? But for Tim, confronting issues like privacy and protection of intellectual property is not a matter of a technical fix. First, you need a social fix. The way you deal with security and other problems on the Web is the same way you deal with it in society: Once those are developed, then the technical ways to implement them can be created.

5: Links to Grammar and Writing Sites

This brief, step-by-step guide to navigation on the World Wide Web uses Microsoft's Internet Explorer Web browser. Students are given the basic concepts behind the Web, shown how to get onto the Web, and pointed to some of the most dynamic and useful Web sites.

Keiko Pitter and Robert Minato. Upper Saddle River, NJ: Making the Grade on the Internet. Randy Reddick and Elliot King. Reviewed by Dave Clark, Iowa State University These three texts represent the current phase in the movement of the Internet into our classrooms and lives. A major challenge has been simply getting students on-line, which for many instructors has meant generating hundreds of pages of handouts to help students get oriented to the technology and basic search tools. Little time is left for helping students gain an understanding of the culture of the Internet, which is unfortunate, as the Internet offers teachers of technical communication an easily accessible and very real audience for their students. All of the major publishing companies, of course, are trying to solve these pedagogical problems with new books. None of these texts could serve well as a primary course text--they seem designed to supplement business or technical communication texts--but they could help students understand more fully the potential for research and communication on the Internet. Students need two kinds of help to begin understanding the potential of the Internet--technical and cultural. Clearly, they need technical help because many students in business and technical communication courses have done little more on computers than run a word processor. Providing that help, though, is a real challenge for instructors, so a good student guide to the Internet would provide technical "how to" information so that students can become self-sufficient with the technology and instructors can concentrate on more substantive issues. Providing a comprehensive guide to all of the different types of systems that students might conceivably have at their schools is no small task, though, as the types of connections, operating systems, and software applications vary widely from school to school. Students need to be provided with a context Summer , Vol. Reviews for the Internet that will make it clear to them how the Internet is relevant to their lives and how they can become part of the Internet community. They need help on such rudimentary cultural concepts as "emoticons" [sideways faces used for emphasis in e-mail and Usenet news mes. They also need a broader understand- ing of Internet culture, including the advantages and problems of researching on the Internet how do you tell, for instance, if a source from a World Wide Web document is credible? What are the legal and ethical issues involved in using sources from the Internet? These texts differ dramatically, however, in the amount of cultural discussion they offer readers. In this new version of their text, Pitter and Minato elected to focus entirely on the Internet as filtered through Netscape Navigator version 2. Focusing solely on Netscape allowed them to cut entire sections of the book that dealt with other types of Internet access and with various types of campus connections; the authors can instead start with the assumption that everyone involved has access to the same software, which makes the task of explaining technical details far easier and makes the book, finally, less dense and more useful to its intended audience. On the ocher hand, the decision to focus on Netscape is curious, as in some ways the book seems to be an advertisement for a firm that has a current market valuation of around four billion dollars. The book begins with the story of how Netscape triumphed over Mosaic, and each chapter shows us another way that Netscape innovators have managed to encompass yet another part of the Internet: Netscape competitors, and portions of the Internet not accessible with Netscape, are completely marginalized in the text. And read as is perhaps intended, as a guide to Netscape, the boolc is effective, supplying students with good basic directions and explanations of how to use Gopher, Telnet, and the Web. The authors even include a chapter on how to create HTML documents, although, of course, this section is limited by the fact that Netscape did not, as of the publication date, offer full FTP capabilities. For a school equipped with Netscape 2. For each Internet tool covered, she describes a variety of access modesthrough UNIX-based systems as well as through popular point-and-dick interfaces-- and discusses the differences between the types of connections that different colleges offer. Although her classifica- tions may be questionable the World Wide Web, which she groups under "Searching for Information," is arguably also a way to "Communicate With Others" , they would

