

## BUSINESS TECHNOLOGY INSTRUCTOR'S SUMMARY

**Title:** Business Technology

**Hours:** 12 hours

**Description:** Business Technology is designed to provide members with a review of the computer and the Internet, as well as an understanding of appropriate office equipment use and social networking.

Members will learn how a computer system operates, how the Internet works, basic Windows operating system skills, basic word processing skills, and how to use spreadsheets, browsers, search engines and e-mail. (Please note: Beginning computer courses and/or workshops can be required by the certifying agency before a member takes this module.)

In addition to these skills, the members will also be introduced to social networking and effective use of these sites to demonstrate the importance of appropriate computer and Internet use in a work environment.

**Objectives:** After completing this course, members will have the basic knowledge and ability to use a keyboard, mouse, and common Windows operating system tools. In addition, the member will be able to perform simple word processing tasks, basic spreadsheet skills, browse and search the Internet, send e-mail and understand social networking and other common sites. The member will also understand the acceptable uses of business equipment in the work environment.

**Materials:** A computer for each member, a marker board or chalk board, an LCD projector attached to the instructor's computer (helpful, but not required), a course outline handout, in-class exercises and quiz study guide, an e-mail account for the instructor and an e-mail account for each member. A common printer for the classroom is necessary to have the members print their work for instructor review for mastering competencies for this module.

**Implementation:** The environment for this course should be fun and informal. The instructor should continually circulate the room to check the status of members by viewing their computer monitor to ensure that they are keeping up with the lecture/in-class exercises. The instructor should make use of handouts, a marker or chalkboard and a computer overhead (recommended, not mandatory) during the presentation of the content in this module.

**BT 4**

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**Topics:**

- General Office Equipment Overview
- Computer Use Exercises
- Computer Lecture
- Practicing Mouse Control
- Word Processor
- Excel Overview/Exercises
- Internet Overview
- Using a Browser
- Using Search Engines/Exercises
- Using E-mail/Exercises
- Social Networking

**Certification Requirements:**

- Score 80% or higher on the Business Technology Online Quiz
- Master all competencies for Business Technology (see page BT6-7)
- Score 80% or higher on the Work Certified™ Certification Exam

## BUSINESS TECHNOLOGY COMPETENCIES

BT-07. Demonstrates understanding of Business Technology by understanding appropriate use of office environment safety with equipment and tools, as well as practicing sustainable workplace responsibilities as evidenced by observation of performance.

BT-08. Demonstrates understanding of social networking and appropriate use as evidenced by observation of performance.

BT-09. Demonstrates proficiency in connecting to the Internet and go to web sites when provided with web site addresses and successfully bringing up a minimum of 5 web sites in class as evidenced by observation of performance.

BT-10. Demonstrates proficiency in using search engines to find web sites on specific topics by performing a minimum of two searches correctly in class (one search per topic) as evidenced by observation of performance.

BT-11. Demonstrates ability in using the Internet to find the answers to specific questions by scoring 75% or higher on the Search Engine Exercise (Scavenger Hunt) as evidenced by observation of performance.

BT-12. Demonstrates proficiency in using a mouse effectively as evidenced by observation of performance.

BT-13. Demonstrates proficiency in using a computer keyboard by exactly reproducing the letter in the Word Processing Exercise as evidenced by product review.

BT-14. Demonstrates proficiency in using word processing format functions by completing the following on the Word Processing Formatting Exercise (using bold and italics and changing fonts, font sizes, font colors, and clipart) as evidenced by product review.

BT-15. Demonstrates ability to effectively use spreadsheets by using formulas and functions as evidenced by observation of performance.

BT-16. Demonstrates proficiency in successfully making at least one web site a favorite place (bookmark) in class as evidenced by observation of performance.

## BUSINESS TECHNOLOGY COMPETENCIES (continued)

BT-17. Member accomplishes understanding managing an incoming e-mail by retrieving their Work Certified™ Welcome e-mail and forwarding to their Instructor, which results in validation of member's e-mail address.
BT-18. Member sends an e-mail to the Instructor by entering a proper address in the "To" field, applicable subject in the "Re:" or "Sub." field and e-mail is successfully received by the Instructor confirming accomplishment of sending an e-mail and validation of member's e-mail address.
BT-19. Demonstrates ability to save the e-mail address from an incoming e-mail to an address book by performing the activity successfully in class as evidenced by observation of performance.
BT-20. Demonstrates knowledge of computers, the Internet and software applications by achieving a score of 80% or higher on an <b>online module quiz</b> .

