

CONNECT4WORK

Introduction to computers for job seekers

Program Facilitator Guidebook

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This Guidebook, the CONNECT4WORK program, student materials, guidebook and promotional materials were developed for the Mount Waddington Family Literacy Society by Nickka Hutton and Trish Weatherall.

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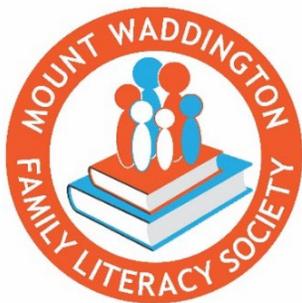
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Introduction

The *CONNECT4WORK Introduction to computers for job seekers* program was developed in response to a need for people to be able to find and apply for jobs online, but who have little or no experience using a laptop computer or technology.

The Mount Waddington Family Literacy Society developed the program as part of an overall Displaced Workers Literacy and Essential Skills (LES) federal research project to find gaps in the LES of displaced workers and to develop promising practices and programs to support them.

The project and program development were supported by Decoda Literacy Solutions and the Government of Canada.

A unique aspect of the program is incorporating guest teachers from local organizations that have resources and services to help job seekers.

Guest teachers:

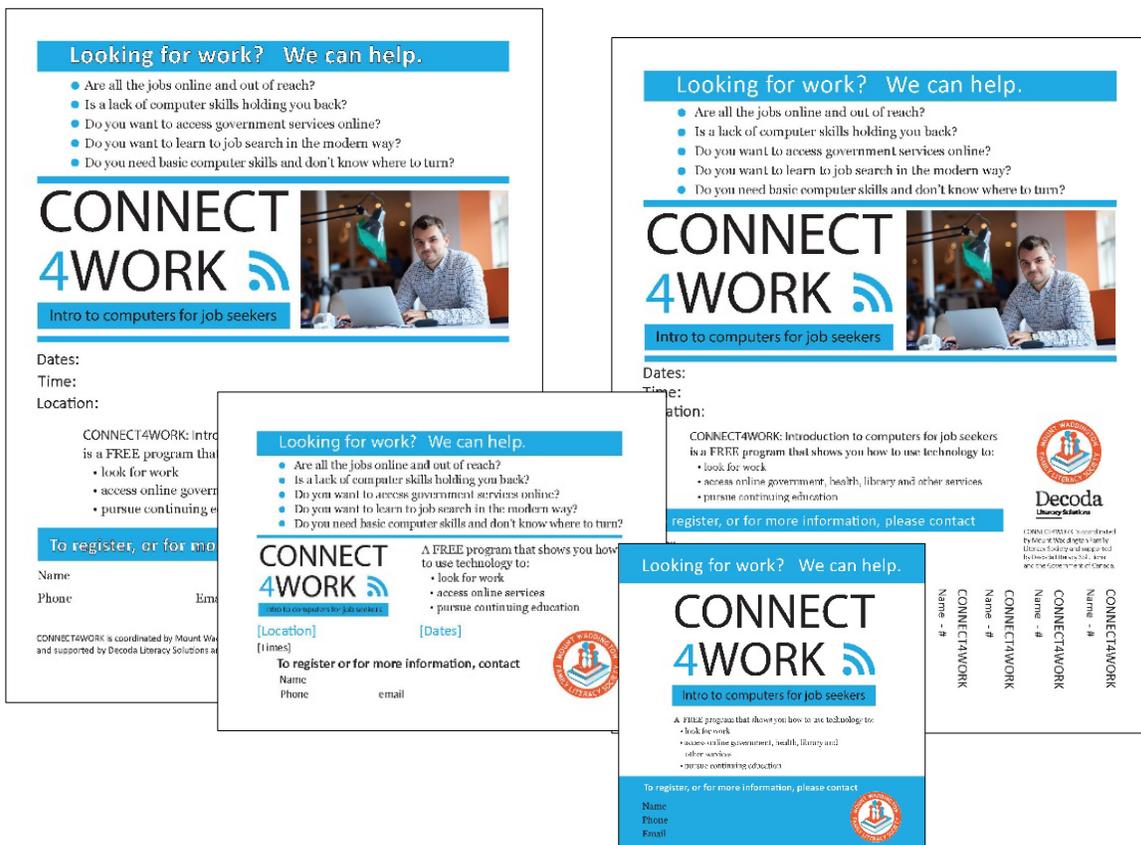
- can introduce their organization's services and show learners how to use their digital resources.
- provide a human link to the organization. Learners are more likely to follow up with an organization if they have met and are comfortable with a representative.

Program Materials and Facilitator Guidebook

This Guidebook gives program facilitators all the information they need to run a full 36-hour program or to teach separate components of the program as needed. No experience necessary!

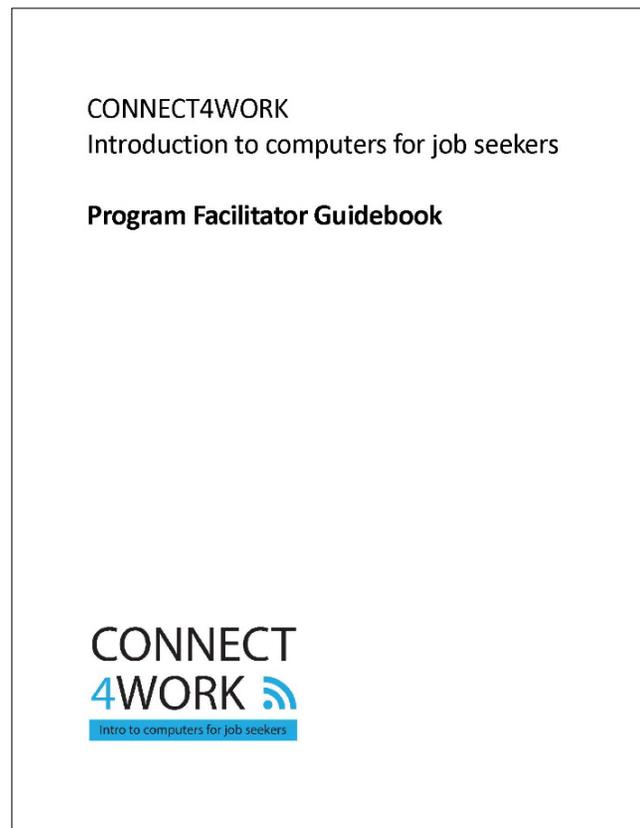
The program materials include:

