Internet Essentials

INTERNET ESSENTIALS

THE UNIVERSITY OF QUEENSLAND LIBRARY

The University of Queensland

CONTENTS

MODULE OVERVIEW

Aims and objectives

This module will:

- help you understand what the internet is and how it is regulated
- explain the basics of cyber security.

After completing this module, you will be able to:

- implement strategies to protect your identity in an online environment
- identify the elements of uniform resource locators (URLS)
- resolve common issues with your web browser.

Module sections

1. The internet
2. The web and web browsers
3. URLs and domains
4. Who controls the internet
5. Managing digital technology
6. Check your knowledge
7. More resources
8. Conclusion

Download versions are available on the homepage.

Duration:
Approximately 30 minutes

Student partnership

This module was developed with UQ student partners as part of a Student-Staff Partnership project.

Graduate attributes

Knowledge and skills you can gain from this module will contribute to your Graduate Attributes:

Connected citizens

This module is part of Digital Essentials, a series of online modules to help you quickly build your digital skills so you can succeed in study and work.

Return to UQ Library.

1. THE INTERNET

The internet, along with the systems that run on it, including the World Wide Web ("the web"), is vital for living, learning, and working in today's society.

What is the internet?

The internet is a system of computer networks, which rely on shared protocols, or standards, in order to communicate with each other. The web is just one of the applications that relies on the internet. Others include email, instant messaging, Voiceover IP (VoIP), and file transfer (FTP).

[What is the internet (YouTube, 3m44s)](#)

Connecting to the internet at UQ

Enrolled students have access to wired and wireless internet and an unlimited internet quota. Learn how to connect to wifi and internet. UQ has an Acceptable use of UQ ICT Resources Guideline.

Why is Australia's internet so slow?

The internet relies on a whole range of physical infrastructure, including routers, exchange points, telephone lines, fibre-optic cables, and satellites. This physical infrastructure has a large impact on your internet experience.
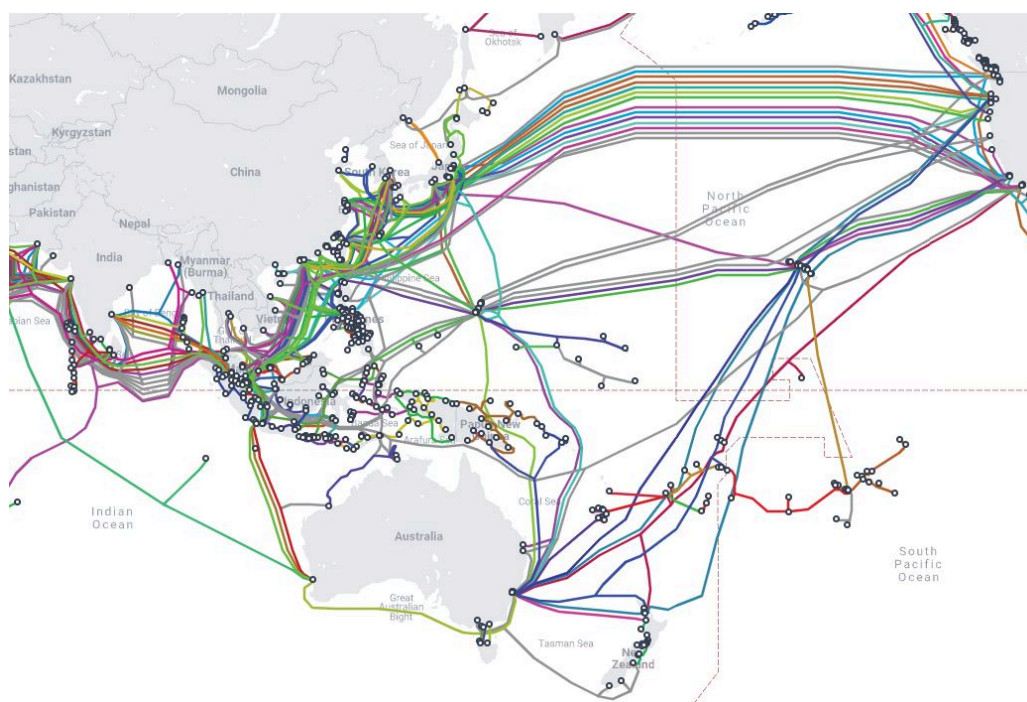
Screenshot of internet submarine cables. Source: Submarine Cable Maps by TeleGeography. Map data @2023 Google, INEGI