# **BUSINESS TECHNOLOGY COURSE OUTLINE**

## **LESSON 1**

- Course Outline & Competency Requirements
- Business Technology Overview
- Office Safety Awareness
- General Office Equipment Overview
- Computer Overview
  - Computer Use Exercises
  - How A Computer Works Overview
  - Computer Hardware/Software

## **LESSON 2**

- Practicing Mouse Control
- Word Processor and Keyboarding
  - Word Processing Exercise
- Excel Overview
  - Excel Spreadsheet Practice Exercise

## **LESSON 3**

- Internet Overview
- Using the Browser/Practice

## **LESSON 4**

- Using Search Engines
  - Search Engine Exercises
- Using E-mail
  - E-mail Exercises
- Social Networking
  - Using Social Networking in Job Search
  - Using Social Networking in the Workplace

**Business Technology Module Online Quiz**

## BUSINESS TECHNOLOGY TEACHING PLAN OVERVIEW LESSON 1

This lesson plan is for three hours. Take two 10-minute breaks at appropriate times.

TOPIC	TIME	COPIES REQUIRED as HANDOUTS
Course Outline & Competency Requirements	10 -15 minutes	Course Outline - page BT8 Course Competencies-page BT6-7
Business Technology Overview	20-30 minutes	Business Technology Handout- pages BT12-13
General Office Equipment Overview	25-30 minutes	General Office Equipment Overview Handout-page BT14
Business Tech and Equipment Exercise <u>Competency</u>	60-90 minutes	Business Tech and Equipment Exercise-page BT15
Office Safety Awareness	25-30minutes	Office Safety Awareness Handout- page BT16
Computer Lecture Computer User Exercises  How A Computer Works Overview  Computer Hardware/ Software	35-45 minutes	Computer User Exercises- page BT17- BT18  How A Computer Works Overview Handout- page BT19  Computer Hardware/Software Handout - page BT20-21

## BUSINESS TECHNOLOGY TEACHING PLAN

### LESSON 1

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Course Outline & Competency Requirements	Course Outline-page BT8 Competencies-page BT6-7	N/A	Review material on these documents.

**INSTRUCTOR NOTES:**

Make sure you go over all competency requirements for this module with the members.

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Business Technology Overview	Business Technology Overview Handouts-page 12-13	N/A	Review the material on these documents.

**INSTRUCTOR NOTES:**

Technology is a powerful energy in business environments. Corporations can implement computers, servers, intranets, software applications and programs or Internet websites into their daily business operations. Rapidly changing technological changes can have significant influence on businesses.

Technology provides the tools for businesses to increase productivity and profitability.

Understanding how technology is impacting businesses, both positive and negative, reveals the influence of innovation. Technology today can assist consumers and businesses both in how to enhance and streamline their interactions.

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
General Office Equipment Overview	General Office Equipment Overview Handout- page BT14	N/A	Review the material on these documents.

**INSTRUCTOR NOTES:**

1. Review the handout with the class. Basic definitions and discussion over general office equipment found in most offices. An understanding of the functions is stressed here.
2. Review etiquette of office equipment as acceptable practices expected in any office environment. Each office may have their own expectations for the use of their office equipment; therefore, these are general to all office environments.

## BUSINESS TECHNOLOGY TEACHING PLAN LESSON 1 (continued)

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Competency-Business Technology Overview Exercise	<u>Business Technology Overview Exercise-</u> page BT15	N/A	An overview exercise for Business Tech and office equipment.

**INSTRUCTOR NOTES:**

The purpose of this exercise is three-fold: using the computer, researching on the Internet, and identifying with the impact of Business Technology and the equipment most commonly used today. Have the members realize the impact the equipment we take for granted today versus the time when we did not have such conveniences.

*This is a competency requirement that all participants must perform correctly.*

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Office Safety Awareness	Office Safety Awareness Handout- page BT16	N/A	Review the material on these documents.

**INSTRUCTOR NOTES:**

Stress to the class the importance of maintaining a safe work environment. Practicing safety at work can decrease costs for the company which can ultimately result in a return to the employees through improved office space and equipment and possibly increase in wages or incentives/benefits.