- Guidebook for facilitators – PDF
- 12 teacher lesson plans and class outline charts– Word and PDF
- 12 learner lessons - Word and PDF
- 12 PowerPoint presentation slide decks – PPT and PDF
- Editable promotional materials PDF and Illustrator
- Intake, assessment and all related forms – Word and PDF



The Guidebook for facilitators includes:

- Program and lesson overview
- Costs and funding information
- Technical and classroom considerations
- Promotional ideas
- Tips for finding and coordinating guest teachers
- Overcoming learner barriers
- Tips for teaching adults
- Tips for including guest teachers
- Evaluation



Program Overview

A facilitator leads 12 three-hour lessons that will introduce learners with no prior computer experience to using a laptop computer to look for and apply for work and to access other resources that can help them in their job search and in their life.

Program Description

Workers who have been displaced from their jobs will have hands-on learning in a small class environment. Students will start from the basics – turning on a pc, using a mouse, understanding technology vocabulary – and build on their skills over 6 weeks.

The course covers internet searches and safety, creating basic documents, using email, using online learning platforms like Zoom, and an introduction to a variety of online resources from government and health services to banking and library services.

The addition of guest teachers from organizations adds interest to the class and connects the learner to these organizations. This connection opens doors and possibilities for the learner.

Program Goals

Introduce adults to using technology to:

- look for and apply for work
- access online health, government and other services
- pursue continuing education
- connect to family and community

On program completion, learners will be able to:

- use a laptop to search for and apply for work
- take online classes to upgrade their skills or explore new careers
- use a conferencing/learning platform like zoom
- communicate effectively through email
- become familiar with Word to edit or create a resume and cover letter
- access online services for banking, libraries, health and government services.

Planning Schedule

Start planning at least three months ahead of the first class.

You'll need this time for promotion, securing a classroom location, booking and coordinating guest teachers, learner intake and assessment.

Program Planning Schedule	
Start	Task description
12 weeks prior	1. Determine program dates, times and class location
12 weeks prior	2. Start coordinating guest teachers
8 weeks prior	3. Request donated supports
8 weeks prior	4. Start promoting
As learners contact you	5. Conduct intake assessments
1 week prior	6. Confirm guest teachers
1 week prior	7. Final promo push
1 week prior	8. Review lessons and PowerPoint presentations
3 days prior	9. Confirm learners
3 days prior	10. Print learner materials and collate in binders

Class Size and Structure

- The program was designed for a maximum of 8 learners.
- Small class size makes it easier to give some one-on-one assistance.
- The course is divided into 12 three-hour classes, with appropriate breaks.
- Time is built in to each 3-hour class to answer questions.
- Allow for 1-2 hours extra hours per class for setup, takedown and answering individual questions.

Clear Language and Design

The lessons have been created using Clear Language And Design principles for accessibility for seniors and low literacy learners.

- 14 point Georgia font is easy to read and is preferred by older learners.
- **Blue keywords** highlight important terms.
- Plenty of labelled diagrams and photos, as large as possible.
- Plenty of white space so that readers are not overwhelmed by text and have space for notes.
- Bulleted lists should be double-spaced and have no end punctuation unless the bullet is a complete sentence (no comma or semi-colons needed).
- Subheadings make it easier to find information. Use the Heading Styles in the document's Style Set for consistency.

Heading 1 is Calibri 20 pt blue

Heading 2 is Calibri 18 pt blue

Heading 3 is Calibri 16 blue

Heading 4 is Calibri 15 black

Body Text is 14 point Georgia

Emphasis (used for teachers' notes in lesson plans) is Georgia 14-point Italic, brown colour

If you edit or add to the learning materials, keep in mind these guidelines and styles.

Lesson Topics

These are the lesson topics:

Lesson 1: Meet the Laptop

Lesson 2: Going Online

Lesson 3: Email

Lesson 4: Zoom video platform

Lesson 5: Online Services

Lesson 6: Intro to Word

Lesson 7: Files, Folders and Photos

Lesson 8: Online Training

Lesson 9: Facebook

Lesson 10: Files and Backups

Lesson 11: Online Shopping

Lesson 12: Buying a laptop

Complete descriptions are included in the **Lesson Plan section**.

Estimated Costs and Funding

These estimates will help you create a budget when applying for a grant to support your program. If you get donated support, you may use these estimates as 'in kind' support.

TIP: If you are applying for a grant, include that you are using tested Connect4Work program curriculum and materials.

Facilitator Salary

Estimated cost: \$2,000

Teaching time: 12 classes X 3 hours = 36 hours class time + 24 hours prep/set up/take down/after-class learner assistance. 60 hours.

Additional hours will be needed for the facilitator to review the materials, arrange classroom space, promotion, arranging guest speakers and printing lessons. 12 hours.

Travel Expenses

Facilitator travel

If your facilitator must travel to another town, you should cover those expenses. The rate in 2021 is .59 per km.