Australia's size, location in the world, and dispersed population mean that we have slower broadband speeds than many other countries (the Speedtest Global Index places Australia as the 64th (January 2020) fastest country for fixed broadband), and much slower speeds than some other countries in the Asia-Pacific region.

How does your internet speed rank against the global averages?

Do an internet speed test at Speedtest.net to find out.

Digital access

Digital access, or getting online is one of the key steps towards digital citizenship, and is in part about recognising that internet access is a privilege not available to a large section of the population.

While internet access is not currently enshrined as a human right by the United Nations, it is recognised as being important for 'the fulfillment of many human rights' (Tomalty, 2017). The 2015 UN resolution 'Transforming Our World: the 2030 agenda for sustainable development' calls for countries to "significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020" in order to increase innovation and industrialisation across the world.

The digital divide

It might surprise you to know that not every home in Australia has access to the internet. Around 2.6 million Australians don't use the internet – that's about 10% of the population – and over one million homes don't have an internet connection. Part of this is down to our geography – it is hard to get internet connections in remote communities because of the cost of improving the infrastructure. However, age, cost, ability to use technology and confidence are also causes of this division in our society. Recognising that not everyone has access, or feels capable of accessing the internet is a key part of digital citizenship.

According to data from the International Telecommunication Union, in 2016 less than 50% of the world's population were using the internet. Many developing countries have little or no internet access. This means that comparatively Australians have a good level of access. Visit Individuals using the Internet (% of population) by the World Bank for more information.

The digital divide isn't just about whether or not we can access the internet. It's also about the quality of our internet connection. The difference between average download speeds in different countries demonstrates further inequality in digital access.

2. THE WEB AND WEB BROWSERS

The web has revolutionised today's society, and is now an essential tool used for accessing information and communicating with each other.

What is the web?

The web is a collection of hypertext pages, documents and other resources that can be located by a uniform resource locator (URL) using a web browser (described in the next section). An essential technology in web publishing is **Hypertext Markup Language (HTML)**. HTML allows authors to tag or "mark up" their content in order to control how the content is displayed in a web browser. Using HTML, authors can add hyperlinks to their content, linking or referring to other web pages, objects, and files.

Surface, invisible and dark web

The **surface web** includes websites and pages that are indexed by web search engines. This indexing process uses internet bots, sometimes known as "web crawlers" or "spiders". The indexed, and therefore searchable, web represents a minority of the overall content on the web. The **invisible web** includes websites and pages which are not indexed by web search engines. Non-indexed websites include:

- pay-walled or password protected content
- material stored within databases
- financial and medical information
- email content
- unlinked or private content
- archived websites.

Many of the websites and databases you will access as part of your studies exist in the invisible web. For instance, many library databases cannot be searched on the web by users without library access, as the contents are pay-walled.

The so-called **dark web** is made up of anonymous websites (with masked Internet Protocol addresses) that are only accessible by those using specific software.

[How Google Search works (YouTube, 5m15s)](#)

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Web browsers

A web browser is an application you can use on your computer or mobile device that provides a graphical interface for navigating the web and viewing web pages. Popular web browsers include Google Chrome, Microsoft Edge, Mozilla Firefox, Apple's Safari, and Opera, though since 2012 Chrome has become the dominant browser.