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Computer Lecture Computer Use Exercises  How A Computer Works Overview  Computer Hardware/Software	Computer Use Exercises- page BT17-BT18  How A Computer Works Overview Handout- page BT19  Computer Hardware/Software Handout - page BT20-21	N/A	Review material to assist members in recognizing safe practices for physical comfort when using a computer. Review handouts of computer operations and the components of the computer and applications.

**INSTRUCTOR NOTES:**

Review materials for practice of proper exercises and understanding of computer operations.

## BUSINESS TECHNOLOGY TEACHING PLAN OVERVIEW LESSON 2

This lesson plan is for three hours. Take two 10-minute breaks at appropriate times.

TOPIC	TIME	COPIES REQUIRED as HANDOUTS
Practicing Mouse Control	35-45 minutes	None
Word Processor Overview	35-45 minutes	Word Processing Overview Handout-pageBT27
Word Processing Exercise	35-45 minutes	
Word Processing Letter Exercise	35-45 minutes	Word Processing Exercises - page BT28-29
Excel Spreadsheet Overview	35-45 minutes	Excel Spreadsheet Overview – page BT30-33
Excel Spreadsheet Practice	45-60 minutes	Excel Spreadsheet Practice- page BT34

## BUSINESS TECHNOLOGY TEACHING PLAN LESSON 2

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Practicing Mouse Control	<p>Solitaire and Paint</p> <p>If you do not have access to Solitaire, go to <a href="http://www.CNET.com">www.CNET.com</a>. At the site, click on downloads. The click on Games, click on Cards.</p> <p>Look for a free card game to download. One potential game is: <a href="#">123 Free Solitaire 2003 5.11</a> If you can't find it in the list of games you can search on the exact name within CNET and limit your search to downloads. Also, <a href="#">Object Paint 1.0</a> is available to download at CNET as an alternative to Paint.</p> <p><b>NOTE:</b> Instructors may want to check on local availability of mouse specific training programs</p>	N/A	<p>Instructors in the past have used a laptop and projector to demonstrate these exercises for their clients for a visual explanation prior to their hands-on exercises with positive results for the members' comprehension. Start with an introduction to the computer and the hardware, such as keyboard, mouse, mouse pad, if used. Using the Instructor notes, have the students practice and familiarize themselves with the equipment and how it is used. Engaging the students in the game and using the Paint feature will allow them to gain confidence and comfort in using the mouse. Circulate the room to ensure they are doing these techniques and learning the skills effectively and comfortably. This is the instructor's confirmation of their student's demonstration of proficiency in using the mouse.</p>

**INSTRUCTOR NOTES:**

1. Remind clients to use their computer exercises for safety and comfort. Be sure to check everyone's progress by circulating and observing all members as they work in Solitaire and Paint.
2. Inform the class that the keyboard and mouse are separate items.
3. Explain and demonstrate the difference between the mouse pointer/cursor and the stationary cursor that indicates text/number type location.

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## BUSINESS TECHNOLOGY TEACHING PLAN LESSON 2 (continued)

4. Inform the class how they should hold the mouse (as a permanent part of their hand as opposed to a device they keep taking their hand off and on). Talk about what holding the button down on the mouse while moving the mouse does (drag and drop), how little they have to actually move a mouse to travel distances on their computer screen.
5. Do not spend too much time going over the strategy of solitaire. If a member is lost, sit with them and show them how it is played. Then point out the moves they should make and watch as they make the moves. Then go on to the next member. During solitaire, be sure to review the **minimize, resize, close box** that is on the **top right of every window**. Have the members use all three during the Solitaire exercise for practice. During minimize, talk about multi-tasking, how the computer can do many things at once, and demonstrate this by minimizing Solitaire, which keeps it running, and they can go online to the Internet.
6. Make sure every member uses the multiple options during Paint including the thick and thin paint brushes, the spray cans, drawing lines and shapes, adding text, etc.

*This is a required competency that all participants must perform correctly.*

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Word Processing Overview	Word Processing Program Overview with MSWord or Works-page BT27	N/A	Instructors in the past have used a laptop and projector to demonstrate these exercises for their clients for a visual explanation prior to their hands-on exercises with positive results for the members' comprehension. Have the members open up a word processing program, type their names and hit enter five times. Go over some of the basic word processing commands. Have members practice typing and using the various commands. Use anything you want as a practice exercise. Circulate the room to ensure they are doing these techniques and learning the skills effectively and comfortably. This is the instructor's confirmation of proficiency in using the mouse.

