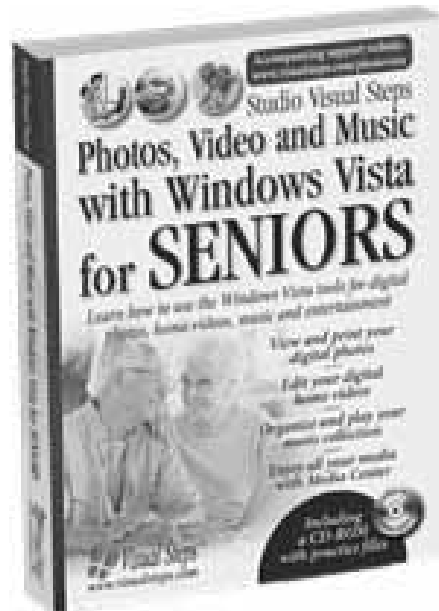


Teachers' Manual

for

Photo's, Video and Music with Windows Vista for SENIORS



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 *Visual Steps*TM
www.visualsteps.com

1. Introduction

This course manual assumes a lesson structure consisting of nine points. These points have been divided into three groups. Each class period will generally have the following structure:

- A Introduction**
1. Make sure the students are ready for class to begin.
 2. Explain this lesson's objectives.
 3. Review any necessary background knowledge.
- B Instruction**
1. Present the subject matter.
 2. Help the students learn the material.
 3. Have the students demonstrate the requested techniques.
 4. Give feedback on the demonstrations.
- C Conclusion**
1. Assess the final results of the learning process (testing).
 2. Recap and demonstrate uses for what's been learned.

This lesson structure should be followed step by step from start to finish. Steps B1 through B4 will be frequently repeated, as the subject matter will be offered in small chunks (B1).

This means there will be many points at which the student might need some help (B2).

This also means that during a class, students will learn multiple techniques they can demonstrate (B3), to which the instructor should respond with approval or corrective comments as needed (B4).

On the next page you will see the **lesson structure** again, this time expanded with extra information to clarify the content of and "why" behind each step. This structure will also be followed in explaining the details for the eight class meetings later in this manual.

Plan to use the available class time as follows:

- Introduction 10-15%
- Instruction 60-70%
- Conclusion 20-25%

Lesson Structure

A Introduction **1. Make sure the students are ready for class to begin.**

The instructor can ask for silence, close the door, write an announcement on the board, or in some other way draw attention to the coming lesson.

2. Explain this lesson's objectives.

It is important for both student and instructor to know exactly what a lesson's desired results are. The student's work attitude, for example, depends upon whether he needs to recognize, commit to memory, or apply the material being presented.

Simply listing the subjects that will be covered is not enough. The instructor must explain them in recognizable terms.

3. Review any necessary background knowledge.

At the start of each lesson, the instructor should make sure the new information will connect to and build upon previously acquired concepts and skills. In order to do so, the instructor must first help the students recall (activate) the relevant knowledge.

B Instruction **1. Present the subject matter.**

The heart of the learning process is the offering of information by the instructor or by the textbook.

2. Help the students learn the material.

The instructor doesn't stand at the front of the class during the learning process, but rather moves around, observing the students' activities and offering support where necessary. The didactic approach being applied can be characterized as guided experiential learning.

3. Have the students demonstrate the requested techniques.

The point here is not to check whether students have done their homework, but rather to provide an opportunity for practicing the desired (final) techniques. Specific questions will give the students the opportunity to demonstrate to themselves and to the instructor that they understand or can apply the information.

4. Give feedback on the demonstrations.

It's instructive and reinforcing to provide students with feedback on their demonstrations of what they've learned.

Feedback on a student's execution of techniques often occurs naturally: it either works or it doesn't. In any case, feedback should provide information about correct execution of the techniques that are visible during the learning process.

C Conclusion 1. Assess the final results of the learning process.