Browsers market share history, 1993-present (YouTube, 30s)

> *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://uq.pressbooks.pub/digital-essentials-internet-essentials/?p=28#oembed-2*

Web browser compatibility at UQ

Websites and learning platforms at UQ are only compatible with certain browsers. For instance, some versions of Internet Explorer are incompatible with Learn.UQ. For the best user experience and security, you may need to use a specific browser and ensure that it is upgraded to the latest available browser version.

Check your browser version using the following:

- Browser Checker – this link is also available via the **Browser compatibility box** on the Welcome page of Learn.UQ
- Web browser compatibility

> If an application or UQ website is not working on your browser, one of the first things you can try is reopening the website or application in a different browser.

Browser settings

(?)Check your knowledge

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https://uq.pressbooks.pub/digital-essentials-internet-essentials/?p=28#h5p-3

Browser settings, or preferences, control how your browser operates. By changing your browser settings, you can control:

- default homepage
- bookmarks bar
- default search engine
- security settings
- password settings where your downloads are saved.

Clearing your cache

Web browsers automatically store (cache) website information in order to make your browsing experience faster the next time you visit a particular site.

If your browser, or a website you are viewing, is not working as expected, clear your browser's history. This will delete the stored website information and may result in your issue being fixed. Refreshing your cache regularly also helps to protect your privacy.

Pop-ups

Web browsers sometimes automatically [block pop-up windows](). TechTerms defines pop-up windows as "a type of window that opens without the user selecting 'New Window' from a program's File menu". While most pop-ups are advertisements, sometimes you will need to interact with a pop-up window. Please see the instructions on how to [configure your browser to allow pop-ups]().

Cookies

Cookies are a small piece of data inserted by a web page into your browser. Cookies allow websites to remember you when you next visit the website. By using cookies, websites can improve your user experience, for instance by remembering your website settings from session to session.

Some types of cookies, including third-party tracking cookies, have been criticised for infringing on user's privacy and enabling marketing companies to build sophisticated customer profiles on internet users. Tracking cookies can store large amounts of data about your browsing habits, including which websites you have visited, time spent on websites, and links clicked.

Watch Gary Kovacs discuss internet tracking in [Tracking the trackers (6m40s)](). Were you surprised by how many sites were tracking Gary's internet usage by the end of the day?

Browser extensions & add-ons

You can extend the functionality of your web browser by using browser extensions or add-ons. Extensions can:

- change the appearance or accessibility of your browser
- allow you to interact with other apps or software from your web browser
- protect your privacy
- run specific tasks (e.g. take a screenshot, check your spelling).

Consider installing a browser extension to stop internet tracking. [Privacy Badger]() is

available for Chrome, Firefox and Opera. Disconnect and uBlock are available for most browsers.

Further information

- Install and manage extensions (Chrome)
- Extensions (Firefox)
- Microsoft Edge Add-ons
- Safari extensions.

3. URLS AND DOMAINS

Uniform Resource Locators

A URL (**Uniform Resource Locator**) is the address you use to locate websites or other documents on the web. URLs have three component parts: protocol, domain, and path. Looking at the example URL (**https://library.uq.edu.au/library-services/copyright-advice**), we can see its component parts in the table below:

Components of a URL (web address)		
Protocol	**Domain**	**Path**
https://	www.library.uq.edu.au	/library-services/copyright-advice

Protocols

The first component of the URL is the **protocol**. The most common protocol is **http://**, which stands for Hypertext Transfer Protocol. A variation of Hypertext Transfer Protocol is **https://** (HTTP Secure). The additional 's' on the end of the protocol indicates that the website has been encrypted using SSL (Secure Sockets Layer) or TLS (Transport Layer Security).

After ensuring that the domain looks legitimate, check for the **https://** protocol before giving any personal information to a website or starting a transaction.

Domains

The **domain** is the name of the website homepage or the information that appears after the @ in an email address. Using our example above, the domain name is library.uq.edu.au. The domain name is made up of a mixture of top level domains (TLDs), second level domains (SLDs), and subdomains.

Watch a short video on [Domain names (LinkedIn Learning, 4m34s)](#) (UQ login required) for further information on the domain name system and internet protocol addresses.