Learner travel

Transportation to and from classes are one of the largest barriers to learning.

It's a good idea to set aside some funds to help learners with transportation difficulties for taxis, buses or ride sharing.

See the [Overcoming learner barriers section](#) for more ideas to help overcome transportation barriers.

Classroom Rental

Estimated cost: \$0- \$25/hour \$0-\$1,500

Costs can add up to hundreds of dollars if you are charged by the hour for a rental space to hold your class.

Laptop Computers

Estimated cost: \$1000 each (laptop, mouse, carry bag)

It's best if all learners are using the same brand and model laptop computer. If learners are all using their own laptops, it will slow the class down as you address individual differences. The program was designed to use Lenova laptop computers.

We purchased the laptops through a grant for this program and loaned them to the learners during the six-week program.

See more details in the **Hardware, software and equipment** section of this guidebook.

If you are purchasing new laptops, here are few tips!

- Review Lesson 12 – Buying a Laptop.
- Record serial numbers on a spreadsheet and record names and contact information of borrowers.
- Have borrowers sign an agreement to care for and return the laptop.
- Protect the laptops, make sure to purchase laptop carry bags.
- Many laptops use a touch pad and don't include a mouse. This is much more difficult for learners to use – buy the mice separately, if the laptops don't include them!
- Shop local and ask for a bulk order discount.

Printing Learner Materials

Estimated cost: \$200-3000

The 12 lessons add up to a few hundred pages to print for each learner, plus a 2-inch binder for each learner to hold it all.

- A pocket in the binder can hold any handouts or brochures from guest teachers.
- 12 Dividers make it easier to find each lesson.

TIP: Buy binders in bulk. Check for online deals.

Sometimes it's easier to get your materials printed and may be better quality than a home printer.

Print the lessons in colour. While it's less expensive to print in black and white – it loses some of the design principles that are helpful to the learner.

Don't hesitate to ask for a donation or discount from your local copy centre. You can add a thank you to the business to the lesson materials and presentation, and be sure to thank them on social media!

Tips for printing

- Use 24lb paper so the reverse side of the page doesn't bleed through.
- Self-printing is a huge cost savings.
- Check online for deals on binders, paper and ink.

Coffee and Snacks

Estimated cost: \$150

Food and beverages are always a welcoming and comforting addition to an adult class.

It gives early arrivers something to focus on and allow for a bit of chatting time during breaks.

Things to note:

- The location may provide coffee but check if you may need to supply cream and sugar.
- If the class location does not provide coffee, ask if they have a coffee maker you can use.
- Don't forget about tea drinkers! Buy a box of tea and bring a kettle.
- Bring some special snacks on the last day to celebrate their success!

Promotion: Ideas for recruiting learners

Start early! Once you've established your location and dates, start promoting the program at least a month in advance.

The potential learners of an introductory computer skills program can be hard to find. Get creative in your promotional tactics and go back to some low-tech promotional methods to reach them.

You can still use high-tech promotion, to reach people who might know potential learners.

TIP: Be sure to include your phone number on everything. Your learners may not use email or texting.

Who are your learners?

The original target audience for CONNECT4WORK was displaced workers, described as workers who have lost their jobs due to:

- workplace moved or closed
- job or shift was cut
- natural disaster
- COVID-19

We expected these workers to be mainly men, over age 40, seeking full-time employment.

Actual participants have been a broader range of learners.

- More women than expected.
- Older professionals looking to expand their online capabilities.
- People looking to generate income online from home.
- People with health and mobility issues who would like to work from home.
- Seniors looking to make extra income.
- People who are underemployed – who don't have full-time hours or are in a low-wage job.

Low-tech Promotion

- Program posters with tear-off numbers, flyers and brochures at:
 - Libraries (we found libraries provided the most leads!)
 - Laundromats, schools, bulletin boards, hydro poles.
- ¼ page handouts or brochures at hair salons, laundromat, fitness clubs, food bank, local organizations, schools, and libraries.
- Send promotional materials to the human resources department of local companies to add to their newsletter or post in a common area.
- Contact local newspapers or send a press release about your program. (see sample editable press release in the Appendix section at the end of this Guidebook).
- Contact your local radio station or send them an announcement.

High-tech Promotion

Use high-tech promotion to reach the friends and family of potential learners.

Include a message like “Do you know someone who needs help to learn to use technology?”

- Post on your organization’s social media page.
- Post on community social media pages.
- Include it in your newsletter.
- Directly email your promotional materials to organizations that may serve your intended audience. Ask them to add it to their newsletter or social media pages.

Editable Promotional Materials

Included in the CONNECT4WORK facilitators package are the following editable promotional materials.

- Brochure – PDF and InDesign files
- Printable poster with tear-off numbers – PDF and Illustrator files
- ¼ page flyers – PDF and Illustrator files
- Poster for social media – PDF and Illustrator files
- Simple square graphic for social media – PDF and Illustrator files
- Sample press release – Word file

