Basic Computer Literacy and Essential Skills

Facilitator's Guide

Alberta Government

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Contents

Introduction

Overall aim of the program

Welcome to the Basic Computer Literacy and Essential Skills Facilitator's Guide. The activities in this program address the needs of learners who want to learn basic computer skills to enhance their employability or for their personal interests and goals.

The Basic Computer Literacy and Essential Skills (BCLES) program is aimed at adult learners who have low-level Computer Use literacy and very limited experience with the functions of a computer. To improve computer literacy, the learners are introduced to and use Windows and Chrome programs.

Target learner characteristics

The program is designed for older learners who are between forty and sixty years of age with highest level of education completed ranging from Grade 8 to Grade 12. The materials and activities are geared to Level 2 Reading literacy, meaning learners have the ability to read activity instructions on the projection screen, computer screen and handouts without assistance. Learners with Level 1 Computer Use literacy and with very limited to no basic computer experience will benefit the most from the program. Learners at this level require one-on-one assistance at the beginning of the program but as skills and confidence build, less one-on-one assistance is expected.

To provide good instruction, learners need only one factor in common: Level 1 Computer Use literacy. Apart from this one factor, the learner population can come from all walks of life as was evidenced in the first program from which this guide was developed. A snapshot of the learners who took this program provides glimpses into their backgrounds: store manager, post office clerk, homemaker service worker who works with seniors and disabled clients, gravel scale operator, community business owner, community member who is a foster parent, handicapped community member, senior from the Elder's Advisory Committee, childcare supervisor, homemakers and Aboriginal Head Start staff.

Desired learner outcomes

The desired outcomes for the learners in this program are to:
- Understand basic computer terminology
- Perform the basic functions of using a desktop computer, laptop or Chromebook
- Know Google Chrome features and how they are used with a Windows operating system or Chromebook
- Use their learned skills to seek employment opportunities
- Improve their computer literacy in their current jobs
- Meet a personal goal
- Access other learning opportunities

Before launching into the activities, take a few minutes to read the following paragraphs and review Appendix 1: Principles of Adult Learning and Helping Skills as well as Appendix 2: Introduction to Essential Skills.

Facilitating adult learning programs or working one-on-one with an adult learner starts with a basic understanding of adult learning principles. Take a minute and reflect on your experiences as an adult learner, you may find that what made your experience either positive or negative was directly related to the instructor's knowledge about adult learning principles. Specifically, being recognized for the wealth of experience you've accumulated, your desire to learn, and your independence as a learner.

Moreover, equally important to understanding adult learning is having a good grasp of communication process fundamentals that aid in moving your learner towards meeting goals. In addition, since the focus of the activities described in this guide is to increase the learners' literacy in some or all of the nine Essential Skills, refreshing your memory about the skills and the literacy levels will make for more effective facilitation.

Program content

The program consists of five modules comprised of ten 3-hour classes. The activities for each class require approximately three hours to complete. The module starts with a statement of purpose, identifies objectives, describes the activities and provides step-by-step instructions on how to complete each activity. Handouts are included for each activity; the table of contents lists all forms and handouts used in the program.

The program takes the learner from learning how to turn on a computer to setting up an email account including attaching documents. In each activity, the focus is on one or more of the following Essential Skills: Oral Communication, Continuous Learning, Working with Others, Document Use, Reading, Writing, Computer Use and Thinking. It is important to remember that Essential Skills are not tasks, rather Essential Skills are used to complete a task.

Each activity requires a number of tasks to improve the learners' computer literacy. Following are some of the tasks to be learned in the program and the required Essential Skills needed by the learners to complete the tasks:

- Oral Communication: use speech to provide or share thoughts and information during sessions with facilitators and other learners
- Continuous Learning: learn new terminology and basic computer skills in a group setting using a variety of instructional methods (handouts with screen shots, written and verbal step-by-step instructions)
- Working with Others: group work and one-on-one with a partner and/or staff
- Document Use: use registration and evaluation form
- Reading: read information from a projection screen and computer screen, read forms and handouts
- Writing: complete forms; make notes in Learner Journal
- Computer use: follow step-by-step directions to learn and use basic computer functions
- Thinking: decision-making regarding program sign-up; learn how to use a computer and apply learning to real life situations

Most of the Essential Skills have a task complexity level rating. For example, Computer Use skill is rated on a five level scale of complexity. These skill levels indicate the complexity level involved in the use of a skill for a particular task. The level indicates the complexity involved in the use of Computer Use skills to perform particular computer-related tasks. For all skills, the least complex tasks are tasks at Level 1. The most complex tasks are classified at Level 5. Keep in mind that Essential Skills complexity levels measure the complexity of a task, not the performance level of the learner.

Five level scale of complexity for Computer Use Essential Skill

Level 1

- Performing tasks that require only basic interaction with computer-controlled machinery or equipment such as entering given codes to unlock equipment, responding to light-emitting diodes [LEDs]
- Using only a few basic commands with no knowledge of software required such as sending an e-mail message to one person

Level 2

- Performing tasks that require the use of several simple software features such as formatting a letter
- Using software for a limited number of functions that make use of existing structures or standard formats such as entering data onto a given form

Level 3

- Performing tasks that involve several operations and the use of a wide range of software features or options such as formatting complex documents, setting up and configuring software
- Performing various kinds of tasks that may involve some experimentation to achieve the desired results

Level 4

- Performing complex tasks that involve several operations and the extensive use of software features, and that may involve selection of software and linking of several software packages
- Managing an existing computer network

Level 5

- Performing tasks that involve assessment of technology needs, selection of appropriate computing and software solutions, and evaluation of results
- Designing, writing, and customizing computer programs for specific purposes
- Designing and setting up new computer networks

Delivery method

Ideally, the program should be taught in a classroom setting with mostly one-on-one assistance. Most activities are displayed on the projection screen and replicated in handouts provided to the learners. In designing the instruction all learning styles were addressed: visual, auditory and kinesthetic. Through seeing, hearing, reading and practicing the tasks, increased retention of material is more probable.

Using these methods, you, as the facilitator, can observe and address learning needs immediately, therefore building and sustaining the facilitator/learner relationship. Specifically, the review and practice time allows you the chance to observe learner performance and for you and your assistant to provide one-on-one help immediately should there be the need.

Comments from the learners in the Awasisak and Family Development Circle program clearly support the method of appealing to all styles of learning, specifically the one-on-one assistance while working on the computer. As well, learners applauded the fun that was part of each day's session. Many learners appreciate humor in an attempt to make the sessions less intimidating and the learning easier.

To facilitate the program, you need knowledge of Google Chrome and either Windows 7, 8, XP or Vista. For performing the tasks in this guide, Chromebook, a tablet, is used as well as laptops. A Chromebook is not needed to carry out the activities. Generally, the instructions provided apply to both Windows and Chrome. When differences apply, specific instructions for each operating system are given.

Since learning basic computer skills requires hours of hands-on experience and immediate and ongoing assistance, you, as the facilitator, would be wise to hire assistants or dedicated knowledgeable volunteers. Depending on your group size, you may need one or more assistants to work individually with learners. The assistants should be knowledgeable with computers and have the ability to explain and help learners with basic computer literacy.

Considerations to engage learners and build success

- Environment: informal learning environment that does not mimic a classroom.
- Seating arrangements: tables arranged in a semi-circle to encourage face-to-face interactions and a natural flow of conversation.
- Snacks and refreshments: readily available.
- Incentive draws: a small token of appreciation for learners' attendance. Examples: donated items such as stuffed animal, sand pail with snacks, mini sewing kit, key chain, a children's book.
- Plan ahead for program wrap-up event.
- Certificate of participation for learners indicating number of hours in program.
- Canvas for donations: approach companies who you think might donate; for example, three companies donated money to purchase Chromebooks for the learners who completed the program through Awasisak and Family Development Circle, the developers of this guide.

- Setup and cleanup: everyone present pitches in to help with all tasks.

- Work with personal circumstances and schedules: examine carefully the best time for hosting the classes. Who are your prospective learners? Are they employed? Are they stay-at-home moms? Are evenings or weekends or weekdays best? Once the program commences, recognize that people's lives change which could interfere with their commitment. Work to accommodate special circumstances but not at the expense of the majority of the class.

- Advertising: collaborate with community agencies to market the program. Do this well in advance of the start date for the program.

- Program fees: learners may be less likely to attend if they have to pay.

- Barriers: assess barriers and how to mitigate them. For example, a learner with a hearing impairment may be able to attend if the facilitator wears a wireless microphone connected to the building audio system.

- Use community resources: locate knowledgeable assistants to help learners with one-on-one coaching.

- Listen to your learners: ask for feedback throughout the program. Be attentive to their conversations about the tasks. Observe them performing the tasks.