A first step to creating a website is identifying, purchasing/registering and hosting a domain. Business Queensland has some good advice on [registering a domain name](#).

Top level domains

There are hundreds of TLDs, and these domains appear on the right-most side of the domain.

? Check your knowledge

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https://uq.pressbooks.pub/digital-essentials-internet-essentials/?p=30#h5p-6

While you do not necessarily need to identify all domains, recognising common TLDs is helpful. Google allows users to search within specific domains. For example, if you add your keywords and site:edu.au, you will search for results across Australian educational websites.

Path

The path component of the URL is generally everything after the forward slash (/) symbol. In our example /library-services/copyright-advice. This is the file path to the exact web page or resource you are looking for.

4. WHO CONTROLS THE INTERNET?

The open web

The fundamental principle of the internet has traditionally favoured openness and freedom. This understanding has influenced not only the infrastructure of the internet, which is designed to be decentralised in structure and control, but also many of the key technologies that enable the internet, which are free. The tension between the openness/freedom and control can be seen in the debate about net neutrality.

Net neutrality

Net Neutrality has emerged as an important topic of debate for countries, Internet Service Providers (ISP), the wider technology sector, and internet users. Net neutrality maintains that ISPs "do not censor or otherwise manage content which individual users are attempting to access" (Marsden, 2017). Advocates argue that suppressing net neutrality stifles innovations, infringes on the principle of freedom of speech, and is anti-competitive. While Australians do not have an explicit right to net neutrality, we remain protected from most forms of net discrimination by our consumer laws and strong competition between ISPs. Visit What is net neutrality? by Los Angeles Times.

Anything goes

Early web activists understood the open web as one that was free of government regulation and oversight. Barlow, in his famous Declaration of the Independence of Cyberspace, envisaged a space open to anyone with none of the familiar restrictions or rules of everyday life, and free from government interference.

Read Barlow's a Declaration of the Independence of Cyberspace.

What role do you think the government should play in regulating the internet?

Growing government regulation

Despite the fact that the internet can feel like the wild west, we now know that Barlow's vision of "cyberspace" never eventuated. For instance, Australia's **criminal laws** prohibit a person from:

- sharing child exploitation material
- threatening or harassing others online
- stealing another's identity.

A raft of **civil laws**, including intellectual property laws, defamation laws, and anti-discrimination laws, regulate how individuals interact with each other online. As more goods and services are sold on the internet, users need to be aware of their rights and obligations as consumers. It is important to note that for Australian online sellers, the Australian Consumer Law still applies, and consumers are entitled to certain consumer rights and guarantees.

> Read Shopping online by the Australian Competition and Consumer Commission.
>
> Did you know that it may be more difficult to repair, replace or refund your purchase if it is from an overseas online business?

There are some forms of behaviour which have no analogous version in the physical world (for instance, revenge porn). Government, legislatures, and society in general, will continue to grapple about how to regulate online life.

Some countries have a highly regulated internet where privacy and freedom of expression are not respected. For instance, the "Great Firewall of China" stops citizens from accessing many websites including Google and Wikipedia. Read The internet, but not as we know it: Life online in China, Cuba, India and Russia.

Commercial players

As online life moves behind the walled gardens of the big online services, including Facebook, Google, Apple, and Amazon, online behaviour is increasingly regulated by tech companies instead of the government.

Terms and conditions

One common example of this type of control is the terms of service document which users are constantly asked to agree to. These documents are sometimes called the "terms and conditions" or "terms of use". Regardless of what they are referred to it is important that the user understands that they are agreeing to a **click-wrap contract** — the user must accept the terms and conditions before they can proceed with the service or transaction. These documents are typically very long and written in technical, jargon-filled language, which is difficult for the average person to understand. In fact, many users do not even read the conditions before clicking 'I agree'.