The point of this step is to determine whether the student has accomplished the educational objectives, and whether he can execute the desired techniques with confidence. There are various forms of testing available for this: completing an exercise, for example, or answering questions. They don't all have to be given at the same time. Naturally, the tests should be tailored to the stated educational objectives.

2. Recap and demonstrate uses for what's been learned.

This last step is focused on helping the material sink in for the long term. As a result, this information should bridge multiple lessons and focus on making connections among different topics.

2. Previous Knowledge

In order to work through this book successfully, you need to be able to perform the following tasks on your computer:

Windows:

- Start and stop *Windows*.
- Click, right-click, double-click and drag.
- Open and close programs.
- Use a scroll bar.
- Use tabs.

If you do not have these basic skills, you can work through the following book:

Windows Vista for SENIORS

Author: Studio Visual Steps

ISBN 978 90 5905 274 1

400 pages

Paperback

With accompanying support website:

www.visualsteps.com/vista



3. General

Technical matters such as proper installation of *Windows Vista* is essential for this course.

Students will also need a functioning Internet Connecting. A printer, audio CD and a writable CD and DVD will become handy. Specific details on these matters fall outside the scope of this manual, however.

4. Lesson Plan

There are ten lessons, covering Chapters 1 through 10 of the book *Photos, Video and Music with Windows Vista for SENIORS*.

Of course it possible for you to cancel certain lessons or to shorten the course. In that case, mention the lesson structure point 3 **Review any necessary background knowledge** needs to be adapted.

First Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

In the last few decades the computer has slowly evolved into an **Internet** and **entertainment center**. With the *Vista* program *Windows Media Player* you have an extensive **CD player** at your disposal. It has the same functionality as the CD player in your stereo system, plus several other useful features.

In this lesson you will learn how to play a CD, how to quickly go to the next or previous **track**, how to make the CD repeat and how to play tracks in random order.

When your computer is connected to the Internet, *Windows Media Player* can retrieve **information** about the tracks of the CD you are playing. Then the titles of the tracks and the CD cover are displayed. Different graphic **visualizations** that move to the sound of the music are another way to visualize the music you play.

For musical connoisseurs *Windows Media Player* is equipped with a **graphic equalizer**. You can use it to change certain frequencies in your music according to your own taste.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- open *Windows Media Player*;
- adjust the settings of the program;
- play an audio CD;
- go to another track;
- play the tracks in random order;
- set up automatic replay;
- find track and CD information on the Internet;
- choose visualizations and change audio settings.

3. Review any necessary background knowledge.

Since this is the first class, you can't refer back to previous classes.

B Instruction 1. Present the subject matter.

Pages 19-37.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise *Playing a cd* on page 38. They may use *Appendix B "How Do I Do That Again?"* beginning on page 385.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Additional teaching material:

Background information and Tips on pages 39 to 41.

Second Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

You have probably heard the word '**ripping**' before. It means converting the tracks on an audio CD to files that can be used on a computer.

In *Windows Media Player* you can create **MP3** or **WMA files** from the tracks on an audio CD. These files take up less space than the regular audio files on your CD. You can play these files on your computer as well as an **MP3 player**. An MP3 player is a small portable device for playing MP3 files. In addition, you can use these files to create a compilation CD with your favorite tracks.

In *Windows Media Player* you can determine the **audio quality** you want to use to rip the tracks. You can also change the file name of the ripped files so that they are easier to find and organize at a later time.

Ripping a CD and saving the tracks to the hard disk of your computer for your own use, is a convenient way to safeguard your CD collection. However, sharing these files with other music lovers is not allowed.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- prepare to rip a CD;
- adjust the audio quality;
- change the file names of the ripped tracks;
- rip CDs;
- find and play the ripped tracks;
- organize tracks.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- open *Windows Media Player*;
- adjust the settings of the program;
- play an audio CD;
- go to another track;
- play the tracks in random order;
- set up automatic replay;
- find track and CD information on the Internet;
- choose visualizations and change audio settings.

B Instruction 1. Present the subject matter.