Materials required

- Laptops or desktop computers for learners and facilitator
- Chromebooks (optional)
- Wireless mouse or mouse with connector cable
- Projector
- Projection screen
- Handouts
- Forms
- USB memory stick: one per learner
- Registration folder
- Learner Journal
- Pens
- Two-hole punch
- ACCO fasteners
- Adult-sized tables and chairs in semi-circle

Evaluation/measurement

Three evaluation methods are used in this program:

- Review and practice: at the beginning of each 3-hour class, time is assigned for a review of the previous class. At the end of each class, time is allotted for a quick review of the tasks and more time for practicing the specific skills learned in the class. A full review with time to practice skills is provided for in Modules 3 and 5.
- A Learner Journal is the second method used by learners to reflect on their successes and challenges. Furthermore, from notes made in their journals, learners can track those skills that need more practice either at home or in class. The Learner Journal is not shared with the group nor facilitator and assistants unless the learner wishes to do so.
- An attendance record demonstrates learners' participation commitment. It also provides information to administration about the program's popularity.

Last, offering the program could enhance goals of your organization. Awasisak and Family Development Circle reported that the BCLES program enhanced specific goals for their organization:

- Strengthened organizational capacity to work with adults: parent advisory committee, community members, elders, community service providers and administration.
- Enhanced employability skills of organization staff and community employees.
- Maintained current partnerships with administration; increased numbers of people using email; collaborating with community service providers for referrals.

Resources

Essential Skills. Retrieved from: Ontario Skills Passport (2007).

Module 1: Introductions and program overview

Purpose

The purpose of Module 1 is to begin building an environment that fosters trust, confidence and a desire to learn. It is everyone's first opportunity to get to know each other. In this module learners get a sense of the overall program, become acquainted with computer equipment and are introduced to computer terms and Essential Skills definitions that provide context for the program.

Objectives

The activities in this module help learners to:

- Understand the objectives of the program
- Register in the program and complete required documents
- Know the staff and their responsibilities
- Understand Essential Skills in the workplace and in daily life
- Organize handouts for review and reference throughout the program
- Explore computer equipment
- Understand Google Chrome and some of its features
- Understand the concept of a Learner Journal and how to use it for recording their personal learning journey in a reflective manner

Essential Skills

With the exception of Numeracy, all Essential Skills are used to complete tasks in Module 1. Specific examples of some of the tasks and relationship to the appropriate Essential Skill are listed next.

- Oral Communication: questions and answers, group discussion
- Continuous Learning: new terminology and program
- Working with Others: group work and one-on-one with a partner and/or staff
- Document Use: complete registration and permission form, attendance record
- Reading: handouts, computer screens
- Computer Use: use computers and equipment, new computer terms
- Thinking: apply information and skills learned, make decisions
- Writing: complete registration and permission forms, journal writing

Background information

For those new or with limited exposure to computers, intimidation and a fear of appearing dumb is a concern. In this first module, you, as the facilitator, assure learners that by proceeding slowly through the activities and with lots of in-class time to practice skills, they will leave these fears behind. This module introduces learners to a few computer terms and the use of a mouse; proceed slowly with time for questions and practice.

Time: 30 minutes

Activity 1

Introductions and program overview

Goals: To become familiar with the learners, assistants and facilitator. To provide overview of the program.

STEP-BY-STEP INSTRUCTIONS

1. Facilitator introduces him/herself: talk about computer experience, credentials and personal information you wish to share.

2. Assistants introduce themselves and provide information about their role in the program. Invite them to provide information about their experience and personal information if they desire.

3. Learners introduce themselves; ask them to say something about why they chose the program.

4. Pass out name tags for all to wear.

5. Pass out Handout 1: *Program Overview*.

6. Emphasize that in Modules 3 and 5 learners will be given in-class time to review and practice skills. Talk about the importance of practice time and feedback from you and assistants to help them cement their newly learned skills.

7. Project handout on projection screen.

8. Invite questions from the learners.

9. Give a folder to each learner and explain it is used to store handouts.

Time: 30 minutes

Activity 2

Computer terms

Goal: To read and understand commonly used computer terms.

STEP-BY-STEP INSTRUCTIONS

1. Distribute Handout 2: *Computer Terms.*

2. Project handout on the screen.

3. Read through terms together; either you read all or have each learner take a turn reading.

4. Explain that these become their "new language" for the duration of the program.

5. Transition into the next activity by asking them if they are sufficiently interested in the program to want to register.

6. Keep in mind some learners may be feeling uncertain about their ability to learn new information and skills. Watch for non-verbal clues; be prepared to offer encouragement and address questions and/or doubts about the program.

<div style="background:gray; text-align:center; color:white">Break – 15 minutes</div>

Time: 30 minutes

Activity 3

Complete the registration process

Goals: To register learners in the program and complete necessary forms. To review Essential Skills and how they are used in the workplace and in daily life. To understand that the activities and tasks in the program are at literacy Levels 1 to 2. To introduce the purpose of the Learner Journal.

Note: In this activity a Learner Journal is introduced. If you should want to make a journal for your learners or have them make their own, how to make one is covered in the following steps.

- First page: Organization letter head with name, address, contact information. In the center of page type in bold capital lettering LEARNER JOURNAL.

- Body of journal: 10 pages minimum (one page per module) of lined 8.5 by 11 paper or any size you prefer.

- Folder: Put pages in a duo tang folder or staple them together.

STEP-BY-STEP INSTRUCTIONS

1. Provide each learner with
   - Form 1: *Registration Form*
   - Form 2: *Permission to Use Picture*

2. Review each form and provide assistance to complete them.

3. Introduce the Learner Journal.

4. Inform learners that the Learner Journal is their personal journal to record their learning journey throughout the program. It is used and seen only by them.

5. Explain that they are encouraged to write in it whenever they choose. At the end of each module they will be given time to write in it.

6. Pass out Handout 3: *Learner Journal*. Explain that this handout gives writing prompts they can use to trigger thoughts about the program. However, inform them they can write about whatever they want as they progress through the program.

7. Project on the screen Form 3: *Attendance Record.* Explain that they are required to fill in the attendance record for each class. You, the facilitator will make the record available at the beginning of each class.

8. Next, distribute Handout 4: *Essentials Skills in the Workplace and in Daily Life*.

9. Project the handout on the projection screen.

10. Review the handout with them. Explain that they will use all the Essential Skills except Numeracy to improve their Computer Use Essential Skill. Give an example.

Break – 15 minutes

Time: 20 minutes

Activity 4

Basic computer equipment, systems and terms

Goals: To provide a brief introduction to computer equipment used in the program. To compare features of two operating systems.

STEP-BY-STEP INSTRUCTIONS

1. Inform learners that all they do in this activity is open and close the computer; plug in and unplug power cords; locate the power button and turn on and off the computer.

2. Ask the learners to gather around the demo computer and demonstrate functions listed in step one.

3. Allow time for learners to explore and practice; help when needed.

4. Provide encouragement.

5. Don't discourage them from helping each other.

6. If learners have their own laptop, encourage them to use it.

Time: 20 minutes

Activity 5

How to use a mouse

Goal: To practice using a mouse.

STEP-BY-STEP INSTRUCTIONS

Note: The mouse your learners use may be wireless or may have a connector cable that is inserted into the USB port. Either way, the instructions are the same for both.

1. Distribute Handout 5: *How to Use a Wireless Mouse.*

2. Project handout on projection screen.

3. Explain that the USB stick is needed for the mouse to operate.

4. Demonstrate how to insert the USB stick into the USB port.

5. Demonstrate the parts of the mouse and the function of each part referring to the projected handout.

6. Give them time to play with the mouse.

7. Explain that this is only a brief introduction to the mouse. They will get more time to practice with it in the next modules.

Time: 20 minutes

Activity 6

Similarities and differences between Windows and Google Chrome

Goal: To understand the similarities and differences between Windows and Google Chrome features.

STEP-BY-STEP INSTRUCTIONS

1. Distribute Handout 6: *Similarities and Differences between Windows and Google Chrome Features.*

2. Project handout on projection screen.

3. Explain to the learners that this information will have more meaning when they start working with the programs on their computers.

After this activity, remind learners:

- To review the handout for homework

- To keep all handouts in their folder and have them available for all classes for reference

- The time and place for the next class

Materials

Laptops or desktop computers for learners and facilitator

Chromebooks (optional)

Wireless mouse or mouse with connector cable

Projector

Projection screen

USB memory stick: one per learner

Handouts

Learner Journal

Pens

Two-hole punch

ACCO fasteners

Module 2: Basic computer functions and Gmail account setup

Purpose

In Module 2, learners continue to build and apply their skills and knowledge to practical functions such as email and keyboarding.

