



EATT

Equal Access to Technology Training

Introductory IT Course

ZoomText®

Teacher's Book - Part 2

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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 ZoomText.

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.

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 examines Windows interface elements such as the title bar, menu bar and toolbar and how to use them.

Student should be encouraged to carry out tasks using the three possible methods, namely

- using a menu
- by clicking an icon
- using a keyboard shortcut

While some partially sighted users may feel comfortable using the mouse, others may find it difficult. Be aware of what each student's capabilities are and work with them to find the most appropriate way for them to operate the computer.

Aims

After this session the students should be able to

Windows

- start and stop the PC correctly
- launch 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

ZoomText

- launch and shut down ZoomText
- increase and decrease magnification
- enable and disable ZoomText
- scroll using the mouse and arrow keys

Suggestions

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

Start menu

In Part 1 the students used the Start menu for shutting down and rebooting the computer.

In this session, the students should learn that from the Start menu they can

- launch any program installed on their computer
- open the My Documents folder
- launch Windows Help

Title bar

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

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

Colours and contrasts

Many people with vision impairments change the colour settings in the Windows display.

Experience from the pilot shows that students find changing the colour settings difficult, so we suggest that you do this for them.

However, if you feel your students are capable of changing the Windows colour scheme, you can include it in this session.

My Documents

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

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. We suggest using the index for searching the Help.

Dialog boxes

Demonstrate different examples of dialog boxes, such as

- the Shut Down Windows dialog
- the Save As dialog

Explain the meaning of the text and buttons in the dialog box.

Three different ways of scrolling the screen

Students should spend time scrolling with

- the mouse
- the keyboard

Then they can decide which method suits them best.

Have them work with different scroll speeds when using the keyboard and different mouse alignment settings when using the mouse.

Changing zoom window types in ZoomText

Although this option was demonstrated in Part 1 you should repeat it in this session.

Note that you can change the size of the lens, overlay window, and H and V split.

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

This session also covers the reader tools DocReader and AppReader.

Since e-mails can often include large amounts of text, this is the most appropriate point to introduce reader tools.

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
- write an e-mail
- send and receive e-mail
- scroll through the message list
- open attachments
- use the e-mail program's Online Help

ZoomText

- use the reader tools DocReader and AppReader

Suggestions

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

Outlook Express

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.

For moving between the To, CC, and Subject fields and the body of the message, have the students use both the mouse and the **Tab** key.

Teach the students how to open and close the program, using menus, button or icon clicks

And have them switch focus several times between the folder list and the message list.

Creating a new message

Be sure the students understand the To, CC and Subject fields.

Revise how to type the @ symbol.

Print a list of the class members' e-mail addresses in large font. You might also attach the list to one of the e-mails that you send the students.

Give the students time to e-mail each other or families and friends.

DocReader and AppReader

Have the students open a mail and then turn on DocReader. Check the ZoomText Help for the keyboard shortcut that launches DocReader. It varies between versions.

Before the lesson adjust DocReader on all the students' machines to read slowly. This is particularly important for ZoomText Level 1 users - those who use the magnifier only.

Level 2 users, who also use the ZoomText screen-reader, should start slowly as well in order to get accustomed to the speech synthesizer.

Let the students practise navigating the DocReader window.

Once they're comfortable with DocReader, have them practise reading the same e-mail in AppReader.

Dealing with attachments

Give a concrete example of an e-mail attachment. For example, show the students a letter with a picture attached by paper clip.

Explain how the paper clip icon denotes an e-mail attachment.

Have the students open an attached file and read it using DocReader.

Using Outlook Express Help

Teach the students to launch the Help by press **F1**. Have them read the Help topics on attached files and address books.

Outlook versus webmail

For people who are new to computers, we recommend using Outlook Express for e-mail. You can make its layout as simple as possible by displaying only the folders list and message list, and by adjusting the font sizes and colours.

Webmail interfaces can be difficult for low vision users to deal with. On the other hand, having access to a webmail service means the students would be able to send e-mail from anywhere in the world.

Choose according to the needs of the class and what you think is best.

Session 3

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

Aims

After this session the students should be able to

Word

- close a document
- create a new document
- write a document
- save a document
- open a document
- change the font size
- print a document
- run a spell-check
- use Online Help in Word
- describe how optical character recognition (OCR) software works with Word

ZoomText

- increase and decrease the font size in the DocReader window
- use the online Help in ZoomText

Suggestions

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

General

- Demonstrate and practise all tasks using the menus, icons, and keyboard shortcuts.
- As you cannot enlarge the font size in the Open and Save As dialog boxes, check whether the students need to increase the ZoomText magnification.

Changing the application background

Consider using the Windows Display settings to change the colour of the application background.

Choosing a stronger colour than the normal grey makes it easier for low vision users to see whether there is an open document on-screen or not.

Saving documents

Ensure that your students are familiar with the following elements of the Save As dialog box:

- the File name field
- the list of files

The students should save their documents using the File menu, the **Save** toolbar icon and the **Ctrl + S** keyboard shortcut.

Start concentrating more on the custom toolbar you created in Part 1. After the students have become used to this, you can introduce the standard toolbar.

You may want to enable large icons for the toolbars.

Opening documents

Show the student the different ways of working in the Open dialog box:

- with the mouse alone
- using a mixture of mouse and arrow keys

- using the keyboard alone. Some ZoomText Level 2 users prefer this.

Spell check

Have the students launch the spell-check from the Tools menu and by pressing **F7**.

Create a document with lots of spelling mistakes and have the students check it.

Selecting text

Let the students experience the different ways of selecting text with a mouse. Watch how each student copes with the different methods and advise them accordingly.

This may also be a good opportunity to introduce styles in Word. Have the students select different paragraphs and change the style.

OCR

Many people with vision impairments complain that they can't read letters they receive.

This is now possible using a scanner equipped with optical character recognition (OCR) software. You scan in the document, the OCR program recognises and saves the text, and the student can read it using assistive software.

Demonstrate how this is done and let the students have a go.

ZoomText

Watch how the students use ZoomText and advise accordingly.

- Are they sitting too close to the screen? Suggest that they increase the magnification.
- Are they spending a lot of time scrolling through large text documents? Suggest they use DocReader instead.

Show them how to change the font size in DocReader.

Online Help

Instead of answering every question the students ask you, encourage them to use the Online Help in Windows, Word, and ZoomText.

Session 4

This session takes a more detailed look at the Internet.

Aims

After this session the students should be able to

- 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
- copy text from the browser window to Word

Suggestions

As in the corresponding session in Part 1, it is difficult to specify an exact plan for this session, as the personalities and interests in the group will dictate a lot of what you cover.

Here are a few suggestions

- Begin the session by finding out how much the students remember from Part 1 and whether or not they have used the Internet in the meantime.
- Explain how to bookmark a web page. You may also want to show them how to organize their bookmarks into folders.
- Configure Internet Explorer to ignore the fonts and colours specified on web sites. This will allow you to specify more suitable fonts and colours and even attach a different stylesheet.

- Let the students download a small program such as Winamp to their hard drive.
- Try copying and pasting between Internet Explorer and Word. It may solve problems with difficult-to-read web pages.
- You may also want to show the students how to
 - save pictures from the Web
 - print web pages
 - save web pages

Evaluation form

Remind the students to fill in the evaluation form before they leave the class.