doubtless be helpful to novice readers who were attempting to gain a basic understanding of the structure and tools of the Internet. Like Pitter and Minato, Clark includes a discussion of "netiquette" and basic suggestions for interacting with others on the Web, but she also includes material that would help students begin to understand how they might actually use the Internet. For instance, in the chapter on Usenet discussion groups, Clark includes a sample discussion that might well occur on campus: Clark does, unfortunately, omit the layers of cutting and pasting that are common on Usenet, but the exchange, nonetheless, should give students ideas about how TCQ: Reviews they might actually have useful and interesting conversations with others by logging on to Usenet. Clark embeds examples of this type throughout her text and also includes lists of sample sites that could get students started. Even more helpful are the citation formats and sample student paper Clark includes in an appendix, which could serve not only as a reference to students but also as a model and an incentive to take the Internet seriously as a research tool. The authors state their mission this way: In that spirit, Reddick and King begin their book as most good reference books begin: The authors devote all of the first two chapters to exploring the history and basic tools of the Internet, giving readers the foundational knowledge they need to determine which other chapters in the book will be useful to them. The authors give us entire chapters on Internet research strategies and on "netiquette," then chapters on useful Internet tools for each of several disciplines--humanities, social sciences, business, and the sciences. They also include good discussions of ethics and copyright, although they are buried in the middle of the book--instructors may want to make sure that students read these sections early in the semester. And despite devoting so much space to contextualizing the Internet, Reddick and King also manage to do a good job of explaining the basic, mechanical operations of the various Internet interfaces, covering the obvious e-mail, the World Wide Web, Gopher, etc. And the authors are careful to contextualize as they go; the section on e-mail, for instance, contains a subsection on "The rules of behavior. Most users would use only one of these FTP methods, and the others would be unimportant and perhaps confusing. All three of these books, of course, will need updating within two years, but for the moment, all of these books would be useful to students, depending on the kinds of knowledge they are expected to have, the kinds of knowledge their instructors plan to teach them, and the kind of connections, hardware, and software that are available to them. Computer-Mediated Communication and Community. Reviewed by Nancy R.

6: Internet - Wikipedia

The Every Student's Guide to the World Wide Web: With Internet Explorer: Instructor's Manual we think have quite excellent writing style that make it easy to comprehend.

A checklist for making campus services welcoming, accessible, and usable As increasing numbers of people with disabilities pursue educational opportunities at all levels, the accessibility of admissions offices, libraries, computer labs, tutoring centers, and other student services increases in importance. The goal is simply equal access; everyone who needs to use your services should be able to do so comfortably and efficiently. Legal Issues Section of the Rehabilitation Act of , the Americans with Disabilities Act of , and its Amendments prohibit discrimination against individuals with disabilities. According to these laws, no otherwise qualified person with a disability shall, solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity of a public entity. This means that student services as well as academic programs must be accessible to qualified students with disabilities. Universal Design You can make your student service accessible and useful to everyone by employing principles of universal design UD. Universal design means that rather than designing your facility and services for the average user, you design them for people with a broad range of abilities, disabilities, ages, reading levels, learning styles, native languages, cultures, and other characteristics. Keep in mind that students and other visitors may have learning disabilities or visual, speech, hearing, and mobility impairments. Preparing your program to be accessible to them will make it more usable by everyone and minimize the need for special accommodations for those who use your services and for future employees as well. Make sure everyone feels welcome, and can get to the facility and maneuver within it, communicate effectively with support staff, access printed materials and electronic resources, and fully participate in events and other activities. Deliberate, small steps can make that goal attainable for your service department. Below you will find a series of steps to lead you through the re-design of an existing service or the creation of a new one. As you travel through the phases of implementing UD, remember to plan ahead and keep the diverse needs of students at the forefront. Select a student service e. Consider the purpose of the campus unit, specific services and resources provided, facility constraints, budget, and other issues that impact the range and delivery of services provided. Describe the overall population and then consider the diverse characteristics of those who might potentially use the service e. Involve people with diverse characteristics as identified in Step 2 in all phases of the development, implementation, and evaluation of the service. Also, gain perspectives of students through diversity programs such as the campus disability services office. Adopt guidelines or standards. Review research and best practices to identify specific strategies for the delivery of an effective service e. Create or select existing universal design guidelines and standards for the service. Integrate universal design practices with other best practices within the field of service. Apply guidelines or standards. Apply universal design strategies in concert with other best practices, both identified in Step 4, to the overall design of the service, all subcomponents of the service, and all ongoing operations e. Develop processes to address accommodation requests e. Share the process in signage, publications, and on a website. Tailor and deliver ongoing training and support to student service staff. Include universal design measures in the evaluation of the service, evaluate the service with a diverse group of students, and make modifications based on their feedback. Provide ways to collect ongoing input from service users e. Guidelines and Examples The following questions can guide you in making your campus service unit universally accessible. This content does not provide legal advice. This checklist was developed in consultation with more than twenty postsecondary institutions as part of the AccessCollege project. It was field-tested at more than twenty postsecondary institutions nationwide. The results of a nationwide survey to test face-validity of checklist items led to further refinement of the checklist. Planning, Policies, and Evaluation Consider diversity issues as you plan and evaluate services. Do you have policies and procedures that ensure access to facilities, printed materials, computers, and electronic resources for people with disabilities? Is accessibility considered in the procurement process? Do you have a procedure to ensure a timely response to requests for disability-related