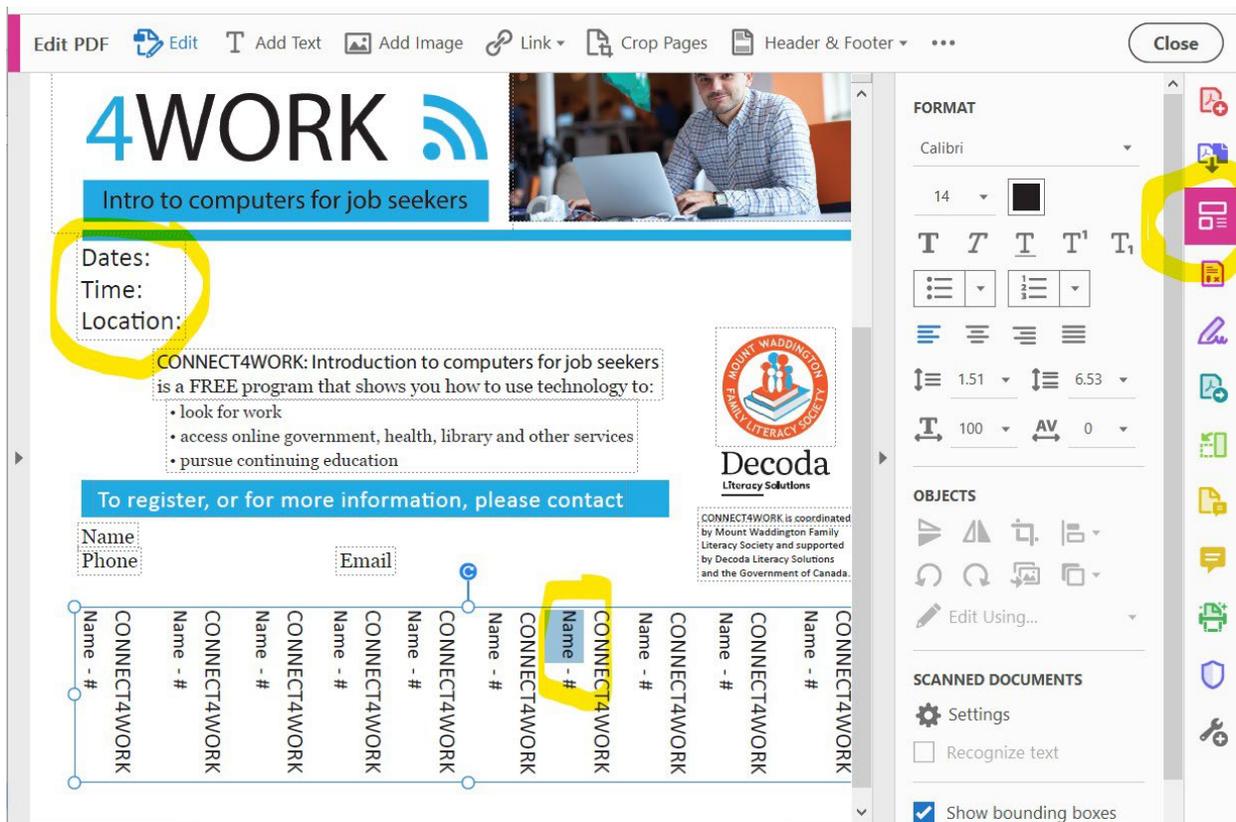
You can edit the original files if or simply edit the PDFs. Instructions to edit PDFs are on the next page!

How to edit PDFS

You will need Adobe Acrobat Pro PDF editor to add your organization logo, contact information, and program dates and location.

1. Open the PDF File and click the Edit PDF icon or go to top menu and click Edit > Edit text and images.
2. Click on a text area to overwrite the text and add your class information.
3. Right click on the MWFLS logo to replace it with your logo.
4. Please keep Decoda's logo on the materials.

TIP: Edit the social media PDF and then 'save as' a jpg or PNG to use on social media.



Overcoming Barriers to Learning

Many adult learners have barriers that prevent them from joining a class or from completing a program.

You can build in supports to your program to help learners overcome some of these barriers.

Frontier College in the 2019 National Research Report Literacy and Essential Skills as a Poverty Reduction Strategy noted these barriers to learning:

- 80% Transportation to and from training
- 80% Previous negative experiences with learning
- 77% Access to childcare
- 70% Drug or alcohol addiction
- 70% Health issues
- 64% Lack of family support
- 64% Work arrangements
- 61% Experience of trauma/violence
- 60% Fear of stigma/social pressure
- 58% Food insecurity
- 57% No access to stable housing
- 39% Personal beliefs about usefulness of the LES training
- 39% Language barrier
- 24% Lack of management/coworker support

In addition to general health barriers, many respondents singled out mental health issues, including anxiety, depression, shame, and fear, as additional barriers to learning.

<https://www.frontiercollege.ca/CMSPages/GetFile.aspx?guid=6705c18a-981e-4c4f-ad83-e51bf70079e9>

Ideas for Reducing Barriers

While many of these barriers are beyond the control of a teacher, it is helpful to be aware of issues that may affect your learners and treat them with compassion and understanding.

Look for ways you can help reduce these barriers. Here are some ideas:

- Take the time to talk personally with a potential learner to develop trust and help reduce fears and reduce barriers.
- Partner with a cab or bus company or find a sponsor for transportation or childcare services.
- Have laptops available to borrow.
- Provide a list of places to access free WiFi.
- Have a telephone or in-person conversation with the learner, to find out about and help reduce any concerns.
- Be respectful of the learners' personal commitments and schedule. The learner may have a job and family responsibilities that are their priority.
- If they miss a class, offer to help them catch up.

Teaching Adult Learners

Adult learners come with some expectations and some baggage.

They may have terrible memories of their childhood school days. Ruthless teachers, bullies, learning disabilities, and other issues may leave deep scars.

Because of that, they may be hesitant to join a class. This is natural!

Tips for Teaching Adult Learners

Make sure they feel welcome.

- Respect how hard it was for them to seek out help.
- Treat them as equal partners in the learning relationship. This may make some learners initially uncomfortable. It may take a few sessions for them to start feeling at ease.

Respect their experience

Adult learners come to you with a range of experiences. Their backgrounds are as varied as the reasons for their training. Respect this.