⧉ Terms and conditions social experiment (YouTube, 2m37s)

> 🖳 *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://uq.pressbooks.pub/digital-essentials-internet-essentials/?p=32#oembed-1*

Despite the fact that these documents are often not read by consumers, the terms and conditions are very important.

> 📖 The article, Click to agree with what? No one reads terms of service, reports that most of us are unlikely to read online contracts, terms of service or privacy policies when signing up for new apps or platforms.
>
> In one study, students agreed to join a fake social network, NameDrop, without reading the terms of service. But in the terms of service, they'd agreed to give NameDrop their future first-born children.

What is covered in the terms and conditions?

While the contents of each agreement depend on the product or service offered, many services outline the:

- use of service — what uses are allowed
- privacy policy
- data policy
- copyright of your content — who owns content posted on the platform
- suspension or termination of service — when and under what conditions can the company suspend

your service.

Go to [Terms of Service; Didn't Read](#) for plain English descriptions of the terms and conditions for your online service or platform.

5. MANAGING DIGITAL TECHNOLOGY

The effects of digital technology

Our wellbeing affects how we think, feel, develop relationships and learn. Digital wellbeing refers to the impact that digital technology has on our wellbeing. The Internet, computers, mobile phones and online networks, entertainment and games are all a part of our everyday lives. Working, learning and communicating online can have both positive and negative effects on our wellbeing.

> ❗ Don't hesitate to access Student Support services if you are concerned about your health and wellbeing or want to know more. If you are in crisis, please seek help immediately. Student Support Health and Wellbeing has emergency contacts, as well as programs and services to support your mental, physical and emotional health.

The good

Digital technology can improve our lives by making tasks and activities more convenient and efficient. We go online to get information, learn and get things done, like shopping and paying bills. We can communicate, connect with others and be entertained. According to the Australian Bureau of Statistics, the three most popular online activities in 2016-17 were entertainment, social networking and banking.

In recent years there has been a rapid increase in the use of smart devices. These devices check our health, monitor fitness levels and track our location. They connect household equipment, like lights and coffee makers, to the Internet. In the future, Artificial intelligence and machine-learning may allow devices to learn our habits and adjust settings automatically. These devices are part of the Internet of Things (IoT), a network connecting traditionally non-digital devices to the internet and to each other. Read this explanation of the IoT from Forbes by Jacob Morgan.

The bad

Even though digital technology can improve our lives there can be some downsides that affect our wellbeing. These negative effects can cause us to feel distressed and anxious. They include:

- Distraction

- [Sleep problems](#)
- [Study/work/life balance issues](#)
- [FOMO or Fear Of Missing Out](#)
- [Trolls and cyber abuse](#)
- [Privacy breaches](#)

Distraction

Many apps and online platforms compete for our attention, sending notifications and recommendations to draw us in. We interrupt what we are doing to see the latest post or message from friends or online networks. [Stop letting push notifications ruin your productivity](#) explains how notifications might be preventing us from doing our best work.

🖱 **Try this task**

Think about the notifications you get when you are trying to focus.

📄 *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
https://uq.pressbooks.pub/digital-essentials-internet-essentials/?p=36#h5p-1

What can you do to manage distractions?

[Professor Blake McKimmie's Tip 1 Reducing distractions (YouTube, 36s)](#) provides tips on how to reduce distractions while studying online.

📄 *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://uq.pressbooks.pub/digital-essentials-internet-essentials/?p=36#oembed-1*

Think about what distracts you and ways you could limit the distraction when you are trying to focus.

You could:

- Turn off your phone or place it in another room
- Use an app or browser extension to help improve your focus. Some recommended tools:
    - Stay Focused — a productivity extension for Google Chrome that helps you stay focused on work by restricting the amount of time you can spend on time-wasting websites
    - AppBlock — download this to your device and then select applications that distract you when you are doing important jobs and keep their notifications off for a certain time
    - Pomodoro timers — This technique involves focusing for lengths of time, with breaks in between. Learn more about the Pomodoro technique
    - Forest — available as an app or Google Chrome extension. You click to plant a tree but if you leave before 30 minutes is up, your trees dies.