Objectives

The activities in this module help learners to:

- Continue to use and understand computer terms
- Broaden their understanding of similarities and differences between Windows and Google Chrome features
- Know basic functions of a computer or Chromebook
- Know how to use a USB memory stick with a Chromebook and a computer using Windows
- Practice using a mouse
- Set up an email account using Google mail
- Compose and send emails to one or more contacts at the same time
- Know how to format, delete and recover emails
- Use Google Chrome Web Store to access and download applications (apps)
- Install Typing Club app to practice keyboarding

Essential Skills

- Oral Communication: discuss with group, partner and staff
- Continuous Learning: review previous information
- Document Use: use information on projection screen, handouts and computer screens
- Reading: read information handouts and computer screens
- Computer Use: learn terms, functions, similarities and differences amongst types of programs; set up email account
- Writing: make notes in journal
- Thinking: remember and use information previously presented

Background information

This module requires three 3-hour classes to complete. There are 12 activities in total. Ideally, you should aim to complete Activities 1 to 4 in one 3-hour class, Activities 5 to 8 in one 3-hour class and Activities 9 to 12 in one 3-hour class.

Activity 1

Time: 30 minutes

Module 1 review

Goal: To review information covered in Module 1.

STEP-BY-STEP INSTRUCTIONS

Note: Keep in mind this activity may take longer than 30 minutes. This will be the learners first time together after the introduction to computers; they may come with many questions.

1. Welcome back learners.

2. Review with the learners material covered in Module 1. Be open to questions.

3. You may want to project the handouts used in Module 1, specifically:

    •   Handout 2: *Computer Terms*

    •   Handout 5: *How to Use a Wireless Mouse*

    •   Handout 6: *Similarities and Differences between Windows and Google Chromebook Features*

4. Listen to learners as they reflect on new information.

5. Ask them to record in their journals questions they have or information that needs more review.

Activity 2

Time: 30 minutes

Introduction to a computer's functions

Goal: To introduce learners to basic computer functions using Windows.

STEP-BY-STEP INSTRUCTIONS

1. Distribute Handout 7: *Common Features of Windows*.

2. Project handout on screen.

3. Explain that these features are common to Windows 7, 8, XP and Vista.

4. Explain each feature and function.

5. Explain that these features are mostly the same for other operating systems including Google Chrome, Mac, and Android.

Break 15 minutes

Time: 1 hour

Activity 3

Setting up a Gmail account

Goals: To be familiar with the Google home page. To know what Google Chrome is and install it. To create a gmail account with profile name and password. To understand the similarities and differences between Windows operating system and Google Chrome. To practice using gmail.

STEP-BY-STEP INSTRUCTIONS

1. Distribute Handout 8: *How to Install Google Chrome*. Inform learners that Google Chrome is an internet browser program that allows one to search and view websites on the internet. It serves the same function as Internet Explorer.

2. Project the handout. Walk learners through the steps of installing Google Chrome. Be prepared to help.

3. Distribute Handout 9: *Google Screens.*

4. Explain that Handout 9 helps them identify if they are on the correct screen to perform the needed functions.

5. Distribute Handout 10: *How to Set Up Gmail Account.*

6. Project handout on the screen.

7. Walk the learners through the steps provided on the screen and handout.

8. Help learners to differentiate between a profile name and a password.

9. Advise learners to record profile name and password in an easy to remember place.

Break – 15 minutes

Time: 30 minutes

Activity 4

Review and practice Activities 1, 2 and 3

Goal: To review information covered in Activities 1, 2 and 3.

STEP-BY-STEP INSTRUCTIONS

1. Inform learners to read over the handouts and notes they made for these activities.

2. Remind them to use their Learner Journal to note their experiences.

3. Be available to answer questions and provide clarification.

4. Encourage them to practice the skills they have learned.

Time: 30 minutes

Activity 5

Review Activities 1, 2 and 3

Goal: To review the tasks in the previous class before moving on to the next module.

STEP-BY-STEP INSTRUCTIONS

1. Ask the learners if they have questions that they noted in their Learner Journal from last class.
2. Get a sense of whether they reviewed and/or practiced skills at home.

Time: 1 hour

Activity 6

Gmail account access

Goals: To practice signing in and out of gmail account. To be familiar with email toolbar, app launcher and the big red M on the Google home page.

STEP-BY-STEP INSTRUCTIONS

1. Distribute Handout 11: *Gmail Account Access.*
2. Ask learners to log in to their Gmail account.
3. Ensure that everyone understands the steps and has successfully logged in.
4. Distribute and read through Handout 12: *Purpose of an App Launcher.*
5. Project the handout and demonstrate the steps; learners observe.
6. Next, have the learners practice the step-by-step instructions.
7. Once they are comfortable with the app launcher, distribute Handout 13: *Understand the Email Toolbar.*
8. Project handout on the screen.
9. Walk learners through the steps encouraging questions and checking for understanding.
10. Allow time for review and practice.

Break 15 minutes

Time: 1 hour

Activity 7

How to use an application

Goals: To know the function of a software application (app). To know how to search for and download an app, specifically Typing Club. To use the Typing Club app to practice keyboarding.

STEP-BY-STEP INSTRUCTIONS

1. Explain that there are many kinds of free software applications including those used for gaming, education, and so on.
2. Explain that they will search for an application that will help improve their keyboarding skills and download it.
3. Distribute Handout 14: *Use an Educational Application.*
4. Using Handout 14, illustrate on the projection screen how to download and access the Typing Club app.
5. Assist learners one-on-one to ensure they have downloaded the app successfully.
6. Provide adequate time for learners to become acquainted with the program.

Break – 15 minutes

Time: 30 minutes

Activity 8

Review and practice Activities 6 and 7

Goal: To increase learners' familiarity with basic computer functions through review.

STEP-BY-STEP INSTRUCTIONS

1. Inform learners to read over the handouts and notes they've made.
2. Remind them to use their Learner Journal to note their experiences.
3. Be available to answer questions and provide clarification.
4. Encourage them to practice the skills they have learned.
5. Inform learners that in the next class they will learn more about using email.

Time: 30 minutes

Activity 9

Review Activities 6 and 7

Goal: To review the tasks in the previous class before moving on to the next module.

STEP-BY-STEP INSTRUCTIONS

1. Ask the learners if they have questions that they noted in their Learner Journal from last class.
2. Get a sense of whether they reviewed and/or practiced skills at home.

Time: 45 minutes

Activity 10

Using emails

Goals: To share email addresses with a group. To add contacts. To compose and send an email with subject and body.

STEP-BY-STEP INSTRUCTIONS

1. Distribute Handout 15: *Share and Add an Email Address and a New Contact.*
2. Ask learners to sign into their Gmail accounts.
3. Project the handout on the screen.
4. Explain how to share and add an email address to a contacts list.
5. Explain and demonstrate how a contact from received email can be added to the contacts list.
6. Next, distribute Handout 16: *Send an Email.*
7. Project handout on the screen.
8. Click on the red compose button and follow the instructions on the handout.
9. After you have composed a message, send to one person on your contact list.
10. Give time for practice and provide one-on-one assistance.

<div align="center">Break – 15 minutes</div>

Time: 45 minutes

Activity 11

Formatting, deleting and recovering emails

Goals: To learn how to format an email. To send to one contact. To delete and recover an email.

STEP-BY-STEP INSTRUCTIONS

1. Distribute Handout 17: *Format an Email.*

2. Project handout on screen.

3. Ask learners to compose an email and use all the formatting options in the email that are provided on Handout 17.

4. Provide one-on-one assistance.

5. Next, distribute Handout 18: *Delete and Recover an Email.*

6. Project handout on screen.

7. Following the instructions, ask learners to select an email from their list and delete and recover it.

8. Give time for practice and provide guidance.

Time: 30 minutes

Activity 12

Review and practice Activities 10 and 11

Goal: To increase learners' familiarity with basic computer functions through review.

STEP-BY-STEP INSTRUCTIONS

1. Inform learners to read over the handouts and notes they may have made for this class.

2. Be available to answer questions and provide clarification.

3. Encourage them to practice the skills they have learned.

Remind learners to note their experiences in their journals. Inform them that there will be a full review and opportunity to practice skills.

Module 3: Review of Modules 1 and 2

Materials

Laptops or desktop computers for learners and facilitator

Chromebooks (optional)

Wireless mouse or mouse with connector cable

Projector

Projection screen

USB memory stick: one per learner

Handouts

Learner Journal

Pens

Two-hole punch

ACCO fasteners

Purpose

The learning review is a vital stage of every learning program. In this program it is planned as part of the design, not left to chance. New skill acquisition requires review and practice throughout the cycle of performing tasks to ensure the improvement of Computer Use literacy levels. You, the facilitator, guide the learners through a structured review of all tasks in Modules 1 and 2 with opportunity to practice using some of the previously learned skills.