Questions

It may take some time for learners to start asking questions, especially when they don't understand.

Let them know that questions are important to learning, and that there are no dumb questions, ever!

- **Read body language** – does anyone look confused, frustrated or bored?
- **Encourage questions. ASK them if they have any questions.** Be sure to wait for an answer. This may take 3-5 seconds for them to create an answer, so don't rush.

- If they don't understand one explanation, **try explaining it a different way**. Don't give the same explanation again!
- **Break the task down into small parts**, then into smaller parts yet. Work on one small part at a time, building on each.
- Let them know that if one has a question, it's likely that others have the same question but are afraid to ask. Or other learners need that information, but just haven't thought of the question yet.
- **Celebrate every success!** Give them lots of encouragement.

Sometimes, learners will ask tough questions.

- **You don't need to know all the answers.** If you don't know, it's ok to tell them that. Tell them you will think about it or you will find out.
- Always make sure to find the answers.
- **Make sure you follow through** by passing that on to the learner at the next available opportunity.
- **Explain what steps** you followed to find the answer. Some learners benefit from finding new ways to get help with an issue.
 - For example, adults who are learning new computer skills don't always know where to go for help.
 - Show them the **Search** and **Help** areas of websites, apps and programs.
 - Discuss what steps you took, talk about keywords for searches, and show how you filtered results.
 - Perhaps next time, they could try a search for themselves, a skill which needs to be practiced.

Hands off

If you're teaching computers, it is tempting to take the mouse into your own hands to show them how to do something. This doesn't help their learning.

If there's a lot of clicking here and there to be done, get the learner to do it. Even if you're telling them what to do in every step, they are still learning!

Better yet, explain why you're having them click in different places!

It's ok if you don't know the answer. As experienced computer users, we know that sometimes we need to click in a few places before we find what we need. The learner should still be the one working the mouse. It's a good time to explain why we make certain choices.

Ask learners what their specific goals are, and then create learning activities that move them closer to success. Every step they take gets them closer to their goals. All the lesson materials should reflect that. If their goal is to pass a test, drive a car, or learn computers, all lesson materials should help them.

- Generic, one-size-fits-all curricula do not work with adult learners!
- Be flexible with the lessons and timing.
- See Setting Goals on the next page!

Setting Goals

A good goal is like a road map for tutoring. It shows both tutor and learner where they are, where they want to be, and when this will happen. It is important to spend some time on the goal setting process before you begin.

Learners may have vague goals at first. This is especially common for learners who are picking up a skill for the first time.

It is up to the tutor to pinpoint what the learner needs to know. You may wish to use a form for this, though learners with lower literacy skills may have problems with written forms. It's always a good idea to interview learners and ask questions to get more information.

Vague goals lead to vague lessons. It is not enough to say “this learner wants to learn computer skills”.

Instead, you should make goals as specific as possible.

For example, a good goal would be “by next Tuesday, the learner will be able to use the left mouse button to open programs using the Start menu in Windows 10”.

This is a very specific goal with a specific time frame. It clearly tells both tutor and learner what will happen and when.

All goals should be **SMART**. This acronym will help to set goals and know when those goals have been achieved.

S – Specific

M- Measurable

A – Achievable

R – Realistic

T – Must have a Timeframe

Specific Goals

If you make the goal specific, you know when it has been reached. If a learner wants to understand their bank statement, that's a specific goal.

Another learner may want to learn to use email, but what exactly does (s)he want to learn? Does she want to send and receive simple emails, add attachments, include an email signature? If you make it specific, both of you can celebrate their success when goals are achieved.

Measurable Goals

Learners must be able to measure their success. Of course, sometimes it's difficult to know how to measure things.

A common mistake is to set a goal based on "understanding" such as "the learner will understand how to use computers". You can't measure a learner's *understanding*. You can only measure *how well they do a task*. You may measure this by observation, through exams, or through oral discussion.

If a learner wants to send email, you can measure their performance by how well they do a task and how much support they need. When they start with email, you can expect to give them frequent assistance. As they improve, they need less help. Eventually, they send emails with no help at all. This lets you measure how well they do, and how far they've come.

Attainable Goals

Goals must be attainable by that learner.

Having said that, it's the tutor's job to make sure that the learner can achieve those goals. Some goals may seem completely out of reach! Tutors need to break down tasks into smaller chunks to help learners attain those goals.

For example, an illiterate learner who wants to read may think that he'll never achieve those goals. Break the process of reading into smaller bits. First, the learner must know the letters of the alphabet, then learn to recognize them. Next, they need to know the sounds that each letter can make, both alone and in combination with other letters. And so it goes, making each task smaller to help learners achieve their goals.

Achieving goals can give learners a real sense of accomplishment. Break those goals down into smaller chunks, like sub-goals, to show both tutor and learner how the lessons are progressing.

Realistic Goals

Goals must be realistic, or they will be doomed to fail. No matter how hard a learner tries, they'll never be able to fly like a bird or walk on Mars.

Don't forget to break each task into smaller tasks to make sure that learners can succeed. Learning how to use computers can seem overwhelming. Learning how to use the mouse is a little bit less daunting.

Goals Need a Timeframe

During this class, over the next week, before June 2022, are all examples of timeframes.

Learners need a time frame to keep them on track. So do tutors. Without a time frame, goals become just wishes for the future.

Be generous with your time frames.

It's better to have a too-generous time frame. When learners feel as though they're learning quickly, it can do wonders for their motivation. However, it can be crushing if they don't reach their goals within a certain timeframe. Give them lots of time.

Be aware of things that might affect the time frame.