Becoming Indistractable (LinkedIn Learning, 33m) (UQ login required) gives practical tips for handling common distractions, such as email, and reducing unnecessary interruptions.

Sleep problems

Blue light from computer and phone screens has been connected to problems with sleeping, and long periods of computer use has been connected to eye strain, a condition which can cause problems with eyesight later in life. When looking at a screen we tend to blink less because of the way we concentrate and this can also cause eye problems.

What can you do for sleep problems?

There are steps you can take to reduce eye strain and blue light exposure:

- Take regular breaks from your screen
- Use inbuilt features to change the colour temperature of your screen automatically —
    - Night Shift on your iPhone or Mac
    - Night Light on your Windows machine
    - a variety of options on Android
- If you don't have an inbuilt feature, download a program such as f.lux to change the colour temperature for you

Think you might not be getting enough sleep? Read strategies for [managing sleeplessness](#) from Student Support.

Study/work/life balance

Multitasking on the Internet and constantly dealing with emails and social media messages can [cause stress and anxiety](#). [Australians spend nearly 40 hours per week online](#). That is roughly the same amount of time as a full-time job. Most courses at UQ expect 8 to 10 hours of work per week so that becomes 40 hours of study for four subjects. With study, shopping, paying bills, online gaming and online networking you are likely to have to spend much of your time online.

What can you do to get a better balance?

- Try to set aside time to do online activities you enjoy or that are relaxing so it is not all work and study
- Do activities away from your screen when you can, like walking, playing sport and cooking
- Check the [relaxation techniques recommended by Student Support](#).

FOMO or the Fear Of Missing Out

[FOMO Horror Movie trailer (YouTube, 2m18s)](#) from CollegeHumor is a humorous look at FOMO.

> *One or more interactive elements has been excluded from this version of the text. You can view them online here: https://uq.pressbooks.pub/digital-essentials-internet-essentials/?p=36#oembed-2*

FOMO is an anxious feeling that others are having good experiences without us and it leads us to want to stay continually connected with what others are doing. [FOMO is associated with lower mood and life satisfaction](#). FOMO can make us want to keep checking our phones and social media in the middle of lectures or assignments, when we should be focusing.

Social media platforms are designed to trigger FOMO in users. Even when we are connected, we feel anxious when others don't respond, leave us on 'read' or don't 'like' our posts. Others have more followers, likes and shares.

Social media can have a negative efect on our wellbeing when we compare it to our own lives. People

post about exciting things they do and have. Everyone seems to be living their #bestlife and your own life can feel inadequate in comparison. We forget that social media posts are often highly edited, show just the highlights and don't reflect the true reality of anyone's life.

What can you do if FOMO is affecting you?

Feeling lonely

Student Support recommends strategies for loneliness to help you view your situation differently and improve your social support networks.

Get a balanced view

Beyond Blue recommends a balancing act. Follow people and content that informs or inspires you or makes you smile. Unfollow accounts that don't make you feel good.

Check for content or groups that might interest you at UQ:

- UQU Clubs and Societies — many clubs and societies hold online events and discussions
- Get Set Program — to help new students connect, make new friends and get to know the UQ community.

Digital nutrition

In the past experts recommended the digital detox but when a large part of our lives is conducted online it can be difficult to do. Digital nutrition aims to promote a healthier relationship with digital technology where we become "more mindful and intentional" about our online activities. Some tips for promoting digital nutrition include:

- Check how much time you spend on apps and websites. Try —
    - Screen Time for iPhone and iPads
    - ActionDash for Android
- Do a digital declutter — unfollow people or pages that "don't spark joy" and unsubscribe from email lists that are no longer useful
- Set a digital curfew — decide what time you will stop looking at your phone at night and stick with it.

Trolling, cyber abuse and privacy breaches are also negative effects of using digital technology.