Pages 43-58.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise *Ripping a CD* on page 59. They may use *Appendix B "How Do I Do That Again?"* beginning on page 385.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Additional teaching material:

Background information and Tips on pages 60 and 65.

Third Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

In the **Library** of *Windows Media Player* you can easily **manage** your audio files. You can let the *Library* search for audio files and other media files that are already on the hard disk of your computer. You can use these files to create **playlists** with the tracks you like to listen to while you work on your PC.

You can **rank** your favorite tracks by giving them a one- to five-star rating. Using the auto playlists in the *Library* you can quickly create a list containing all five-star tracks for example. It is also possible to create an auto playlist containing the tracks of a certain genre or artist. You can select the criteria for your auto playlist yourself.

When you learn to use every possibility of the *Library*, your computer changes into a jukebox with endless possibilities!

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- add files to the *Library*;
- view the tracks in the *Library*;
- add a track to the playlist by dragging;
- use different ways to add tracks to the playlist;
- add multiple tracks to the playlist;
- change the order of the playlist;
- remove a track from the playlist;
- save a playlist;
- rate tracks;
- use auto playlists;
- define an auto playlist;
- delete a playlist.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- prepare to rip a CD;
- adjust the audio quality;
- change the file names of the ripped tracks;
- rip CDs;
- find and play the ripped tracks;
- organize tracks.

B Instruction 1. Present the subject matter.

Pages 67-89.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise *Playlist* on page 90. They may use *Appendix B “How Do I Do That Again?”* beginning on page 385.

2. Recap and demonstrate uses for what’s been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they’ve learned at home.

Additional teaching material:

Background information and Tips on pages 91 and 94.

Fourth Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

In addition to playing and ripping CDs, you can also use *Windows Media Player* to **burn** audio CDs. You can use the tracks in your *Library* for that. *Burning a disc* means copying files to a writeable disc.

For example, you can burn an audio CD containing a compilation of tracks or the playlist you created containing your favorite tracks. It is also possible to burn a previously ripped CD, to an audio CD. In this way you can make a copy of your own CD.

Audio CDs can also be played in most audio equipment, like the CD player in your stereo set or your car.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- select a playlist to burn to an audio CD;
- use volume leveling;
- burn a playlist to an audio CD;
- check the audio CD;
- create a *Burn list*;
- clear the *Burn list*;
- add all tracks of a ripped CD to the *Burn list*;
- burn a copy of a ripped CD;
- update the album information.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- add files to the *Library*;
- view the tracks in the *Library*;
- add a track to the playlist by dragging;
- use different ways to add tracks to the playlist;
- add multiple tracks to the playlist;
- change the order of the playlist;
- remove a track from the playlist;
- save a playlist;
- rate tracks;
- use auto playlists;
- define an auto playlist;
- delete a playlist.

B Instruction 1. Present the subject matter.

Pages 95-108.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise *Burning an Audio CD* on page 109. They may use *Appendix B "How Do I Do That Again?"* beginning on page 385.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Additional teaching material:

Background information and Tips on pages 110 to 114.

Fifth Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

First it was a walkman, then the portable CD player. Now the **MP3 player** is the latest development in portable audio. Whether you are traveling, working out or gardening, these small players make it easier than ever to have your favorite music on hand.

There are inexpensive MP3 players on the market. They may be as small as a cigarette lighter but can store up to 32 hours worth of music! Larger players have even more capacity. There are players with a 20 to 40 Gigabyte hard disk, big enough to store your entire CD collection. Although the name indicates otherwise, most MP3 players play both MP3 and WMA files.

Windows Media Player makes it easy to maintain the audio files on your MP3 player. You can copy an existing playlist to the MP3 player. It is also possible to create a **Sync list** especially for the MP3 player. You can synchronize the MP3 player with this list automatically or manually.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- adjust the settings for the MP3 player;
- synchronize the MP3 player with a playlist manually;
- create a new *Sync list*;
- delete tracks from the MP3 player;
- adjust the settings for automatic synchronization;
- synchronize the MP3 player automatically.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- select a playlist to burn to an audio CD;
- use volume leveling;
- burn a playlist to an audio CD;
- check the audio CD;
- create a *Burn list*;
- clear the *Burn list*;
- add all tracks of a ripped CD to the *Burn list*;
- burn a copy of a ripped CD;
- update the album information.