Background information

The length of this module is three hours. The first hour is allotted for review of Module 1, including Activities 1 to 3 in Module 2. The second hour covers review of Module 2, Activities 5 to 11. The third hour involves a fun activity.

Essential Skills

- Oral Communication: question, answer, general discussion
- Continuous Learning: review and practice tasks in previous activities
- Working with Others: group work and one-on-one with a partner and/or staff
- Document Use: handouts, projected information on screen, computer screen
- Reading: read handouts, journal notes, computer screens
- Writing: journal notes
- Computer Use: equipment use, keyboarding, functions
- Thinking: use information to perform tasks to complete activities

Time: 1 hour

Activity 1

Review and practice skills learned in Module 1 and Activities 1 to 3 in Module 2

Goal: To reinforce skills previously learned through reviewing the setup of computer and mouse, USB memory stick, gmail, and Typing Club application.

STEP-BY-STEP INSTRUCTIONS

1. Prepare for the review: unplug computers from the power source; disconnect the mouse and USB memory stick.

2. Explain that part of the review is for them to set up the computer equipment: mouse, USB, computer connected to power source and turn on computer. (10 minutes)

3. Next, using the appropriate handouts review computer terminology, similarities and differences between Windows and Google Chrome operating systems, Windows features and functions.

4. Project the appropriate handouts on the projection screen. (10 minutes)

5. Review the steps for setting up gmail account information by projecting Handout 10 on the projection screen. (5 minutes)

6. Project Handout 14 on the screen and review the process of searching for apps and installation process. (5 minutes)

7. For the remaining 30 minutes, ask them to practice accessing gmail and keyboarding with Typing Club and other functions that may cause them problems.

8. You and your assistants assist learners with their review and practice.

Break – 15 minutes

Time: 1 hour

Activity 2

Review and practice skills learned in Activities 5 to 11 in Module 2

Goal: To reinforce skills previously learned in tasks associated with email.

STEP-BY-STEP INSTRUCTIONS

1. Explain that the goal of this activity is to reinforce skills previously learned by practicing the following tasks learned in Activities 5 to 11. From the following list encourage them to start with the tasks that they think would benefit from more practice.
   - Using the email toolbar
   - Formatting emails and deleting and recovering them
   - Sharing email addresses and adding contacts
   - Composing and sending emails

2. Allow 15 minutes for the learners to practice. Be available to assist.

3. Next, describe a specific task for the learners to complete: Using Handouts 14 and 15 ask them to compose an email with the subject "I am Learning". In the body of the email, have them write three things they are learning and ask them to email it to you, the facilitator.

4. Be prepared to provide one-on-one assistance when asked or if you see someone struggling but not confident to ask for help.

<div style="background:gray;color:white;text-align:center">Break 15 minutes</div>

Time: 30 minutes

Activity 3

Add a picture to your Google+ profile

Goal: To introduce and use more features that are available on Google Chrome.

STEP-BY-STEP INSTRUCTIONS

1. Distribute Handout 19: *Add a Picture to Your Google+ Profile.*

2. Tell the learners that this is a fun exercise which teaches them how to use either a real picture of themselves or a graphic to add to their Google profile.

3. Encourage them to have fun playing with a variety of images they could add to their Google profile.

4. Have fun and take part in the task demonstrating various profile images you might use.

5. Assist learners one-on-one, if needed.

Module 4: USB port, memory stick, mouse and folders

Purpose

The aim of this module is to review and learn more about the functions of a Universal Serial Bus (USB) port and a USB memory stick. In addition, folder and more email functions are covered.

Objectives

The activities in this module help learners to:

- Apply previously learned skills to new situations
- Understand and practice the concept of file folders for storing data electronically
- Conduct an internet search for specific information
- Learn more email functions
- Review specific tasks

Essential Skills

- Oral Communication: questions, answers, general discussion
- Continuous Learning: learn new information and review previously learned information
- Working with Others: group work and one-on-one with a partner and/or staff
- Document Use: handouts, computer screen
- Reading: read handouts and information from Google search
- Computer Use: use a mouse, USB memory stick, folders, Google search, create documents
- Thinking: follow verbal and written information to perform tasks to achieve goals
- Writing: make notes in Learner Journal

Time: 30 minutes

Activity 1

Functions of USB port, USB memory stick and mouse

Goals: To review the functions of a USB port, USB memory stick and mouse. To introduce the concept of folders for organizing data.

STEP-BY-STEP INSTRUCTIONS

1. Refer to Handout 5: *How to Use a Wireless Mouse* and Handout 7: *Common Features of Windows* for a review of definitions, specifically USB port, memory stick and mouse.

2. Emphasize that a memory stick is an optional portable drive for the Windows operating system but mandatory for Chromebook with a Chrome operating system. Explain that memory sticks have a variety of names, for example: flash drive, jump drive, thumb drive. They all mean the same: portable external storage.

3. Explain that the function of a memory stick is similar to a filing cabinet. A filing cabinet has drawers with file folders used to store information. Information that is similar in nature is usually stored in the same folder. The same principle applies to internal and external hard drives. A memory stick is a portable hard drive.

4. Remember that if a learner can visualize a new concept by relating it to something familiar, it often helps to understand it better. Thus the use of a filing cabinet analogy to help explain folder functions.

5. Remind learners that they will work with folders in the next activity.

6. Next, demonstrate how to insert the memory stick into the laptop or Chromebook. Walk around and make sure that they have correctly inserted it.

7. Explain that names such as Kingston, Lexar, SanDisk will appear at the bottom of their screen along with the drive information. The names are simply the brand names of the external drive.

Time: 45 minutes

Activity 2

Create, rename, move and delete folders on USB stick

Goal: To create, rename, move and delete folders on USB memory stick.

STEP-BY-STEP INSTRUCTIONS

1. Distribute Handout 20: *Working with Folders.*

2. Project handout on the screen.

3. Ask learners to insert USB stick into computer. A dialog box appears; click on *open folder to view files.*

4. Explain that the left mouse click is like the *enter* button on the keyboard; it is most often used. The left click is used to select a folder.

5. Instruct them to create a folder using the right click on the mouse. Next, select *new folder* with the left click. The text *new folder* will be highlighted.

6. Ask the learners to type a name for the folder.

7. Suggest that they all use the same folder names for purposes of making the step-by-step instructions easier. Examples of folder names to use: computer course, recipes and so on.

8. Create two more folders using the same process.

9. Explain that to open a folder, double click or left click once and press *enter* on keyboard. The *enter* method is easier for some who cannot double click the mouse quickly.

10. Next, instruct learners how to delete the three folders using the steps: right click the folder, delete. Explain an alternate method: computers using Windows, left click the folder to highlight and press *delete* on keyboard.

11. To provide practice, ask the learners to recreate the folders after they have deleted them.

12. Rename one folder by having the learners right click on the folder name; type in a different name in the box. Explain an alternate method: hover the mouse over the folder name, left click once, the folder text will be highlighted and ready for renaming.

13. Next, explain how to move one folder into another: hold down left click on folder and drag it over the folder where you want it to be.

14. To move the folder moved in the previous step back to the original location:
   - open folder
   - right click the folder inside
   - select *cut*
   - click the *back* arrow in the top left corner
   - right click in the main folder
   - select *paste*

15. Instruct learners to repeat *cut* and *paste* steps two to three times and provide one-on-one help.

<div style="text-align:center; background:#999; color:#fff; padding:8px;">Break – 15 minutes</div>

Time: 30 minutes

Activity 3

Google search for image; save image to memory stick

Goals: To use Google search to find an image. To save image to USB memory stick.

STEP-BY-STEP INSTRUCTIONS

1. Distribute Handout 21: *Google Search and Save to Memory Stick*.

2. Project handout on screen.

3. Direct learners to www.google.ca.

4. Have learners search for an image of their choice, for example: cats, horses, mountains, food.

5. Once they have found the image they want to save, have them click on the word *images* at the top of page.

6. Ask the learners to left click on the image they like.

7. The image will enlarge. Ask them to right click and select *save image as*. A new window opens.

8. Next, from the options listed, ask them to select the USB stick and click *save.*

9. Repeat steps, allowing learners to search for different images.

10. Have the learners save the images directly to the USB stick and not to the newly created folders.

11. Explain that they can practice moving the images to folders for additional practice and review with folder use.

Time: 45 minutes

Activity 4

Review Activities 1, 2 and 3

Goals: To reinforce skills previously learned in tasks associated with Activities 1, 2 and 3. To discuss Learner Journal.

STEP-BY-STEP INSTRUCTIONS

Note: You may want to give a short break in this class since it is 45 minutes long.

1. Explain that many new tasks were introduced in this module. It is necessary to provide extra time for review and practice.

2. Be prepared to provide one-on-one assistance.

3. Invite a general discussion about their use of the Learner Journal. Some points to discuss are benefits, daily use, like or dislike.