accommodations? Are disability-related access issues addressed in your evaluation methods? Physical Environments and Products Ensure physical access, comfort, and safety within an environment that is inclusive of people with a variety of abilities, racial and ethnic backgrounds, genders, and ages. Are there parking areas, pathways, and entrances to the building that are wheelchair-accessible and clearly identified? Are all levels of the facility connected via an accessible route of travel? Are there ample high-contrast, large-print directional signs to and throughout the office? Do elevators have auditory, visual and tactile signals and are elevator controls accessible from a seated position? Are wheelchair-accessible restrooms with well-marked signs available in or near the office? Are universally-recognized icons used on signage? Is at least part of a service counter or desk at a height accessible from a seated position? Are aisles kept wide and clear of obstructions for the safety of users who have mobility or visual impairments? Is adequate light available? Staff Make sure staff are prepared to work with all students. Are all staff members familiar with the availability and use of the Telecommunications Relay Service and alternate document formats? Do staff members know how to respond to requests for disability-related accommodations, such as sign language interpreters? See Communication Hints at the end of this publication. Information Resources and Technology If your service unit uses computers as information resources, ensure these systems employ accessibility options, and systems are in place to make accommodations. Do pictures in your publications and website include people with diverse characteristics with respect to race, gender, age, and disability? In key publications and on your website, do you include a statement about your commitment to universal access and procedures for requesting disability-related accommodations? For example, you could include the following statement: Please inform staff of accessibility barriers you encounter and request accommodations that will make activities and information resources accessible to you. Are key documents provided in a language s other than English? Are printed materials within easy reach from a variety of heights and without furniture blocking access? Do electronic resources, including web pages, adhere to accessibility guidelines or standards adopted by your institution or your specific project or funding source? For information about making your website accessible to everyone, consult the World Wide Access: Accessible Web Design video and publication. Are videos used by your service captioned? Is an adjustable-height table available for each type of workstation to assist students who use wheelchairs or are small or large in stature? Do you provide adequate work space for both left- and right-handed users? Is software to enlarge screen images and a large monitor available to assist students with low vision and learning disabilities? Do you provide a trackball to be used by someone who has difficulty controlling a mouse? Are staff members aware of accessibility options e. Are procedures in place for a timely response to requests for assistive technology? Note that your organization need not have special technology on hand for every type of disability but should have available assistive technology that can benefit many people. For more information about adaptive technology, consult the these videos and publications. Events Ensure that everyone can participate in events sponsored by your organization. Are events located in wheelchair-accessible facilities? Is the accessible entrance clearly marked? Is information about how to request disability-related accommodations included in publications promoting events? Is accessible transportation available if transportation is arranged for other participants? Checklist Updates To increase the usefulness of this working document, send suggestions to sheryl@uw.edu. Each item, in keeping with the UD approach, should reflect a proactive practice that makes a student service more welcoming, accessible, and usable by students with a wide range of characteristics. Communication Hints Treat people with disabilities with the same respect and consideration with which you treat others. Here are some helpful hints when it comes to delivering a presentation, hosting an exhibit, and otherwise relating to people with disabilities. General Ask a person with a disability if that person needs help before providing assistance. Talk directly to the person with a disability, not through their companion or interpreter. Provide information in alternate means e. Do not assume physical contact—like handshakes, high-fives, or hugs—is okay. Understand that not everyone uses eye contact. Blind or Low Vision Be descriptive. When guiding people with visual impairments, offer them your arm rather than grabbing or pushing them. Learning Disabilities Offer directions or instructions both orally and in writing. If asked, read instructions to individuals who have specific learning disabilities. Mobility Impairments Consider carrying on a long conversation with an individual who has a

mobility impairment from a seated position. Speech Impairments Listen carefully. Repeat what you think you understand and then ask the person with a speech impairment to clarify or repeat the portion that you did not understand. Deaf or Hard of Hearing Face people with hearing impairments, and avoid covering your mouth, so they can see your lips. Avoid talking while chewing gum or eating. Speak clearly at a normal volume. Speak louder only if requested. Repeat questions from audience members. Use paper and pencil, or type things out on your cell phone, if the person who is deaf does not read lips or if more accurate communication is needed.