B Instruction 1. Present the subject matter.

Pages 115-130.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise ***Synchronization*** on page 131. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 385.

2. Recap and demonstrate uses for what’s been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they’ve learned at home.

Additional teaching material:

Background information and Tips on pages 132 to 135.

Sixth Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

It is very easy to have *Windows Media Player* run unobtrusively in the background while you are busy with other programs. You can listen to your favorite music as you work in *Word* for example. It is not necessary to have the *Windows Media Player* window in full view all of the time. When you have a smaller computer screen every bit of screen space may be needed by a program you are running. Fortunately, you can adjust the **display mode** of *Windows Media Player* to smaller sizes and still have all the conveniences of the player right at hand.

Perhaps you are a little tired of the same old *Windows Media Player* window. Did you know that you can **customize** its appearance to suit your own taste? Not only can you adjust size and colors but other aspects of the program can be 'decorated' as well. You can have your player look like an old fashioned radio or a cartoon character.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- switch to compact mode;
- switch to skin mode;
- display *Windows Media Player* full screen;
- display the visualization full screen;
- activate the mini player on the taskbar;
- change the colors;
- what a *skin* is;
- how to choose a different skin.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- adjust the settings for the MP3 player;
- synchronize the MP3 player with a playlist manually;
- create a new *Sync list*;
- delete tracks from the MP3 player;
- adjust the settings for automatic synchronization;
- synchronize the MP3 player automatically.

B Instruction 1. Present the subject matter.

Pages 137-148.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **Choose a Display Mode** on page 149. They may use **Appendix B “How Do I Do That Again?”** beginning on page 385.

2. Recap and demonstrate uses for what’s been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they’ve learned at home.

Additional teaching material:

Background information and Tips on pages 150 to 152.

Seventh Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

Windows Media Player can be used for more than just listening to music. The program is also well suited for **watching videos**. In *Windows Media Player* you can play video files from the hard disk of your computer as well as movies on DVD.

This feature is especially interesting for *Windows Vista Home Basic* users. Users of other *Windows Vista* editions have the more extensive *Windows Media Center* at their disposal.

You can use *Windows Media Player* to listen to **radio stations** from around the world on the Internet. Some radio stations broadcast exclusively on the Internet, others broadcast both their normal broadcast and one (or more) for the Internet.

**In this lesson, you'll learn the following:
(also write this somewhere that's easy for the students to read)**

- watch a video file;
- adjust the display settings;
- view the video full screen;
- watch a DVD on your computer;
- listen to a radio station;
- add a radio station to *My stations*;
- find a radio station with a certain theme.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- switch to compact mode;
- switch to skin mode;
- display *Windows Media Player* full screen;
- display the visualization full screen;
- activate the mini player on the taskbar;
- change the colors;
- what a *skin* is;
- how to choose a different skin.

B Instruction 1. Present the subject matter.

Pages 153-168.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise *Playing a Video* on page 169. They may use **Appendix B “How Do I Do That Again?”** beginning on page 385.

Have the students do the practice exercise *Listening to Internet Radio* on page 169. They may use **Appendix B “How Do I Do That Again?”** beginning on page 385.

2. Recap and demonstrate uses for what’s been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they’ve learned at home.

Additional teaching material:

Background information and Tips on pages 170 to 172.

Eighth Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

Digital video editing has become increasingly popular in recent years. For this purpose *Windows Vista* is equipped with the program *Windows Movie Maker*.

You can use this program to edit the videos on your hard disk as well as the footage you have on your **digital video camera**. You can use this program to **rearrange** your rough clips in the order you prefer and **trim** the clips to the right size. You can also **add titles, transitions, effects, narrations** and **music** to the movie.