Time: 30 minutes

Activity 5

Review Activities 1, 2 and 3

Goal: To review the tasks in the previous class before proceeding to the next module.

STEP-BY-STEP INSTRUCTIONS

1. For this review give specific instructions to review skills learned in the last class.
2. Ask learners to create three folders; name them; delete them and create folders again.
3. Assist with the task when needed.

Time: 2 hours

Activity 6

Attaching documents to emails

Goals: To create a list of three points in a new document that reflect their learning. To send the list to you, as an attachment to an email.

STEP-BY-STEP INSTRUCTIONS

Note: Schedule a break during the two-hour activity when you feel it is needed.

1. Distribute Handout 22: *Create a Document and Attach to Email*.
2. Suggest learners use Handout 9: *Google Screens* for reference.
3. Project handout on screen.
4. Explain the first step: log in to Google account; open Google Docs; select the app launcher icon in the top right corner of the Google homepage.
5. Tell them the document icon looks like blue lined paper and is the fifteenth icon.
6. Click on document; a new window opens to create a new Google document.
7. Ask them to select the blue or red plus (+) button in the bottom right corner.
8. Have the learners write three tasks they can do without assistance or reference to a handout.
9. Ask learners to save the document as a portable document format (PDF) to their USB memory stick.
10. Instruct the learners to compose an email, attach the PDF and send to you, the facilitator.
11. Remind them to bring one of their favourite recipes to the next class.

Break – 15 minutes

Time: 2.5 hours

Activity 7

Sharing a recipe

Goals: To practice creating a Google document. To type a personal recipe in the document. To save and attach the document to an email. To send the email.

STEP-BY-STEP INSTRUCTIONS

Note: This activity will take time for learners to complete; announce a break mid-way.

1. Ask learners to refer to Handout 22.
2. Project handout on projection screen.
3. Explain that they will type their recipe into a new document and share with the group.
4. First, ask the learners to use the information from the last class to create a new Google document and type their favourite recipe in the document.
5. After they have finished typing the recipe, ask them to create a new folder on their USB memory stick.
6. Ask them to title the new folder "recipes".
7. Next, have them save the document as a PDF on their USB memory stick in the new folder called "recipes".
8. Instruct them to compose an email; attach the recipe file and send to contacts from their contact list.
9. Inform learners to check their email inbox for incoming email with recipe attachments.
10. Instruct them to open the attachment and save to their USB memory stick.

Inform learners that no review will take place after this class. The next and final class is a full review of the program. Tell them about the plans for the last class, for example completion celebration, potluck and so on.

Make a homework announcement:

- Explain, first, they are to review their journal and make note of three things they have learned in the program.
- Second, they are to write these three things in their journal.
- Third, write how they plan to use these things after the program has ended.
- Ask them to bring their journal to the last class.

Materials

Laptops or desktop computers for learners and facilitator

Chromebooks (optional)

Wireless mouse or mouse with connector cable

Projector

Projection screen

USB memory stick: one per learner

Handouts

Learner Journal

Pens

Two-hole punch

ACCO fasteners

Module 5: Program wrap-up

Purpose

A final review of the topics covered in the program is the aim of this class. Although considerable review time was provided before and after each class throughout the program, conducting a final review is important. Level 1 Computer Use literacy learners are on a steep learning curve. Often, they need feedback to reassure them that they are steadily building a skill base.

Further, in this class, learners celebrate their successes and those of their fellow learners.

Objectives

The activities in this module help learners to:

- Review BCLES
- Select tasks they wish to practice
- Reflect on their personal learning journey
- Celebrate their successes

Essential Skills

- Oral Communication: discuss with group, partner and staff
- Continuous Learning: increase computer literacy by building on previous skills
- Working with Others: group work and one-on-one with a partner and/or staff
- Document Use: information on screens and handouts
- Reading: read information on screens, handouts and Learner Journal
- Writing: name and rename folders, composing an email
- Computer Use: practice with mouse, keyboard, emails, attachments, Google Hangouts
- Thinking: use handouts and personal notes to perform tasks without assistance

Time: 45 minutes

Activity 1

Review and practice

Goal: To review tasks learned throughout the program.

STEP-BY-STEP INSTRUCTIONS

1. To begin the review, walk the learners through specific tasks:

    • Have learners hook up equipment and attachments (mouse and USB stick in port)

    • Open Google Chrome and log in

    • Go to app launcher icon, open email and check for new mail

    • Insert USB stick and open

    • Create two folders: name and delete them

    • Go to existing folders and see if the recipes are in folder named "recipes"

    • Search for a new picture on Google and save to pictures folder

    • Compose an email and send a hello message to one or more contacts

2. Allow learners to practice other tasks.

3. Be available to provide one-on-one help.

Time: 30 minutes

Activity 2

Google Hangouts

Goal: To introduce learners to Google Hangouts.

STEP-BY-STEP INSTRUCTIONS

1. Distribute Handout 23: *Google Hangouts.*

2. Project handout on screen.

3. Ask learners to log in to their Google account and follow the steps:

    • Click the app launcher in the top right corner; select mail.

    • Ask them to look for their profile picture and two icons (a phone and a camera) on the bottom left hand side of the inbox screen.

    • Instruct them to select one of the options; click on it and a window will pop up asking you to "allow" Hangouts to use the camera and microphone.

    • Select "allow".

    • Invite someone by phone number (in voice chat) or email (video chat).

    • To end the chat, select the red "phone" icon at the top of the screen.

Time: 45 minutes

Activity 3

Learner Journal

Goal: To evaluate their learning.

STEP-BY-STEP INSTRUCTIONS

1. Explain that this is the last activity of the program. It is an opportunity for them to use their computer skills to send an email to you, the facilitator, with information about their learning.

2. Explain that they may refer to their Learner Journal notes, for example: "I needed help with _____ but now I can do this without help from facilitator or handout information".

3. Instruct learners to compose an email to you stating three tasks they can do without help and how they plan to use them in the future.

Time: 1 hour

Final activity

Presentations, potluck meal, thank you and goodbyes

STEP-BY-STEP INSTRUCTIONS

1. Pass out Certificate of Participation.

2. If you had received appreciation and/or incentive donations, present those.

3. Conclude with thank you and potluck.

Appendix 1: Principles of adult learning and helping skills

Purpose

Facilitating adult learning programs starts with asking yourself:

- What do I know about adult learners?
- Do I have a good foundation in adult learning to guide my practice?

Without having a basic understanding of adult learning principles, building positive relationships may be challenging for reasons not known to you. Equally important to knowledge about adult learning is your understanding and use of a process that guides your communication with a learner. If you reflect on your own adult learning experiences you may find that what made your experience positive or negative is how grounded your learning experience was in adult learning principles and whether the process was an engaging one that moved you towards your goal.

In this section, you are introduced to a theoretical construct or model intended to provide the foundation to build your relationship with adult learners. First, you'll explore Malcolm Knowles' (1982) theory for the purposes of understanding adult learning in the context of the Community Adult Learning System. His theoretical principles are used extensively with adult literacy learners. Knowles' work is a helpful guide for essential aspects of your work with adult learners. These include:
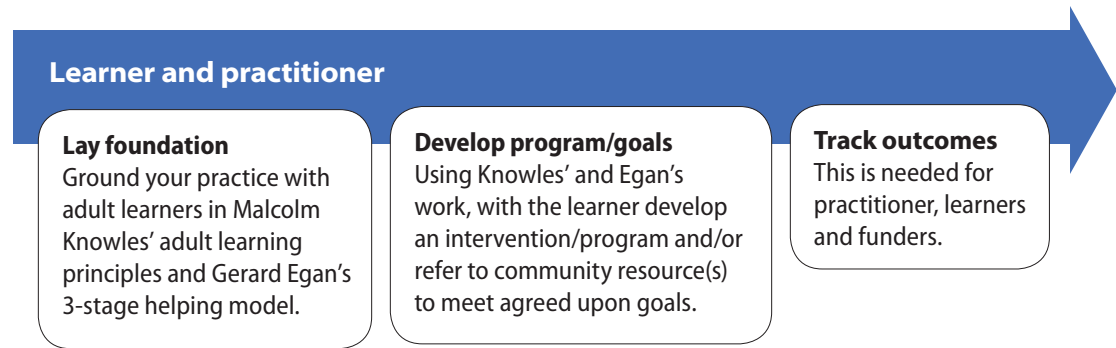
- Needs assessment
- Goal setting
- Action planning
- Development of an intervention/program
- Measurement of outcomes

For the purposes of this section, you will focus on adult learning principles only and not on adult learning styles. Learning styles elaborate the various ways learners learn, for example visual, auditory, kinesthetic and so on.