Some learners do not know how to type, and have to rely on a "hunt and peck" method for finding the right keys on the keyboard. Other learners have a learning disability that may slow them down slightly. Still others have family or work obligations and can't always be there once a week (or however often you meet).

There are many reasons why a learner may need extra time. Make sure you give it to them.

Keep in mind that a time frame is only a suggestion. Some learners may need extra time to pick up a skill. Keep timeframes flexible.

Holistic Learning

Present learning in a variety of ways for a holistic learning experience.

- **Mix it up!** Add physical movement, words, visual images (a picture really is worth a thousand words, especially if it's funny or shocking).
- **Try to engage all the senses.** Learners will learn better when they can use their ears, eyes, and hands.
- **Hands-on activities** are crucial.
- **Practice is key!** Knowing something is not the same as being able to do something. Give them adequate practice time.

Learner Plateaus

Don't be surprised if there are plateaus – times where forward progress just stops, where learners may be stuck for some time. Learning is not a steady accumulation of knowledge. It takes place in leaps and bounds, followed by times where it may not move forward (or moves so slowly that you almost can't see it). This is normal.

- **Learners may get very frustrated** at their lack of progress during those plateaus.
- **Acknowledge the learner's frustration**, but do not belittle their feelings about it. ("I see you're frustrated ...").
- **Stay positive!** When learners get frustrated, they may slip into negative thinking ("I'll never get anything right, I'm too stupid to do this"). Show them where they started and how far they have come.

Link learning to what your learners already know.

- **Find materials that ally with their passions and interest.** Are they interested in motorcycles? Hiking? Gardening? Show them how their learning fits into their day-to-day lives. Find reading materials, online activities, videos, or other materials that suit each individual learner.
- **Don't assume you know what they love ... ask them!** That big, burly logger might love to bake cookies, but you won't know until you ask.
- **Listen to what they tell you, and what they don't say.** During breaks or more relaxed times, ask about their lives and listen to their stories. You can learn a lot, too!
- **Keep it simple.** Adult learners aren't into theory. They want to know how to do something. You don't need deep, long explanations. If they want to know how to get an email account, they may not care about how the CPU and the RAM work together to make things happen. All they want is to send and receive email.

Disabilities

- **Learners may have disabilities.** Not all disabilities are physical; they aren't always visible, either. Some learners may have learning disabilities.
- **Not all disabilities are visible.** There are many people who have invisible disabilities that leave them feeling chronic, severe pain.
- **Make accommodations** for any disabilities or other issues. Do what you can to help. Learners may have to stand and move a bit during lessons.
- You may **find resources** in the community that might be helpful to your learners.
- Learning disabilities do not reflect intelligence. Many people with learning disabilities are as smart or smarter than the average.
 - They may have developed complicated coping mechanisms to hide their issues, sometimes for years.
 - IQ test results do not reflect intelligence and are biased against some learning disabilities.
 - It is more important to find ways that will help the learner.

Difficult Situations

Learners may lash out when frustrated, though it's rare. Don't respond with an angry or defensive tone, or the situation may get worse. However, you don't have to take abuse, either. Respond as calmly as possible. Set certain boundaries (for example, that you are not willing to be called names). It may be better to end a session early, and then try to tackle the issue later when everyone is calm.

Personalities may clash. This is not your fault, nor is it the fault of the learner. It just is. You may find that these clashes make it difficult to proceed with training. Your learner may ask for a new tutor (this can be painful if you don't see it coming!). Try not to take it personally!

Instructors and tutors have different teaching styles, just as learners have learning styles.

Set up learners with their best chance for success.

End lessons on a positive note

This is easy when the lesson has gone well. It's not as easy to do when your learner is frustrated, when you're frustrated, and when nothing has gone as planned.

Remind them that they've come a long way, they've learned a lot in their lives, and that sometimes it just takes a bit longer.

Guest Teachers

Why have guest teachers?

- Guest teachers can introduce their organization's services and show learners how to use their digital resources.
- Guest teachers provide a human link to the organization. Learners are more likely to follow up with an organization if they have met and are comfortable with a representative.
- Varying the person speaking to the class keeps it interesting!
- A guest teacher from a local organization is a good connection to your role in the community.
- They may provide leads to learners through their own connections. Make sure to send them your promotional materials!

Incorporating guest teachers into a lesson

Guest teachers will be unique to your community and your learners needs.

You will have to adapt to your guest teachers' availability, but try to schedule guest teachers that align with the day's lesson.

For example, have a guest teach from a local college talk about online learning and how to navigate the college website during Lesson 9: Online Training.

Ideas for guest teachers

Here are some suggestions to contact. Let them know they will be helping adult learners use their services.

- Public library. The library has many job search and educational resources. A library representative is usually happy to promote their services.
- Local WorkBC or similar job support organizations
- Community Futures or similar small business service
- Local college or university
- Local health organization. There are many online health and mental health supports and resources available.
- Bank
- Municipal office or Community Centre

Preparing the guest teachers

- Request their participation well in advance – we recommend at least two months lead time. A friendly phone call or in-person visit can often get faster results if you don't have a contact at the organization.
- Explain the program and the benefit of their participation for both the learner and the organization.
- Give them a timeframe to work within. We recommend 30-45 minutes plus 15 minutes of Q&A.
- Ask them to highlight the services and resources that would be helpful to job seekers.
- Ask them to walk through how to use their online resources.
- Ask them to provide a handout with an overview of their services (get a digital version, if possible, to email to anyone who missed the class)
- Invite them to bring branded items from their organization (business cards, brochures, pens, pads, etc.)
- It's best to arrange a guest speaker at the beginning of the class, so they can come and set up before class, or after a break.
- Make sure to email the guest teacher the date, time, address and number of learners in the class.
- Send a confirmation email a few days before.
- Leave some time for Q&A

TIP: Start communicating with potential guest teachers early to ensure availability and commitment.