When you have finished editing the movie, you can save the result to the hard disk of your computer. This is called **publishing** the movie. You can also send the movie directly by e-mail without saving it.

You can use *Windows DVD Maker* to **burn** your movie to DVD, so you can play it in your regular DVD player and watch it on television. *Windows DVD Maker* is not available in *Windows Vista Home Basic*.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- open *Windows Movie Maker*;
- import video files, photos and music;
- edit a movie;
- split and trim video clips;
- add transitions, effects and titles;
- add music and a narration;
- play a movie;
- publish a movie;
- send a movie by e-mail;
- burn a movie to DVD with *Windows DVD Maker*.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- watch a video file;
- adjust the display settings;
- view the video full screen;
- watch a DVD on your computer;
- listen to a radio station;
- add a radio station to *My stations*;
- find a radio station with a certain theme.

B Instruction 1. Present the subject matter.

Pages 173-229.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise ***Editing a Movie*** on page 230. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 385.

Have the students do the practice exercise ***Creating a DVD*** on page 230. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 385.

2. Recap and demonstrate uses for what’s been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they’ve learned at home.

Additional teaching material:

Background information and Tips on pages 231 to 237.

Ninth Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

Digital photography has become immensely popular in recent years. The camera with a roll of film has been pushed aside by the digital camera. Even regular printed photos are scanned nowadays to make them available in digital format.

In this manner, many people have amassed a large collection of digital photos on their computer. *Windows Photo Gallery* will help you **organize** your photo collection. You can add **tags** and **ratings** to the photos, making it a lot easier to quickly locate a specific photo or a group of them with similar characteristics. You can also easily assemble entertaining **slide shows** with *Photo Gallery* to share with friends or family.

But that is not all. With *Photo Gallery* you also have several tools on hand for basic **photo editing**. You can **rotate** and **crop** your photos, adjust the **color** and **exposure** or fix **red eye**. There are various options available to share your photos with others. You can **print** or e-mail your photos, or **burn** your photos as a slide show complete with background music on a video DVD.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- open *Windows Photo Gallery*;
- work with tags and ratings;
- add folders to *Windows Photo Gallery*;
- play a slide show;
- use tools for basic photo editing;
- print your photos;
- e-mail your photos;
- create a video DVD with a slide show of your photos;
- burn your photos to disc;
- do more photo editing with the program *Paint*;
- import photos from a digital camera;
- import photos from a scanner.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- open *Windows Movie Maker*;
- import video files, photos and music;
- edit a movie;
- split and trim video clips;
- add transitions, effects and titles;
- add music and a narration;
- play a movie;
- publish a movie;
- send a movie by e-mail;
- burn a movie to DVD with *Windows DVD Maker*.

B Instruction 1. Present the subject matter.

Pages 239-306.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise **Tags and Ratings** on page 307. They may use **Appendix B “How Do I Do That Again?”** beginning on page 385.

Have the students do the practice exercise **Slide Show** on page 307. They may use **Appendix B “How Do I Do That Again?”** beginning on page 385.

Have the students do the practice exercise **Photo Editing** on page 308. They may use **Appendix B “How Do I Do That Again?”** beginning on page 385.

Have the students do the practice exercise **Printing** on page 308. They may use **Appendix B “How Do I Do That Again?”** beginning on page 385.

Have the students do the practice exercise **Burning a Video DVD** on page 309. They may use **Appendix B “How Do I Do That Again?”** beginning on page 385.

2. Recap and demonstrate uses for what's been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they've learned at home.

Additional teaching material:

Background information and Tips on pages 310 to 316.

Tenth Meeting

A Introduction 1. Make sure the students are ready for class to begin.

See the general lesson structure.

2. Explain this lesson's objectives.

Present the following information first, writing the words in bold somewhere in large letters so that everyone can see them well (on a blackboard, for example).