Second, an introduction to Gerard Egan's (1998) 3-stage model describes a simple process of "helping". A process provides a path with stopping off points for you the practitioner and your learner to explore important questions. Without a path, it is easy to get lost along the way in assisting your learner. From the starts and stops along the way, the learner and practitioner are continuously assessing the learners' progression and making adjustments as needed. Through consistent validation of the milestones accomplished, adult learners build the confidence and skills necessary to tackle further learning. For literacy learners, tackling further learning is one of the most important outcomes achieved.

The following schematic represents the process that lays the groundwork for the path shared by practitioner and learner.

Building a pathway with adult learners

Learner and practitioner

Lay foundation
Ground your practice with adult learners in Malcolm Knowles' adult learning principles and Gerard Egan's 3-stage helping model.

Develop program/goals
Using Knowles' and Egan's work, with the learner develop an intervention/program and/or refer to community resource(s) to meet agreed upon goals.

Track outcomes
This is needed for practitioner, learners and funders.

Often one of your biggest challenges is bridging the gap between theory and the application of theory to real-life situations. For the purposes of working with literacy learners we'll explore the definition of learning first, followed by Knowles' theory. When discussing the definition of learning, an important aspect to remember is the depth to which skills and knowledge are processed. Generally this definition of learning includes the concepts of reflective and non-reflective learning.

Jarvis (1992) pointed out that learning may be reflective and non-reflective. Non-reflective learning is memorization or repetitive performance of a simple task. Reflective learning requires more thinking; it is when learners seek to understand the "why's" of something. The knowledge or skill can be broken down into parts and reassembled in a new form to be used differently. Learning in this respect moves along a continuum; at one end is non-reflective learning while reflective learning is at the other end. For example, simply memorizing how to add fractions would be leaning towards the non-reflective end of the continuum. If, however, you wanted to use this mathematical operation to measure and calculate various lengths of wood and fabric, or to measure ingredients for a recipe, you would be moving toward the reflective end of the continuum. You would be processing this skill at a deeper level in order to apply it across a variety of situations. If we accept that learning is best viewed as occurring along a continuum, then when facilitating learning or designing a learning opportunity the process also needs to be viewed as a continuum based on your learners' strengths, needs and goals.

Just as there is a continuum in learning there is a range in adult education approaches. In the last 50 plus years, adult education has swung from pedagogy, commonly understood as a "teacher-centered" approach to andragogy, understood as a "learner-centered" approach. Today, the approach rests somewhere in the middle.

The following table distinguishes nicely the differences between pedagogy and andragogy (Herod, 2002).

Pedagogy (teacher-centered)	Andragogy (learner-centered)
Learners are dependent	Learners are independent and self-directed
Learners are externally motivated	Learners are intrinsically motivated (interested in learning)
Learning environment is formal and characterized by competitiveness and value judgments	The learning environment is more informal and characterized by equality, mutual respect and cooperation
Planning and assessment is conducted by the teacher	Planning and assessment is a collaborative affair between teacher and student
Teaching is characterized by transmittal techniques (lectures, assigned readings etc.)	Teaching is characterized by inquiry projects, experimentation, independent study
Evaluation is accomplished mainly by external methods (grades, tests and quizzes)	Evaluation is characterized by self-assessment

As the table shows there is stark contrast between pedagogy and andragogy approaches. These terms are a bit of a mouthful so many adult educators use the terms "directed learning" when referring to pedagogy and "facilitated learning" when referencing andragogy. Knowles used the term andragogy to mean the "art and science of helping adults learn" and other adult educators too came to see the false distinction between andragogy and pedagogy. For example, some children do well with a "facilitated" approach and some adults do well with a "directed" approach. It is through this discovery that Knowles later on in his work recognized the middle of the continuum best represented his theory about adult learning.

Near the middle of the continuum, his assumptions about approaches to adult learning are best described as "problem-based and collaborative". He did not subscribe to a didactic and lecturing approach nor to a completely self-directed one, both of which are represented on the extremes of the continuum. Further, he acknowledged at any given time a learner may shift position on the continuum due to factors such as the subject matter, learning objectives and learning style. Generally, the characteristics of directed and facilitated learning and that which falls in between, problem-based and collaborative, are captured in the snapshot below.

Characteristics of directed, problem-based/collaborative and facilitated learning

Directed learning	Problem-based and collaborative	Facilitated learning
Characterized by lecturing, drills, memorization, question and answer, and immediate feedback. Teacher acts as "sage on the stage" for setting learning objectives and assessing skills/ knowledge.	Characterized by guided discussions, group work, problem-based learning. Teacher and students negotiate learning objectives to some extent. Assessment is a collaborative effort between teacher and learner.	Characterized by independent projects, learner-directed discussions, critical thinking. Teacher acts as "guide on the side". Learners set learning objectives with some guidance.

This said, Knowles' (1984) research holds a set of assumptions about how adults learn. For adults to be engaged in learning he identified six principles. They are:

1. Adults are relevancy oriented
2. Adults are internally motivated and self-directed
3. Adults bring life experiences and knowledge to learning experiences
4. Adults are goal oriented
5. Adults are practical
6. Adult learners like to be respected

If you think back on your own positive and negative adult learning experiences, how many of the six adult learning principles were in place? Throughout your interactions with learners, being mindful of the six adult learning principles approaches to adult learning helps to stay focused more on the learners' needs and less on your own. Sometimes these principles may not always be evident with learners for a number of reasons – lack of confidence, fear, shame and so on. You as a practitioner, in building a relationship with your learner, must make every opportunity to recognize, use and applaud each of the six principles.

Developing a helping relationship with your learner

Armed with a deepening understanding of adult learning principles, let's return to mapping out how you would apply this to a learner interaction. The mapping usually involves three steps:

1. First, a learner comes to seek information; he/she may have been referred or comes on his own. Or, you may see a community need to offer literacy training to a group.
2. In both cases, either working one-on-one or with a group, you need to build a respectful, trusting, and caring relationship. Without these elements in a "helping" relationship, the outcomes may not reflect the desire.
3. Next, as a practitioner, how do you build this relationship to establish goals, processes and outcomes with your learner? For some, you may have years of experience and/or formal training that provides you with the skills and confidence. For others, intuitively you may have a sense of what needs doing but not a clear process of how to proceed. Still others may be completely new to the field and grappling with how to go forward. In any case, an introduction to a simple, effective framework may serve your needs.

Gerard Egan, author of *The Skilled Helper – A Problem Management Approach to Helping* (1998), developed a simple 3-stage model. This model guides helpers to build relationships that empower people to take responsibility for their own goals and develop opportunities. The person's own agenda is central, and the model seeks to move the person towards action leading to outcomes which they choose and value.

This model is a framework for conceptualising the helping process, and is best used in working on recent past and present issues. Helping takes place in a variety of settings – teaching, facilitating and counselling. Egan's model can be used in all these helping relationships and for this reason it was chosen for working with literacy learners. Furthermore, a model keeps us from thrashing around wondering where to go next; it provides a road map of sorts.

The Egan model aims to help the practitioner and learner address three main questions. They form the skeleton of Egan's model.

1. What is going on?

2. What do I want instead?

3. How might I get to what I want?

In each of the three stages, there are three overall aims prompted by questions. By using the questions and directives with the learner you will more easily be able to help the learner identify the issues and plan accordingly to work towards resolution.

- Stage 1 current scenario:
  Gathering information will aid in getting a current picture of the learner's life and where the focus would be best placed.

- Stage 2 preferred scenario:
  You are helping the learner determine what they want and need in their life. The aim is to establish realistic, manageable and measurable goals.

- Stage 3 action strategies:
  The ultimate aim is to develop a realistic plan with specific actions to be taken complete with timelines.

Sometimes in your work, relationships come to an abrupt end with some of your learners and often there is little you can do about it. This said, stage models focussing on beginnings, middles and endings do help you to think about what might be involved at different times in the relationship and develop appropriate guidance.

Egan's 3-stage model

Stage 1: Current scenario	Stage 2: Preferred scenario	Stage 3: Action strategies
The Story	**Possibilities**	**Possible actions**
What's going on?	What do I want/need?	How many ways are there?
⬇	⬇	⬇
Blind spots	**Change**	**Best fit**
What's really going on?	Establish goal(s).	What will work for me?
⬇	⬇	⬇
Leverage	**Commitment**	**Plan**
Need to focus/prioritize.	Are goals right?	What next and when?

Summary

Using Knowles' theory and Egan's 3-stage model with your learners accomplishes two things. First, Knowles' work reminds you to view adults not as empty vessels waiting to be filled but rather as full vessels with a mixture of experience, skills and beliefs. This experience, skills and beliefs is what propels all of us in meeting our learning goals. At a different point and time in adult's lives, we may require adding new skills and experiences to the mixture in order to meet new goals.