## BUSINESS TECHNOLOGY TEACHING PLAN LESSON 2 (continued)

### INSTRUCTOR NOTES:

1. Reminder to clients to use their computer exercises for safety and comfort. Everyone thinks of *cut*, *copy* and *paste* together but it is really *cut and paste* and *copy and paste*. Paste is the second half of both the cut and the copy functions. Be sure to witness everyone doing *cut and paste and copy and paste* correctly. *It is a required competency.*
2. On the keyboard explain how to type capital letters (shift and letter) and explain the difference between that and caps lock. Have the members practice the full range of format commands on their name. Be sure to talk about what highlighting is and how to do it (move mouse to beginning and hold down left mouse button and drag it to end). Also explain that you can only highlight in one direction so you have to start at the beginning or end; it won't work in the middle. Often, letters will jump around on the screen during this function (computer reads it as a drag and move instead of highlighting). Inform the class that if errors occur they need to immediately stop what they are doing and go to the top menu and click on edit and select the first option which is undo. Explain the purpose of header (same title on all pages) and footer (automatic page numbering, etc.).
3. When talking about clip art pictures, explain how clicking on the picture places a box around it and that box is to pictures what highlighting is to words. Then reinforce that you must let the computer know through highlighting what words you want to change or what picture you want to move or resize.
4. Before going over spell check, explain how the program lets users know that they have a word that is not in its dictionary. Then explain how it points out grammatical errors. Let the class know that the colored underlining does not show up when printing a document. If time allows, as the more advanced members get the hang of the basic commands you can show some advanced commands to practice (not part of competencies) and let them practice it on their own.

*This is a required competency that all participants must perform correctly.*

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Competency-Word Processing Letter Exercise	Competency-Word Processing Exercise - page BT28-29	N/A	Distribute the Word Processing Exercise. <b>Note:</b> If the computers do not have print capability you will have to grade the exercise by reviewing the letters on the monitors.

## BUSINESS TECHNOLOGY TEACHING PLAN LESSON 2 (continued)

**INSTRUCTOR NOTES:**

Members are allowed to show the instructor one draft, have all errors pointed out and be informed of how to correct them and then hand in a final product.

**Comment:**

*Please point out that in real life, underlining parts of speech on the resume letter is not necessary. These elements are included here as part of the exercise for using bold and underline commands.*

*This is a required competency that all participants must perform correctly.*

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Excel Overview	Excel Overview- page BT30-33	N/A	Instructors in the past have used a laptop and projector to demonstrate these exercises for their clients for a visual explanation prior to their hands-on exercises with positive results for the members' comprehension.
Excel Exercises	Excel Spreadsheet Practice Exercise - BT34	Page BT35	

**INSTRUCTOR NOTES:**

1. Review the handouts referencing the Excel Spreadsheet Overview.
2. Encourage the members to practice and play around using the toolbar features in Excel.

## BUSINESS TECHNOLOGY TEACHING PLAN OVERVIEW LESSON 3

This lesson plan is for three hours. Take two 10-minute breaks at appropriate times.

TOPIC	TIME	COPIES REQUIRED as HANDOUTS
Internet Overview	45-60 minutes	Internet handout - pages BT40 Business Technology Terminology Handout - page BT54-56
Using the Browser	60-80 minutes	None

## BUSINESS TECHNOLOGY TEACHING PLAN LESSON 3

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Internet Overview	Internet Handout - pages BT40  Use your Business Technology Terminology Handout - page BT54-56 to help with your computer lecture.	N/A	Use the Internet handout and Business Technology Terminology Handout to help with your lecture.

**INSTRUCTOR NOTES:**

Talk about band width, you may compare it to the size of an access road to a web site, less band width would correlate to a smaller “road” which would cause more likely traffic jams. Higher bandwidth would result in more space resulting in a faster access to a website.

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Using A Browser	Use your Business Technology Terminology Handout - page BT54-56 to help with your computer lecture.	N/A	Instructors in the past have used a laptop and projector to demonstrate these exercises for their clients for a visual explanation prior to their hands-on exercises with positive results for the members’ comprehension.  Explain ISPs, browsers, search engines, e-mail, cookie, downloading and viruses and proper and improper Internet use at work. Ask for and provide examples of browsers, search engines and ISPs.