The owners of *Windows Vista Home Premium* and *Windows Vista Ultimate* have the extensive program *Windows Media Center* at their disposal. This program is the center for all your **digital entertainment**. You can use *Media Center* to view your **photos**, watch **videos** and **DVDs** and listen to **music**. Furthermore, you can view many different types of online media. For example, you can download and play music videos, watch live sports or news broadcasts, and even movies or television.

When your computer is equipped with an **analog** or **digital TV tuner**, you can use *Windows Media Center* to **watch** and **record television shows** on your PC. A TV tuner is a video card that can receive TV signals through your cable connection.

Using the convenient **Electronic Programming Guide** (the Guide) in *Windows Media Center*, you can record your favorite TV show in just a few mouse clicks. You can watch the recording in *Media Center*. If you would like to save a recording for later, you can use *Media Center* to copy it to a video DVD. This DVD can be played on your computer and also in the regular DVD player connected to your television.

**In this lesson, you'll learn how to do the following:
(also write this somewhere that's easy for the students to read)**

- open *Windows Media Center*;
- explore *Windows Media Center*;
- play a slide show of your photos;
- play a video;
- view online media;
- set up *Windows Media Center* to enable TV broadcasts on your PC;
- watch live television using *Media Center*;
- record live television;
- use the *Guide*;
- program a TV show recording in advance;
- view planned TV recordings;
- watch a TV recording;

- use *SportsLounge*;
- create a video DVD in *Windows Media Center*;
- watch a DVD in *Windows Media Center*;
- remove a TV recording.

3. Review any necessary background knowledge.

Briefly review the material from the previous class, for instance:

- open *Windows Photo Gallery*;
- work with tags and ratings;
- add folders to *Windows Photo Gallery*;
- play a slide show;
- use tools for basic photo editing;
- print your photos;
- e-mail your photos;
- create a video DVD with a slide show of your photos;
- burn your photos to disc;
- do more photo editing with the program *Paint*;
- import photos from a digital camera;
- import photos from a scanner.

B Instruction 1. Present the subject matter.

Pages 317-371.

2. Help the students learn the material.

See the general lesson structure.

3. Have the students demonstrate the requested techniques.

See the general lesson structure.

4. Give feedback on the demonstrations.

See the general lesson structure.

C Conclusion 1. Assess the final results of the learning process.

Briefly discuss any frequently occurring problems you observed during B Instruction.

Have the students do the practice exercise *Playing a Slide Show* on page 372. They may use **Appendix B “How Do I Do That Again?”** beginning on page 385.

Have the students do the practice exercise *Viewing Online Media* on page 372. They may use **Appendix B “How Do I Do That Again?”** beginning on page 385.

Have the students do the practice exercise *Viewing and Recording Live TV* on page 373. They may use **Appendix B “How Do I Do That Again?”** beginning on page 385.

Have the students do the practice exercise ***Viewing and Deleting a TV Recording*** on page 373. They may use ***Appendix B “How Do I Do That Again?”*** beginning on page 385.

2. Recap and demonstrate uses for what’s been learned.

Go back to the objectives and read them out loud again. Encourage the students to practice the information and skills they’ve learned at home.

Additional teaching material:

Background information and Tips on pages 374 and 378.

6. The Final Exam

The *Certificate Windows Vista* is available as a final exam. This multiple-choice test will show students how good their knowledge of *Windows Vista* is. If they pass the test, they'll receive a free computer certificate by e-mail.

The test can be taken online at www.ccforseniors.com.

7. Other Course Material

Each Visual Steps book is also optimized for classroom use. In addition to the book *Photo's, Video and Music with Windows Vista for SENIORS*, the following title will be available fall 2008:

Interesting Online Applications for SENIORS

If you would like to be informed when this book becomes available, please sign up for the Visual Steps newsletter. Our newsletter will inform you about forthcoming books, additional chapter supplements, tips and tricks, special offers and more. Your details will not be used for any purpose other than to send you our newsletter and each newsletter contains a one-click link, allowing you to unsubscribe at any time.