Second, Egan's 3-stage model provides a process to guide how you and the learner ferret out the needed additions to the mix. The aim here is to help create a learner's pathway that will take us as learners from where we are now to where we want to be.

Resources

Egan, K. (1998) *The Skilled Helper. A problem-management approach to helping*, Pacific Grove: Brooks/Cole.

Knowles, M. S. et al (1984) *Andragogy in Action. Applying modern principles of adult education,* San Francisco: Jossey Bass.

Appendix 2: Introduction to Essential Skills

Over the years, the definition of "literate" has expanded beyond one's ability to simply read, write and spell. With the increasing popularity of technology, demands on individuals to deal with a plethora of information in their workplace and at home has dramatically increased. Today being literate refers to the ability to locate, understand, evaluate, use and convey information at home, work and in the community. According to the Government of Canada (2014), this broader definition of being literate is best understood by referring to Essential Skills.

Generally, Essential Skills are used by people to carry out a wide variety of everyday life and work tasks. They are not the technical skills required by particular occupations but rather the skills applied in all occupations. For example, writing skills are required in a broad range of activities. The complexity and frequency of writing varies, of course. Some people write simple grocery lists, while others write training manuals.

Further, Essential Skills are **enabling skills** that:

- Provide people with a foundation to learn other skills
- Enhance people's ability to adapt to change

The following table lists, describes and provides examples of the nine Essential Skills.

The Nine Essential Skills

Essential Skills	Typical applications	Workplace examples	Community examples
Reading Understanding materials written in sentences or paragraphs (e.g. letters, manuals).	Scan for information or overall meaning. Read to understand, learn, critique or evaluate. Analyze and synthesize information from multiple sources or from complex and lengthy notes.	An airline sales agent reads notices on a computer screen, such as special handling requirements or weather information.	You may use this skill to understand a lease agreement for a new apartment.
Document Use Finding, understanding or entering information (e.g. text, symbols, numbers) in various types of documents, such as tables or forms.	Read signs, labels or lists. Understand information on graphs or charts. Enter information in forms. Create or read schematic drawings.	A bricklayer interprets blueprints to determine the height, length, and thickness of walls.	You may use this skill when referring to a bus schedule to plan an outing.
Numeracy Using numbers and thinking in quantitative terms to complete tasks.	Make calculations. Take measurements. Perform scheduling, budgeting or accounting activities. Analyze data. Make estimations.	Payroll clerks monitor vacation entitlements to prepare budget and scheduling forecasts.	You may use this skill to complete an application for a credit card.

Writing Communicating by arranging words, numbers and symbols on paper or a computer screen.	Write to organize or record information. Write to inform or persuade. Write to request information or justify a request. Write an analysis or a comparison.	Human resources professionals write recommendations on issues such as workplace health and safety.	You may use this skill to complete an application for a credit card.
Oral Communication Using speech to exchange thoughts and information.	Provide or obtain information. Greet, reassure or persuade people. Resolve conflicts. Lead discussions.	Office clerks take messages and share information by phone and in person.	You may use this skill to explain a food allergy to a server at a restaurant.
Working with Others Interacting with others to complete tasks.	Work independently, alongside others. Work jointly with a partner or helper. Work as a member of a team. Participate in supervisory or leadership activities.	Municipal engineers work with technicians, inspectors, and suppliers to complete	You may use this skill when working with volunteers to organize a fundraising activity.
Thinking Finding and evaluating information to make a rational decision or to organize work.	Identify and resolve problems. Make decisions. Find information. Plan and organize job tasks. Use critical thinking. Use memory.	Paramedics diagnose a patient's condition based on medical charts and their own observations. They use their judgment to start an appropriate treatment plan.	You may use this skill to research and select courses at your local adult learning centre.
Computer Use Using computers and other forms of technology.	Use different forms of technology, such as cash registers or fax machines. Use word processing software. Send and receive emails. Create and modify spreadsheets. Navigate the Internet.	Telephone operators use customized software to scan databases for telephone numbers or long distance calls.	You may use this skill when withdrawing or depositing money at an automatic teller machine (ATM).
Continuous Learning Participating in an ongoing process of improving skills and knowledge.	Learn on the job. Learn through formal training. Learn through self-study. Understand your own learning style. Know where to find learning resources.	Retail sales associates improve their skills and knowledge by attending sales training and reading product brochures.	You may use this skill when attending a first aid course at a community centre.

Essential Skills titles and descriptions serve as a common language between workers, employers, educators and service providers. Since Essential Skills use the language of the workplace, they serve as a way for educators to discuss skill gaps with employers and employees. In addition, because they describe functional tasks, Essential Skills can be used to describe what individuals do at home, at school and in the community. This common language is useful to individuals involved in skills upgrading and to the service providers supporting individuals as they work towards their next steps.

The common language of Essential Skills is based on international research. In 1995 research to understand the literacy levels of populations as a whole was carried out by the International Adult Literacy Survey (IALS). They sought to understand and compare literacy levels across countries. It focused on measuring the proficiency levels of processing information across three literacy domains: prose, document and quantitative. Prose literacy is described as the knowledge and skills needed to understand and use information from texts including editorials, news stories, poems and fiction. Document literacy is described as the knowledge and skills required to locate and use information contained in various formats, including job applications, payroll forms, schedules, tables and graphics. While quantitative literacy is the knowledge and skills required to apply arithmetic operations, either alone or sequentially, to numbers embedded in printed materials, such as balancing a chequebook, figuring out a tip, completing an order form or determining the amount of interest on a loan.

It was found that by simply categorizing commonly used skills into nine categories was not helpful enough for service providers to build training around acquisition of the skills. They needed to know whether the learner was a beginner or a more advanced user of the skill. This question led IALS to develop five broad literacy levels used to describe the level at which the learner was performing the task.

Descriptions of each of the five IALS literacy levels follows:

- **Level 1:** read relatively short text, locate and enter a piece of information into that text, and complete simple, one-step tasks such as counting, sorting dates or performing simple arithmetic.
- **Level 2:** the ability to sort through "distractors" plausible, but incorrect pieces of information, to integrate two or more pieces of information, to compare and contrast information and to interpret simple graphs.
- **Level 3:** demonstrate the ability to integrate information from dense or lengthy text, to integrate multiple pieces of information and to demonstrate an understanding of mathematical information in a range of different forms. Level 3 tasks typically involve a number of steps or processes in order to solve problems.
- **Level 4:** tasks involve multiple steps to find solutions to abstract problems. Tasks require the ability to integrate and synthesize multiple pieces of information from lengthy or complex passages, and to make inferences from the information.
- **Level 5:** requires the ability to search for information in dense text that has a number of distractors, to make high-level inferences or use specialized background knowledge and to understand complex representations of abstract formal and informal mathematical ideas.

Overall, it is generally accepted that individuals who can demonstrate competency with Level 3 tasks are able to manage the demands of daily life and of most entry-level jobs. For this reason, literacy programming tends to focus on skill development for tasks at Levels 1 and 2, with some upgrading reaching into Level 3. The key point here is that the level of literacy one needs depends on the context.

As a facilitator your goal is to:

- Help the learner assess which Essential Skills are needed to accomplish the task
- Assess the functioning literacy level of the learner
- Develop learning strategies that match the learner's level of literacy

To summarize, remember that Essential Skills are dormant until there is a task. Essential Skills are not tasks, they are used to complete a task. Furthermore, the literacy level of the learner needs consideration in order for the learning to be effective. For a more thorough discussion of Essentials Skills, review Unit 13 in Creating Learning Partners (2007).

Resources

Creating Learning Partners: A Facilitator's Guide for Training Effective Adult Literacy Tutors (2007). Calgary, Alberta. Literacy Alberta.

Kirsch, I. (2001). *The International Adult Literacy Survey (IALS): Understanding What Was Measured*: Educational Testing Service (ETS).

Ontario skills passport. (2010). Ottawa, Ontario: Government of Ontario. Queen's Printer of Ontario.

Basic Computer Literacy and Essential Skills

Forms

Registration Form

All information provided is confidential. Information is used for documentation and evaluation purposes.

1. Name: _____

2. Address: _____

3. Contact information: _____

4. Age: _____

5. Check mark the advertising method that encouraged your registration in the program.

   a. __   Word of Mouth

   b. __   Posters, Newspapers, Bulletins

   c. __   Agency Referral

   d. __   Other: _____

6. Occupation:_____

7. I have access to a computer.   Yes   No

8. I have internet services in my home.   Yes   No

9. Describe your experience with a computer.
   _____

10. Do you have experience with computer terms?
    _____

11. The program overview for Basic Computer Literacy Essential Skills is provided as part of your registration package. Are there other topics you want to learn during the program or in future learning opportunities?
    _____

12. What do you hope to achieve as a result of your participation in the Basic Computer Literacy Essential Skills sessions?
    _____

13. Are there any barriers that may prevent you from attending the scheduled sessions such as: child care, transportation, date and time of sessions.   Yes   No
    If Yes, describe:
    _____

    Thank you for registering in the program.