The Classroom

The space will need:

- a table or desk per student with room for a laptop and lesson notes
- 6-foot space between students per recommended public health orders
- outlets for laptops
- Wi-fi connection (remember to get the password!)
- a screen or blank wall to show presentation
- no distractions
- accessible entrances
- you may need a classroom with computers provided, if your organization doesn't have its own learner laptops.

Check with these organizations for a classroom space:

- public library
- WorkBC or employment office
- community centre
- municipal office hall
- college, high school or elementary school (if your class will held out of school hours)
- a company's meeting room or lunchroom

Hardware, software and equipment

Hardware

Do you have your own laptops or are you using the class location's laptop?

Or will students bring their own?

The advantage to using your own or a class location's laptops is that everyone is using the same device and software.

The lessons are based on using Lenovo laptop PCs.

*You may need to adapt some of the lessons if you are using a different type of laptop or if students are using their own laptops.

Other equipment

- **A projector that connects to your laptop;** your classroom location may provide one.
- **Extension cord with power bar.** This will help to charge the laptops during class, if necessary. Most students charge their laptops before class, but if the battery should run out of charge while they're in class, it can cause problems.

Software

- **MS Office software with Microsoft Word.** There are several versions, including Office 2013, Office 2016, and the newest Office 365.
 - You can buy Office 2016 or get a subscription for Office 365. Both of these options can be expensive if you need to add them to several computers.
 - Microsoft Office, including Word, can be used online for free. However, learners must set up an account first. Some learners may not want an account or the emails that follow. Some may not have internet service.

Without internet, you can't access your documents to write, edit, or print until you're back online.

- **Free word processing software.** Not everyone can afford MS Office, but there is free software available. Download into your computer and get started. These don't have the fancy features of Office, but they're good programs with a great track record.

Two of the best-known are:

- OpenOffice by Apache. OpenOffice is similar to MS Office versions. Their word processor is called Writer, and there is a spreadsheet program (Calc), a way to create presentations (Impress), and much more. Download them at <https://www.openoffice.org/>
- LibreOffice is the successor to OpenOffice and is also free. It has similar functions. Program names are the same, too. Use Writer for word processing, Impress for presentations, and Calc for spreadsheets. You can download the software for free at <https://www.libreoffice.org/>.
- Both free versions use similar icons. It is easy to "translate" lessons from Word to OpenOffice or LibreOffice.

TIP: If you are purchasing new laptops to loan to your learners, it's a good idea to label the laptops with the organization's name and contact number.

Track these on a spreadsheet with the serial and PIN numbers for software also.

Each laptop will require its own software PIN numbers.

Classroom Environment

For the best learning and teaching experience, your classroom should have these qualities:

- privacy, so learners are more comfortable asking questions and there are less distractions
- quiet
- six-foot space between the learners, for personal comfort and health considerations
- WiFi access
- power outlets
- accessible entrances
- accessible bathrooms

TIP: Always check provincial health orders for your region for current restrictions or protocols.

Breaks

Breaks are an important part of adult classes. It gives the learners time to digest information and connect more personally to classmates.

Allow an additional 30-60 minutes after class to answer questions privately and pack up. This extra support can mean the difference to building the learner's confidence to return for the next class!

TIP: Let them know the break schedule at the beginning of class and stick to it.

TIP: Keep an eye out for restlessness, boredom or frustration, and take an early break if needed.

Requesting Donated Supports

There are some natural fits that may want to help support your program.

Libraries, schools, local government, community centres or even companies have a vested interest in improving access to the digital world.

You can request local organizations to

- donate or subsidize the classroom space
- donate or subsidize travel by bus or taxi
- provide child care
- donate coffee and snacks

TIP: Offer to thank them in class and on social media.

Evaluation and Measurement

Ongoing Self-evaluation

At the end of each lesson is a self-assessment questionnaire, designed to review the learning and build confidence.

On the **Now you can** pages, the learner can check off each of that day's learning accomplishments.

Final Competency Assessment

There are a few choices when it comes to assessing the competency of learners after a course.

In school, they were accustomed to exams and tests to prove their knowledge. However, this is not always acceptable in the context of adult learners.

Some learners know the material but may suffer from test anxiety, a learning disability, or other issues. Because of this, exams aren't always the best choice. It is up to the individual instructor to determine whether an exam is appropriate.

There are two other choices for assessing student progress. Students can do a self-assessment, or instructors can fill in assessment forms based on what they know about each learner's progress.

A self-assessment is done by the learner. Our course has used a questionnaire to determine whether learners have picked up what they need to know. This is a good way to get information from the learners' point of view. Note that not all learners are good at self-assessment. Sometimes, they are their own harshest critics!

Instructors may wish to create two similar questionnaires, one for incoming learners and one at the end of the course. This isn't an exam ... it is a self-assessment technique. The questions are meant to jog learners' memories and show them how much they've learned in the course.

Tutors can assist in the competency assessment. By using careful observation of the learners' progress, tutors are in a good position to explain strengths and weaknesses for

each learner. Tutors can often give a more balanced view of the progress for each learner.

It may be a good idea to do combination assessments. A self-assessment from the learners can give valuable information. Instructors can add to the assessment by carefully watching each learner. This gives information from more than one source.

Participant Forms

Copies of all forms are included as PDFs and Word documents in the program package online. You can edit them to add your organization's logo and contact information.

Links to PDF forms are in the Appendix.