**INSTRUCTOR NOTES:**

Explain that when you go to the Internet you always have two things on your monitor, a browser (the top that stays the same as you go to new web sites) and a web site (changes as you go to new sites or new pages within a site). You always type the name of the site you want to go to in the browser, not on a web page.

## BUSINESS TECHNOLOGY TEACHING PLAN

### LESSON 3

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
<p><b>Competency-</b>Using the Browser to go to Web Sites</p>	<p>Instructor to suggest websites. The following are web sites that can be used for these exercises:            (Please check availability/access.)  <a href="http://www.dmoz.com">www.dmoz.com</a> The Open Directory Project is the largest, most comprehensive human-edited directory of the Web.  <a href="http://www.onlinenewspapers.com">www.onlinenewspapers.com</a> Newspapers from all over the world.  <a href="http://www.movies.com">www.movies.com</a> Upcoming releases is a fun area to visit.  <a href="http://www.nbc.com">www.nbc.com</a> Web site for the television station.  <a href="http://www.monster.com">www.monster.com</a> Web site to look for jobs.  <a href="http://www.uselessknowledge.com">www.uselessknowledge.com</a> Fun web site with trivia content.  <a href="http://www.scifi.com">www.scifi.com</a> Today's news is a good link on this web site.  <a href="http://www.cnet.com">www.cnet.com</a> A good path on this web site is to look at the free downloads.  <a href="http://www.mlb.com">www.mlb.com</a> Major league Baseball's official web site.  <a href="http://www.radio-locator.com">www.radio-locator.com</a> Find radio stations you can listen to over the Internet.  <a href="http://www.wikipedia.org">www.wikipedia.org</a> The free encyclopedia  <a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a> National Geographic Society official web site  <a href="http://www.towerrecords.com">www.towerrecords.com</a> Can search for CDs by group or album  <a href="http://www.hatrack.com">www.hatrack.com</a> Author Orson Scott Card's web site; can read portions of his novels</p>	<p>N/A</p>	<p>Instructors in the past have used a laptop and projector to demonstrate these exercises for their clients for a visual explanation prior to their hands-on exercises with positive results for the members' comprehension.</p> <p>Start with a lecture on the features of a browser. Show a browser to the members and explain common browser features (including where you type in an address, the back and forward buttons, the drop down menu of past web sites visited, the home button, stop and reload, bookmarks/ favorite places).</p> <p>Have the class go to a minimum of five web sites (Required competency).</p> <p>It is important to circulate the room to check the computers of all members to ensure that they are keeping up with the work and so that you can offer one-on-one help.</p>

## BUSINESS TECHNOLOGY TEACHING PLAN

### LESSON 3

#### INSTRUCTOR NOTES:

1. Tell your clients that the browser lets you store your favorite websites as bookmarks or favorites. If you know a website address, you can type it into the address bar to immediately go to that site.
2. Have the class go to a minimum of five web sites (Required Competency). Explain that the browser reads the website address in a code and is able to immediately connect to that website for you to view! Use the following features during these visits:
  - a. Type in address and have each member go to at least one linked page.
  - b. Type in address and have each member go to at least one linked page. Use the back button to go back to main page.
  - c. Type in address and have each member go to at least one linked page. Use the drop down menu to find site and have the class click on it to return to that web site. Then have the members use the forward button to return to the main page of site c.
  - d. Type in address and have each member go to at least one linked page. Work with the members to make the main page for this web site a favorite place (bookmark).
  - e. Type in address and have each member go to at least one linked page. Then use the favorite places (bookmarks) to return to site d.

Finish this lecture by reviewing the five ways to get to a web site - type in an address, use a hyperlink, use the back/forward buttons, use the drop down menu, and use favorite places/bookmarks.

*This is a required competency that participants must perform correctly.*

## BUSINESS TECHNOLOGY TEACHING PLAN OVERVIEW LESSON 4

This lesson plan is for three hours. Take two 10-minute breaks at appropriate times.

TOPIC	TIME	COPIES REQUIRED as HANDOUTS
Search Engine Exercise- <i>Competency</i>	45-60 minutes	Search Engine Exercise - page BT45
Using E-mail Etiquette	45-60 minutes	E-Mail Etiquette Handout-page BT47
Social Networking  Using Social Networking in Job Search  Using Social Networking in the Workplace	30-45 minutes	Social Networking Handout-page BT48  Using Social Networking for Job Search-page BT49  Using Social Networking in The Workplace- page BT50-53
Business Technology Online Quiz	15 -20 minutes	Online Business Technology Terminology-page BT54-56

## BUSINESS TECHNOLOGY TEACHING PLAN LESSON 4

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Search Engine Exercise- <u>Competency</u>	Search Engines Exercise – page BT45	Page BT46	Distribute the Search Engines Exercise and collect and grade the results (correct answer to question only).