7: A1: What Is The Web? - Google Docs

Every Student's Guide's World Wide Web focus is new; Pitter and Minato's previous book was Every Student's Guide w the Internet, which was 40 pages longer and considerably more comprehensive in terms of addressing all of the capabilities of the Internet.

Share via Email This article is over 10 years old Holed up in a rickety construction trailer on the campus of Stanford University, two graduate students were supposed to be finishing their doctoral studies. Instead, Jerry Yang and David Filo began messing around on the world wide web - still, at the time, a largely unexplored phenomenon. Both in their early 20s, Yang and Filo were surrounded by empty pizza boxes, discarded papers and student detritus. They started fiddling with quirky homepages. Yang put up his golf scores, his name in Chinese characters and list of his favourite websites. As they stumbled on new finds, this index began to grow. Throughout the rest of the decade, Yahoo was the undisputed leader on internet "portals". Things were going like a dream - until a little known private competitor called Google came along. But Google, set up in a Menlo Park garage, quickly gained the upper hand, staffing up with cheap talent laid off by larger Silicon Valley firms when the dotcom bubble burst in They were able to hire good people at great rates. The word Google entered the Oxford English Dictionary. Its success has been greeted with alarm by the corporate establishment. Microsoft , based miles to the north in Seattle, has watched Google diversify into free-of-charge "apps" - applications such as spreadsheets and word processors which encroach on classic Bill Gates territory. Once a byword for monopolistic behaviour itself, Microsoft has frequently cried foul. Its general counsel went to the US Senate last year to try to stop Google from buying an advertising firm, DoubleClick. But the market continues to grow and the leader continues to get stronger. Analysts say the bid is a highly unusual move for Microsoft - and is a sign of its anxiety to get back in the internet game. Although it is still the most visited page on the web, its share of global searches has been steadily shrinking. Tie-ups between Yahoo and both eBay and Disney have been mooted but have come to nothing. A software update known as Project Panama, which was supposed to tailor advertising to searches far more effectively, suffered a series of catastrophic delays. The company dabbled in social networking, auctions, photo sharing and videos without much conviction or focus. Its blundering efforts to comply with the Chinese government in surrendering the identity of email users prompted a congressman to compare Yahoo to a "moral pygmy". Inside Yahoo, unease became increasingly apparent. In a leaked memo dubbed the "peanut butter manifesto", a senior Yahoo executive, Brad Garlinghouse, complained that the firm was spreading its resources far too thin like a sandwich spread stretched to cover too many slices of bread. Some fancy new Yahoo devices for mobile phones went on display at the Consumer Electronics Show in Las Vegas this month. At the time, another Wall Street expert complained: But shareholders are likely to want to sell the company. The board [of Yahoo] is going to have a hard time resisting the deal. But with the onset of so-called "Web 2. For Microsoft, buying Yahoo amounts to an effort to restore its once unshakeable position at the top of the technology tree. But for Yahoo, selling out will be a galling end to once glorious, ground-breaking road. Yang likes to style himself under the job title "chief Yahoo". It is unlikely that such quirks will survive within the multinational corporate embrace of Microsoft.

8: Instructional Strategies for the World Wide Web

Projects using the World Wide Web can be collaborative in many ways—“with groups of students in the classroom working with each other or peers in other schools. In one midwestern city, seventh grade students worked in cooperation with their peers in Japan to design a “virtual comparative textbook” on their two cities.