How to **stay secure online** is an ongoing concern when using the internet. Learn more about [cyber security](#) in the [Digital Security module](#). Find out about:

- Phising
- Malware
- Staying cyber safe at UQ
- Protecting yourself online.

6. CHECK YOUR KNOWLEDGE

All the answers to the quiz questions can be found in this module.

Your response data will **not** be gathered if you answer the questions below. Take a screenshot of **Your result** at the end of the quiz if you are required to show you have completed it.

⊙ Internet essentials quiz

There are 7 questions to answer. After you answer a question, click the arrow to move to the next question.

> 🖳 *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
> *https://uq.pressbooks.pub/digital-essentials-internet-essentials/?p=38#h5p-2*

If you are required to get a certificate with your name, take this version of the Internet Essentials quiz (requires a UQ login).

Note for Teaching staff: You can download and embed both the module and H5P quiz in their courses.

Module summary

① The internet

- Internet is a system of computer networks, which rely on shared protocols, or standards, in order to communicate with each other. The web is one of the applications which runs on the internet.

② The web

- The web is a collection of hypertext pages. Web pages are constructed using HTML, which stands for Hypertext Markup Language.
- Only a fraction of the content of the web is available to you (the surface web). Much of the content of the web resides in databases, or behind paywalls.
- Web browsers are graphical interfaces which allow you to interact with and navigate the web. You can change your browser settings and download add-ons to enhance your browsing experience and to protect your privacy.

③ URLs and domains

- A URL (Uniform Resource Locator) is the web address you use to locate websites or other documents on the web. URLs have three component parts: protocol, domain, and path.
- Check for the https:// protocol in the URL before giving any personal information to a website or starting a transaction.

④ Who controls the internet?

- Much of the architecture and underlying technologies of the internet and web are free.
- There are a range of criminal and civil laws that regulate how Australians behave online.
- Internet users are also bound by terms and conditions they agree to when using online services.

⑤ Cyber security

- Our digital connectedness leaves us vulnerable to cyber security threats.
- A common security threat is phishing, which involves a person using electronic communication, typically email, to induce the user to click on a malicious link, or provide sensitive data.
- Installing Install anti-virus software is recommended, but there is a range of additional steps you can take.

⑥ The effects of digital technology

- Digital technology can have both positive and negative effects on our wellbeing.
- You can get help and use strategies to try to control the bad effects.

7. MORE RESOURCES

Books

Abbate, J., (1999). *Inventing the Internet*. Cambridge, Mass: MIT Press.

Boulton, J., (2014). *100 ideas that changed the web*. London: Laurence King Publishing.

Heffernan, V. (2017). *Magic and loss: The Internet as art*. New York: Simon & Schuster.

Marsden, C.T. (2017). *Network neutrality: From policy to law to regulation*. Manchester: Manchester University Press.

Websites

Australian Government. (2018). Office of the Australian Information Commissioner.

Australian Government. (2018). Australian Cyber Security Centre.

8. CONCLUSION

You have completed the Internet Essentials module.

Tell us what you think

Use our <u>Digital Learning feedback form</u> to give **anonymous** feedback on this module. You can provide your email if you would like us to reply to you.

Digital Essentials modules

Build your digital skills with Digital Essentials. Select modules from the 6 themes that match your interests and will help you succeed in study and work.

UQ systems

<u>Use UQ systems module</u>, includes:

- [Check your IT set up](#)
- [Book rooms](#)
- [Printing at UQ](#)

Assignment essentials

- [Find and use media](#)
- [Information essentials](#)
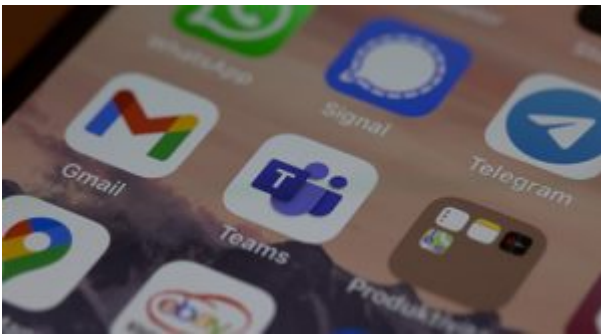- [Write, cite and submit](#)
- [Types of assignments](#)

