



EATT

Equal Access to Technology Training

Introductory IT Course

JAWS® for Windows

Teacher's Book - Part 2

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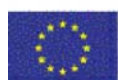
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This project is part funded by the EU Leonardo Da Vinci programme



Education and Culture

Leonardo da Vinci

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First Edition 2003

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Introduction

The second half of the Introductory IT Course is aimed at enabling the students to use the PC and a number of standard Windows applications with the help of JAWS.

It is important that the students understand that they can control the Windows interface using menus and not just with keyboard shortcuts. Once they understand menus, they will be able to transfer this knowledge from one program to another. In Part 2, you should teach the students how to use menus for executing commands in all programs before giving them the corresponding shortcuts.

This part of the course also introduces Online Help for Windows, standard applications and JAWS.

The goal of Part 2 is for the students to have mastered the skills being taught. After this, they're on their own.

Recommended Windows applications

We recommend that you use the following programs in Part 2:

- e-mail: Outlook Express
- word processor: Microsoft Word
- web browser: Internet Explorer

Session 1

The main theme of this session is using the Start menu, with particular emphasis on

- opening programs
- using Windows Help
- using the My Documents submenu

The session also goes deeper into the following Windows interface elements:

- title bar
- menu bar
- edit field
- dialog box
- list view
- radio button

Aims

After this session the students should be able to

Windows

- start and stop the PC correctly
 - start different programs from the Start menu
 - close programs
 - find the My Documents submenu on the Start menu
 - open files from My Documents
 - identify dialog boxes, radio buttons and list views
 - open Windows Help from the Start menu
 - switch between a number of active programs
-

JAWS

- find the title bar in Windows applications and dialog boxes
- find and open menu bars in different programs
- scroll through menus using the arrow keys
- navigate dialog boxes using the **Tab** key
- explore list views
- select and deselect radio buttons
- have JAWS repeat dialog box content

Suggestions

Here are some suggestions for how you can teach this session.

The Start menu

Making things concrete is very important when teaching blind people. Think about how you can explain what a menu is and what it looks like on-screen.

The students need to realise that a menu is a list of options that they can choose from. They should also know what the different menu options actually mean.

Title bar

Let the students check the title bar of the windows as often as possible. This will help them understand where they are working and what they are doing.

Give the students time to listen to what JAWS tells them when a program launches. Translate the information for them if they don't understand.

Menus and shortcuts

Clarify the difference between menus and shortcuts.

We recommend working with menus for the following reasons:

- if the student forgets a keyboard shortcut they can still perform the task using a menu
- the menus contain all the options in a program
- by examining the menus in different programs, students will be able to transfer their skills from one program to another.

Allow time for working with the menu bar in Notepad and Word until the students fully understand what is happening. Make sure they know what the **Alt + F4** shortcut does.

My Documents

Place a short note to the students in the My Documents folder and demonstrate how to open it from the **Start - Documents - My Documents** submenu.

List views

Explain what a list view is and show how to use it.

Explain how to find the start and end of the list using the **Home** and **End** buttons.

Again tactile models of the interface elements can be useful.

Dialog boxes

Start off by demonstrating a simple "Do you want to save changes" dialog box by trying to close an open document without saving it.

Have the students spend time navigating backwards and forwards between options in the dialog box using **Shift + Tab** and **Tab**. Have them find the title of the dialog.

Graduate to a more complicated dialog box, such as the Save As dialog in Word or Notepad. Explain the meaning of the different options.

Repeating dialog box content

Having JAWS repeat the content of a dialog box is important, especially for new users. Practise the **Insert + B** command regularly throughout Part 2.

Windows Help

During Part 2 the students should become familiar with the Online Help in different programs. Teach them how to navigate the Help interface.

The interface may vary according to your version of Windows. Prepare your lesson according to the version you and your students are using.

We suggest using the Index for searching the Help. Teach the students how to switch between the Contents and Index tabs

To switch between the navigation pane and the content pane in the Help window, press **F6**.

Mastering Windows Help takes some practice, so we suggest you return to it in each session.

Session 2

E-mail is fast becoming the most common method of written communication, so it is important that the students know how to write, send and receive e-mails. They should also be able to open e-mail attachments.

Before you start teaching e-mail think about whether it would be easier for your students to use

- an e-mail application, such as Outlook Express
- a webmail service, such as Hotmail

For JAWS users we suggest using Outlook Express with the following simple configuration:

- open at Inbox by default
- folders list turned on
- all other toolbars and contacts turned off
- preview pane turned off

Aims

After this session the students should be able to

E-mail

- launch an e-mail program
- close the e-mail program
- open e-mails
- read e-mails
- switch focus between the different fields in the message window
- describe what the fields mean
- write an e-mail
- send and receive e-mail

- scroll through the message list
- open attachments
- use the e-mail program's Online Help

JAWS

- navigate the Outlook Express main window
- navigate the message window

Suggestions

It is important to make sure that the students understand what's going on in the e-mail program. Go over the inbox and outbox system again if you need to.

You can e-mail the program for this session to the students. Send more than one mail. Attach files in some of the mails.