Now, tell me how to teach with it. The writer, an Ohio high school teacher, has a point. Professional journals and conferences are filled with articles and presentations on the subject. Many teachers are being pressured by administrators, parents and their students to integrate the Internet into their instruction. While many teachers have started using the Web, others feel intimidated by a new technological tool that seems to change daily. Nearly all the columns in this series have focused on content, recommending websites with useful content for both students and teachers. I will still provide a list of annotated website descriptions, but these will be sites that help teachers with methods and ideas for student assignments. Instead, the Internet and Web the two terms are often used interchangeably offer a tremendous array of information resources and provide opportunities for a wide variety of teaching strategies. Much depends on computer availability and the type of Internet connection. Is there a computer in the classroom? Is it primarily for teacher use? Is there only one? Or is there a computer lab or resource center where several computers are available for student use? While the optimum situation would have many fast computers mhz or Pentium PCs or recent model Macintoshes linked directly to the Web via an ISDN line and easily available to students, instructional effectiveness and student learning can be enhanced and enlivened with far less. A single computer used only by the teacher can provide primary sources, photographs, and student projects that can be more effective than the collection of ancillary resources that come with textbook programs. One or two computers in the back of the classroom can lead to links with classes in another state or even another nation. In many communities, libraries are opening up computer rooms for public use. We are only at the beginning of the computer revolution in education. I firmly believe that every American teacher and student will be teaching and learning with computers and the Web or whatever replaces it within 10 to 15 years. The Internet can be a powerful source for individual research and writing assignments, but current educational research suggests that collaborative projects enhance student achievement. The result was a website featuring their two cities and their schools. The best way to find ideas about using the Internet in social studies instruction is to examine some of the websites where student projects are described. Many of them will lead you to other links that feature student work or outline the instructional steps that teachers use to design web-based activities. Send them via e-mail to risinger@indiana.edu. Melissa describes several successful projects that incorporate the WWW into her classes. Anyone can do the same with minimal effort. Follow the lead of your students. Every single project I ever ran was the result of a comment or question made by a child. It has general Internet information for teachers and special sections for social studies, science, math, and the arts. In the social studies section, lesson ideas for geography, history, personal growth, and social issues are featured. It also has excellent personal information for teachers, such as advice on developing an online resume and searching for positions on the Internet. You can easily spend an hour roaming around this site. Intercultural E-Mail Classroom Connections <http://www.olaf.edu/~olaf/iecc/> Olaf College in Minnesota provides the IECC Intercultural E-Mail Classroom Connections mailing lists as a free service to help teachers and classes link with partners in other countries and cultures for e-mail classroom pen-pal and project exchanges. Since its creation in , IECC has distributed over 19, requests for e-mail partnerships. At last count, there were more than 6, teachers in approximately 70 countries participating in at least one of the IECC lists. Teaching With Historic Places <http://www.teachingwithhistoricplaces.com/> Developing a School or District Technology Plan <http://www.digitaleducation.com/> It is an excellent planning guide for any school wanting to incorporate technology into the curriculum. Getting Started with Online Learning Projects <http://www.gettingstartedwithonlinelearning.com/> This article is a brief guide to getting started with learning projects on the World Wide Web. Listed are several projects currently available, as well as pointers that lead to hundreds of other potential projects to join. Guidelines for organizing your own projects are also given. Finally, there is a list of the very best places to go for further information about project-based learning on the Web. He is past president of NCSS and an inveterate web surfer.

9: WRTG - Citing World Wide Web Sources

It was initially called "Jerry's guide to the world wide web" but then in , Yahoo was born. Throughout the rest of the decade, Yahoo was the undisputed leader on internet "portals".

Cooking the Thai Way (Easy Menu Ethnic Cookbooks) Introduction to philosophy of science Survey of the Old Testament Bible Truths Level 6 An Ethics Primer for Children, Honesty, Kindness and Respect Clinical measurement of joint motion Pfsense 2.3 book Mage guide to the technocracy Life and Times of Cultural Studies Toward a rhetorical genealogy of Othello Constructive quantum field theory. Prayers for the little ones Introduction to systems biology Monsters on machines The dream of garden living Panic book sharon draper UX Is Still Young Animal, vegetable, or mineral? Virtuoso Fingerstyle Guitar (Acoustic Masters Series) History of the New World (Works Issued By the Hakluyt Society ; 1st Ser. No. 21) American minimal music The storm book by charlotte zolotow Design of micro hydro power plant 64. Cordoba, A House with Loggia. Miss Myrtle says / Knox biology 5th edition The genetics of dyslexia : what is the phenotype? Albert M. Galaburda Gordon F. Sherman Early Israelite wisdom Abstract algebra book by gallian Residential Waterfront, Borneo Sporenburg, Amsterdam Social rights : the neglected category of human rights Silvia Staub-Bernasconi The need for an ark Atlas of Operative Laparoscopy and Hysteroscopy, Third Edition (Encyclopedia of Visual Medicine) List of words shakespeare invented Vanilla ice cream she loves me sheet music The young Moslems Sister, Girl It Aint Easy Loving A Married Man A book of R. L. S. works, travels, friends, and commentaries Lives of the ancient philosophers. Web technologies notes jntu