Digital creation

- [Accessibility](#)
- [Choose the right tool](#)
- [Intellectual Property](#)

🔒 Digital security and safety

- [Digital security](#)
- [Internet essentials](#)
- [Social media](#)

👥 Professional identity and skills

- [Communicate and collaborate](#)
- [eProfessionalism](#)

📊 Work with information

- [Artificial Intelligence](#)

- [Work with data and files](#)
- [Document your research data](#)

How to use the modules

You can complete entire modules or check the **Module Overview** section to select just the parts you need.

Watch [Using Digital Essentials (YouTube, 1m 37s)](#), created by our student partners, for tips on how to use the modules to build your digital skills.

> 🖳 *One or more interactive elements has been excluded from this version of the text. You can view them online here:* https://uq.pressbooks.pub/digital-essentials-internet-essentials/?p=42#oembed-1

Read more about our [Student Staff Partnership project to improve the Digital Essentials modules](#).

Teaching staff – use the modules in courses

Teaching staff can embed or link the modules in courses to help build your students' digital literacy.

- There are interactive elements throughout each module and a short H5P quiz at the end.
- The modules are also available for your students to download in EPUB, PDF and HTML format to make them more accessible.

Import a module into Learn.UQ (Blackboard)

Instructions to embed a module in your course. Email us via dxdc@library.uq.edu.au if you have any questions.

- [Blackboard courses](#)
- [Blackboard Ultra courses](#).

Blackboard courses

[Embed Digital Essentials in Learn.UQ course (YouTube, 1m 55s)](#)

> One or more interactive elements has been excluded from this version of the text. You can view them online here: https://uq.pressbooks.pub/digital-essentials-internet-essentials/?p=42#oembed-2

Text version of video instructions:

1. Go to the module home page
2. Select **Common Cartridge (LTI Links)** under the **Download this book** options.
3. Go to your Blackboard course
4. Go to **Course Management**
5. Click **Import Package/View Logs**
6. Click **Import Package**
7. Click **Select a Package** and navigate to the **.imscc** file you downloaded from the module
8. Scroll down to **Select Course Materials** and select **all** the options
9. Click **Submit**.

In your course site, the module will appear in a new [content area](#) in your course. Each module chapter will be a section. You can [copy, move and delete](#) the chapters in your course.

Blackboard Ultra courses

1. Copy the URL of your Pressbook
2. Go to the Learning Resources section in your Blackboard Ultra course
3. Click +
4. Click **Create**
5. Click **Teaching tools with LTI connection**
   a. Click to edit the title (where it has New LTI Link...) to enter your Pressbook's title
   b. Select Visible to students
   c. At **Configuration URL** enter your Pressbook's URL
   d. Add a **Description**
6. Click **Save**.

Note: You can click the More options dots to go back to make changes to the entry after you have saved it.

Add a weblink in the course menu

- You can provide <u>weblinks to the chapters</u> in the weekly folders in Learning Resources e.g. If you want your students to read the chapters in particular weeks.
- You can also add your book as a <u>weblink in the menu</u>.

Assess student learning

Most modules have a final short quiz created in H5P. You can download the H5P quiz from the module and embed it in your course if you would like to check your students' completions or to allow for the results to be transferred to the Grade Centre in your course.

The H5P quiz content will not record any completion data unless you download and add the H5P quiz directly to your course. Students can screenshot the quiz if they are required to show completion.

Add the final H5P quiz to your course

If you would like to check your students' responses and completion of a module you can:

1. Go to the final H5P quiz in the **Check your knowledge** section of the module
2. Click **Reuse** then **Download as a .h5p file**
3. Then <u>embed</u> or <u>link</u> the quiz in your course. Note: You will need a <u>H5P account</u>.