**INSTRUCTOR NOTES:**

**Update answers prior to assignment of the competency**

You can provide helpful hints during the exercise but you cannot perform the exercise for anyone (i.e. you may give tip when requested).

*This is a required competency that participants must perform correctly.*

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Using E-mail Etiquette- <u>Competency</u>	Using E-mail Etiquette- page BT47	N/A	Have members send an e-mail by using the address book entry to fill out the field in the e-mail form. Then have the members send an e-mail to the instructor to verify this competency.

**INSTRUCTOR NOTES:**

1. The members can also set up a G-mail, Hotmail or Yahoo e-mail account for this course and competency if they do not already have one established.
  
2. Be sure to remind clients that in regards to e-mail, if it isn't yours, don't read it. If you find someone else's document in the copy machine or see a transmission addressed to your co-worker in the fax machine, resist the temptation to gather some inside information or gossip by reading it. Once you determine to whom the original belongs or to whom the fax is addressed, put the document in his or her mailbox.

NOTE: The "don't read it" rule also applies to data displayed on someone else's computer screen and to mail lying on someone else's desk.

**E-Mail Address Validation**

The instructor checks the client's valid e-mail address listed in the client's profile in the LMS Database; and then has the client correct the profile if necessary. **This assures the competency for BT 17 and BT18; and the validation competency has been completed for database accuracy.**

*This is a required competency that participants must perform correctly.*

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## BUSINESS TECHNOLOGY TEACHING PLAN

### LESSON 4

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Social Networking	Social Networking Handout- page BT48		Instructors in the past have used a laptop and projector to demonstrate these exercises for their clients for a visual explanation prior to their hands-on exercises with positive results for the members' comprehension.
Using Social Networking in Job Search	Using Social Networking in Job Search Handout- page BT49-		Introduce social networking to the course by asking the students what they already know or have experienced with using these sites.
Using Social Networking in the Workplace	Using Social Networking in the Workplace Handout- page BT50-53		<p><b>Facebook</b> is a <u>social network service</u> and website launched in February 2004 that is operated and privately owned by Facebook, Inc. As of December 2015, Facebook has more than 1.5 billion monthly active users, <a href="#">[update]</a> which is about one person for every five in the world.</p> <p><b>Twitter</b> is a website, owned and operated by Twitter Inc., which offers a <u>social networking</u> service, enabling its users to send and read other users' messages called <i>tweets</i>. Tweets are <u>text-based</u> posts of up to 140 <u>characters</u> displayed on the user's <u>profile</u> page. Tweets are publicly visible by default, however, senders can restrict message delivery to their friends list. As of the third quarter of 2015, Twitter had in excess of 307 million registered users <a href="#">[update]</a></p> <p><b>LinkedIn</b> is a business-oriented <u>social networking site</u>. Launched in May 2003, it is mainly used for <u>professional networking</u>. As of the end of 2015 , LinkedIn had more than 396 million registered users <a href="#">[update]</a>, spanning more than 200 countries and territories worldwide.</p>

## BUSINESS TECHNOLOGY TEACHING PLAN LESSON 4

### INSTRUCTOR NOTES:

Using the list of the 10 most popular sites for vertical job agents (page BT49), have your students go into at least 3 or 4 of the sites and explore career opportunities and interests throughout the nation. By observation, ensure each student is using these sites for job search practice.

TOPIC	TOOL	ANSWER KEY	LECTURE FLOW
Competency- Business Technology Online Quiz	LMS Database/Program Website- www.workcertified.org	N/A	Business Technology Quiz is <u>online</u> .  See hardcopy of quiz and answer key in Chapter 3: LMS Database/Module Quizzes

### INSTRUCTOR NOTES:

1. Members may use the Business Technology Terminology, page BT54-55, with the quiz online.
2. Distribute the Member Program Evaluation Form (see Chapter 2) just prior to handing out this quiz and be sure to fill out your Instructor Program Critique Form (see Chapter 2). Members must score 80% or higher on this quiz to be eligible for certification.

*This is a competency that students must perform correctly.*