Launching and exiting Outlook Express

Show the students how to launch Outlook Express from the Start menu. Explain what JAWS is reading to the student as the program launches.

Let the students

- launch Outlook Express from **Start - Programs - Outlook Express**
- listen to the start-up message
- find the Inbox
- find and open the File menu in the main window
- find and select the Exit menu option
- launch the program again
- close the program using **Alt + F4**

The Outlook Express window

Let the students open and close the program and practise switching between the folders list and the message list until they understand the layout of the window.

Opening and reading mail

Let the students start reading the mails using the arrow keys.

Creating a new message

Have the students practise moving between the header fields - To, CC, etc - using **Tab** and **Shift + Tab**.

Make sure they know the meaning of

- CC
- BCC

Have the students create a message from the File menu and e-mail it to you via your local area network. Reply to the e-mails.

Let the students e-mail each other.

When the students feel comfortable with sending and opening mail, you can move to another room. Conduct an e-mail conversation with them while you are in separate locations.

Dealing with attachments

Give a concrete example of an e-mail attachment, such as someone e-mailing a meeting notification and attaching the agenda.

Note how JAWS informs you that a message includes an attachment.

Session 3

The aim in this session is for the students to be able to use Word and save and open files.

The Save As and Open dialog boxes can be confusing for blind people, so we advise you to

- spend as much time as you need to get the point across
- make the demonstration as concrete as possible

Aims

After this session the students should be able to

Word

- open Word
- close Word
- write a document
- close a document
- save a document
- open a document
- print a document
- use Online Help in Word
- describe how optical character recognition (OCR) software works with Word

JAWS

- use the numeric keypad to read from the screen
- use JAWS Help
- navigate the Save as and Open dialog boxes

Suggestions

Here are some suggestions for how you can teach this session.

Closing extra documents

Try to keep things simple at the start. Recommend that the students have only one document open at a time.

Have the students study the different information they receive from JAWS when Word has a document open and when it doesn't.

Saving a document

The Save As dialog box is important. Have the students listen carefully to what JAWS tells them about it.

Define the following interface elements:

- the Save in combo box
- the File name edit combo box
- the list view

If the students have never seen a Windows interface, books with tactile models are available at http://www.rnib.org.uk/pubcat/section5.htm#P904_31443

You could also make your own model of the Save As dialog box using tactile materials.

The process is described in details in the Student Book. Create a number of documents and ask the students to save them. They should check the title bar in Word before and after saving documents.

Opening a document

The Open dialog box contains many of the same interface elements as the Save As dialog.

Since the students will be using the list view for the first time, we recommend that the files are displayed as a simple list - as opposed to thumbnails, details or properties

Create some files and add them to the students' My Documents folders before the session. This way the students will have a number of files to choose from.

Navigating a document

Have the students practise the **Ctrl Home** and **Ctrl End** commands in a number of different documents.

Using the numeric keypad with JAWS

Many experienced JAWS users find the numeric keypad the most efficient way to read and navigate documents.

Be sure to tell your students to turn off the **Num Lock** key.

Have them start JAWS Keyboard Help and practise the following key strokes:

- **Insert + 2** - Say all
- **Insert + 4** - Say previous word
- **Insert + 6** - Say next word
- **Insert + 8** - Say current line
- **Insert + 5** - Say word
- **Insert + 5** twice quickly - Spell word.

Help Menus in Word and JAWS

Being able to use the Online Help is a useful skill when working alone. Revise how to use the Help for Word and JAWS.

OCR

Demonstrate how you can use a scanner and optical character recognition (OCR) software to scan a printed document and import the text into Word.

Session 4

In Part 1 of this course we explained the basics of the Internet. Now we want the students to get some hands-on experience of actually working with web pages.

Most of the student material for this session is in the form of a mini web site, which we provide on the course CD and on the www.eatt.org web site.

The site consists of a home page, a contents page, and a series of pages each dealing with a different aspect of the Web.

The aim of providing the instructional material in HTML format is to enable the students to practise using a browser on a local web site without them getting lost on the Web.

You can copy the HTML files to the students' machines before the session starts or you can put them on a floppy disk and have them copy the files over themselves. Using a floppy will allow the students to practise at home, although you will need to show them how to copy the files across. Judge the most appropriate method of delivering the files for your class.

The home page of the web site is index.htm.

Aims

After this session the students should be able to

Internet

- launch and shut down a web browser
- connect to the Internet
- open a web page
- bookmark a web page
- read a web page
- activate hyperlinks
- search the Web

- download files
- use the browser's Online Help

JAWS

- read a web page
- open a web page
- use web forms
- navigate
 - back to the previous page
 - to the top of the page
 - to the bottom of the page
- read out the list of links on the page
- visit web pages in different languages and switch synthesizer language in JAWS

Suggestion - edit HTML pages

You can edit the HTML pages to make them more specific to your group, for example

- email.htm - insert your own e-mail address in the e-mail link so that the students can mail you
- links.htm - create your own links to web sites that you think might interest your students. Use the list of sites on the EATT web site at: <http://www.eatt.org/public/links.php>