Learner Intake Form

The learner intake form is to record learner contact information, learner background, goals and experience with computers.

Learner Commitment Form

You may want to have learner's sign a learner commitment form, particularly if the program is free and space is limited.

The form is an agreement that between the learner and your organization that they will:

- attend a certain number of classes
- contact the facilitator if they decide to leave the program
- let the facilitator know if they will miss a class
- care for any borrowed equipment, such as a laptop.

Privacy Policy

Have your organization's privacy policy available to learners.

Photo Release Form

If you plan to take photos of your learners (which is a great idea for publicity on social media or media articles, or just a class photo to send to the group) make sure they sign a photo release form.

Program Evaluation

On the last class, have your learners fill out the program evaluation.

Learner feedback is important to measure the quality of the program, the location, the instruction, and the handouts, and to improve the learning experience in future programs.

Lessons

Following are the details of the 12 lessons in the program.

Each lesson is about three hours, including time for questions and breaks.

Each lesson includes a detailed **Lesson Plan** that matches the **Learner Copy**, but includes extra teacher's notes.

Each lesson includes an "I can" page at the end. Learner's can check off the learning they accomplished during that lesson.

Online Classes

If current health orders prevent group classes, you may need to meet one-on-one with each student to complete lessons 1-4 to get them comfortable enough to continue the program online.

First Class

Along with teaching Lesson 1: Meet the Laptop, you will need to allow time for general orientation and housekeeping, filling out forms, discuss class conduct, health order rules, breaks and review the program's and learners' expectations,

You may want to do informal introductions where learners introduce themselves and explain their goals for the program.

*Some people may not be comfortable speaking in front of others. Acknowledge this and move on.

Lesson 1: Meet the Laptop

- Identify parts of the laptop
- Turn laptop on and off
- Use keyboard to type letters, numbers
- Learn basic touchpad/mouse commands
- Change laptop settings
- Open a program
- Close a program or minimize a window
- Turn laptop off, put in sleep mode, and restart the laptop as needed

Lesson 2: Going Online

- Learn how the internet is organized
- Visit a website
- Search the internet
- Refine search results
- Talk about tabs
- Track your Favourite web pages
- Take a screenshot
- Change browser settings to stay safe

Lesson 3: Email

- Create an email account using Hotmail (if needed)
- Send and receive emails
- Send and receive attachments
- Discuss email safety
- Discuss email etiquette

Lesson 4: Zoom Video Platform

- Discuss video chat
- Sign up for a free Zoom account
- Join a meeting
- Use the Zoom toolbar to:
 - Mute and unmute the microphone
 - Turn the video camera on and off
 - Chat with others
 - Record a meeting
 - Share reactions
 - Leave the meeting
 - Host a meeting (now or in the future)
 - Schedule a meeting
 - Invite others
 - Start the meeting
 - End the meeting
- Discuss video chat etiquette

Lesson 5: Online Services

Find online services that can help you

- Find a job
- Start a business
- Find government benefits
- Do your personal banking
- Find health care services (including mental health and substance abuse sites)
- Find tax information
- Protect yourself from fraud and cybercrime (crimes that happen on the internet).

Lesson 6: Intro to Word

- Write a document with Word
- Edit a document
- Use spell check and grammar check
- Save a document
- Save As a Word document
- Save As a PDF
- Open a document

Lesson 7: Files, Folders and Photos

- Use the Taskbar
- Find files
- Edit files and folders
- Open the web camera to take photos
- Edit photos

Lesson 8: Online Training

- Discuss how online training works
- Assess and improve your skills
- Find a new career
- Plan future education
- Discuss online training resources

Lesson 9: Facebook

- Create a Facebook account
- Create and edit your profile
- Navigate Facebook
- Create a post
- Protect your privacy
- Find friends or groups
- Look for work on Facebook
- Learn to stay safe on Facebook

Lesson 10: Files and Backups

- Open File Explorer
- View folders and sub-folders
- Select files
 - Select one file
 - Select several files
 - Select all the files
- Move files
 - To a new folder
 - To a USB drive
- File backups to a USB Drive
- Move files to a USB drive
- Eject a USB drive

Lesson 11: Online Shopping

- Discuss online shopping
- Read flyers online
- Search online for an item by:
 - Searching for item in browser
 - Search for item in a specific store
- Shop for items
- Read reviews
- Read classified ads
- eBay auctions
- Stay safe while shopping online

Lesson 12: Buying a Laptop

- Understand terms like RAM, ROM, CPU, and hard disk
- Define your user type
- Choose an operating system
- Choose a hard drive
- Choose the size of laptop that's best for you
- Select a class of computer
- Choose your battery life
- Pick your ports and peripherals
- Choose your warranty
- Select your software
- Protect your laptop

This last class will also review items of the learners' choice, and assess the skills they have acquired throughout the program.

Last class additions

- It's a great idea to have a little celebration with coffee and tea and extra treats.
- You can give them each a printed certificate.
- Have your learners fill out a short program evaluation so you can learn what's working and what could be improved in the program.
*These evaluations are helpful for reporting to funders.

Final Notes

The program should be based on the needs of your learners.

Feel free to adapt the material as needed.

If you need assistance or have questions about running a CONNECT4WORK Introduction to computers for job seekers program in your community, please contact us at: connect4work@hotmail.com or mwfamilyliteracy@gmail.com

Appendix

Direct link to the PDF documents below or find them all on the Mount Waddington Family Literacy Society website at:

<https://mwliteracynow.wordpress.com/about/programs/connect4work-digital-literacy/connect4work-program-facilitator-guide/>

Learner Intake Form

Learner Commitment Form

Photo Release Form

Program Evaluation

Sample Press Release