Permission to Use Picture

I, _____ give permission for my picture to be taken during the Basic
  (Participant Name)

Computer Literacy and Essential Skills sessions held at   _____   on
_____   (location or building name)
      (date)

during the time period of: _____.
                                (class time)

Please underline yes or no for the following requests:

Yes   No   I give my permission for my picture to be part of the grant evaluation process.

Yes   No   I give my permission for my picture to be used for advertising and awareness
            purposes: brochures and/or posters, newsletter for current and future Basic
            Computer Literacy and Essential Skills programs

_____   Date: _____
(Participant Signature)

Attendance Record

Date: _____

NAME	TIME IN	TIME OUT	SIGNATURE

Notes: _____

_____

_____

_____

Basic Computer Literacy
and Essential Skills

Handouts

Program Overview

Module 1: Introductions and Basic Computer Literacy Essential Skills (BCLES) program Overview

Module 2: Basic computer features and functions and Gmail account set up

Module 3: Complete review of modules 1 and 2

Module 4: Introduce the functions of a USB port, USB memory stick, mouse, folders

Module 5: BCLES program wrap up

Computer Terms

1. **Bold: makes the letters look thicker.**

2. Browser: a software application used to locate, retrieve and display content on the World Wide Web, for example – Chrome, Explorer.

3. Compose: the big red button that opens a new email window.

4. Contacts: list of email addresses.

5. Delete: send a selected file to the trash.

6. Font: how the letters `look`.

7. Inbox: where emails are stored.

8. *Italicize: adds a slant to the letters.*

9. Left-click: mouse button.

10. Maximize: browser window full screen.

11. Minimize: browser window closes down to the bottom of the screen.

12. New Tab: opens a new window inside the browser.

13. Recover: bring back a document or email that was previously deleted.

14. Restart: turns the computer off and restarts it again.

15. Right-click: opens options for the item clicked on, for example: rename, cut, copy, paste, delete, move to.

16. Shut down: shuts the computer down

17. Trash: keeps all deleted email. Automatically empties every 30 days.

18. <u>Underline: puts a line under the letters.</u>

19. USB port: rectangular opening on the side of the computer to plug in devices such as a mouse or USB memory stick.

20. USB stick: a portable device that saves data.

Learner Journal

Learners reflect on their knowledge before the program, during the program and after the program.

MY LEARNING JOURNEY

Before I registered in the Basic Computer Literacy and Essential Skills program, my experience with and/or knowledge of a computer and computer terms was:

1.
2.
3.

During the Basic Computer Literacy and Essential Skills program, I learned:

1.
2.
3.
4.
5.

After completing the Basic Computer Literacy and Essential Skills program, I want to:

1.
2.
3.

Essential Skills
in the Workplace

Oral Communication
Chat with people, persuade others, resolve conflict, and deliver information

Continuous Learning
Further your skills, integrate information and work with new ideas

Numeracy
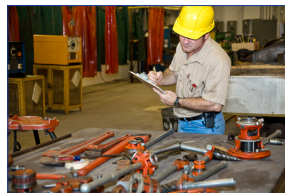Work with money, data, scheduling and estimating

Working with Others
Teamwork, leadership, participating, sharing, and mentoring

Document Use
Fill out forms, read signs and labels, understand symbols, charts and maps

Reading Text
Scan and skim for info, understand writing, evaluate information

Writing
Record, organize, present, type, communicate with symbols

Computer Use
Ability to use technology to communicate for efficiency and effectiveness

Thinking Skills
Use Memory, solve problems, plan, organize, and assess information

Adapted from Literacy for Life Foundation www.litforlife.com

Centre for
Family Literacy
Literacy develops in **families first**
www.famlit.ca

Essential Skills
in Daily Life

Oral Communication
Tell a story, make a phone call, give directions, or sing a song

Continuous Learning
Join a yoga class, take up a new hobby, cook a new dish, keep up with technology, or join the library

Numeracy
Pay bills, shop for groceries, play a game, or save for something special

Working with Others
Volunteer your time, coach a team, have coffee with other parents, or organize a block party

Document Use
Keep a chore chart, sign a permission slip or homework journal, register for a swimming lesson, or fill out a doctor's form

Reading Text
Share a story, play a game, read a newspaper or magazine, or read the comics
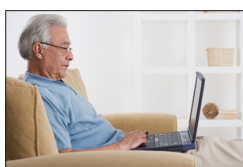

Writing
Send a thank you note, post a message on the fridge, pop a note in a backpack, or copy down a recipe

Computer Use
Skype with grandma, email a friend, google an idea, make a purchase, or download an application

Thinking Skills
Juggle your busy schedule, plan a vacation or playdate, play a game of concentration, or organize your closet

Centre for
Family Literacy
Literacy develops in **families first**
www.famlit.ca

Basic Computer Literacy and Essential Skills

How to Use a Wireless Mouse

Left click: Most often used mouse click.
Click this two times to open icons on the desktop.

Right click: Brings up additional information about the item you click on such as: open, delete, new folder, cut, copy, paste, rename, move to.

On/off switch: Located underneath. Do not forget to turn it off when finished.

Scroll wheel: Use this to move up and down a page.

USB memory stick: Insert it into the USB port on the computer. You cannot use a wireless mouse without a USB stick.

Note: it can only be put it one way, if force is required, it might be upside down.

Similarities and Differences between Windows and Google Chrome Features

Similarities: A computer using Windows and a Google Chromebook can

• Access the internet (both wired and wireless).

• Use USB devices (mouse, USB stick, printer, speakers).

• Use Google Chrome online features.

• Be used for word processing, spreadsheets, presentation.

Differences between a computer using Windows and a Google Chromebook:

• Hard Drive: Windows computers have a hard drive, most Chromebooks do not.

• USB**:** Most Chromebooks need a memory stick to save files. Windows computers have an internal hard drive.

• Virus Protection program: Windows computers require virus protection programs; Chromebooks do not require virus protection programs.

• Recycle Bin: Windows computers has a Recycle Bin where deleted files are stored go; Chromebooks deletes files permanently.

• Program access offline and online: Windows computers can access most programs while offline that is not connected to internet; Chromebooks need internet access for most programs, unless an 'offline version' is downloaded.

• Download programs or apps: Windows computers download 'programs'; Chromebooks download applications (Apps).

• Programs and apps: Most Chromebook apps are free and can be downloaded from a specific website called the Chrome Web Store; programs from anywhere on the internet can be downloaded to computers using Windows.

• Computers using Windows uses Microsoft programs; Chromebooks use Google/Android programs.

• Start / Shut down / Restart: Windows computers restart/shut down/stand by from the start button; Chromebooks restart / shut down / stand by from the clock on the desktop toolbar.

• Saving Programs and Files: Windows computers save programs and files to the internal hard drive and / or external drive such as a memory stick. Chromebooks save programs only in one of the app launcher icons found on the homepage; files are saved on a memory stick.

Common Features of Windows

Desktop toolbar: Located on the bottom of the screen; it contains all the windows that are open. Close a window by right clicking on it with the mouse and selecting *close*.

Date and time: In the bottom right hand corner of the screen the toolbar has the date and time. Double click on it with the mouse, it will open the date and time and allow changes to be made.

Recycle Bin, Trash Bin: The recycle bin is the small trash can icon on the desktop. Deleted files go to the trash bin. Chrome Books does not have a trash bin. To delete items, right click and choose *remove* from chrome.

Empty recycle bin: To empty the recycle bin, right click on it with the mouse and select *delete*.

File Recovery: To recover a file that wasn't meant to be deleted, double click the recycle bin. It will open in a new window. Find your file, right click on it and select *restore.* This will put the file back in the place where it was originally saved.

Maximize: To make a window screen bigger, click on the middle icon in the top right corner of a browser window.

Minimize: To put the current screen as a tab in the tool bar, click on the minus sign in the top right corner of a browser window.

Close a browser window: Click on the x in top right corner of a browser window to close it.

Shut down: Shut down button is in the bottom left hand corner. It turns the computer off. If files are open, they will close.

Start button: Start button is in the bottom left corner.

Restart: Shuts down the computer and starts it up again.

Sleep: Turns the computer screen off but not the computer. The computer will continue to operate and files or websites will not close. The computer needs to be plugged in while it is in sleep mode otherwise the battery may run out and the computer will shut down.

USB port: Rectangular openings on the sides of the computer used for inserting devices such as a mouse, keyboard, or portable hard drive.

Portable hard drive: Known as a USB memory stick, Thumb Drive, Jump Drive. They have brand names such as Kingston, Lexar or SanDisk.
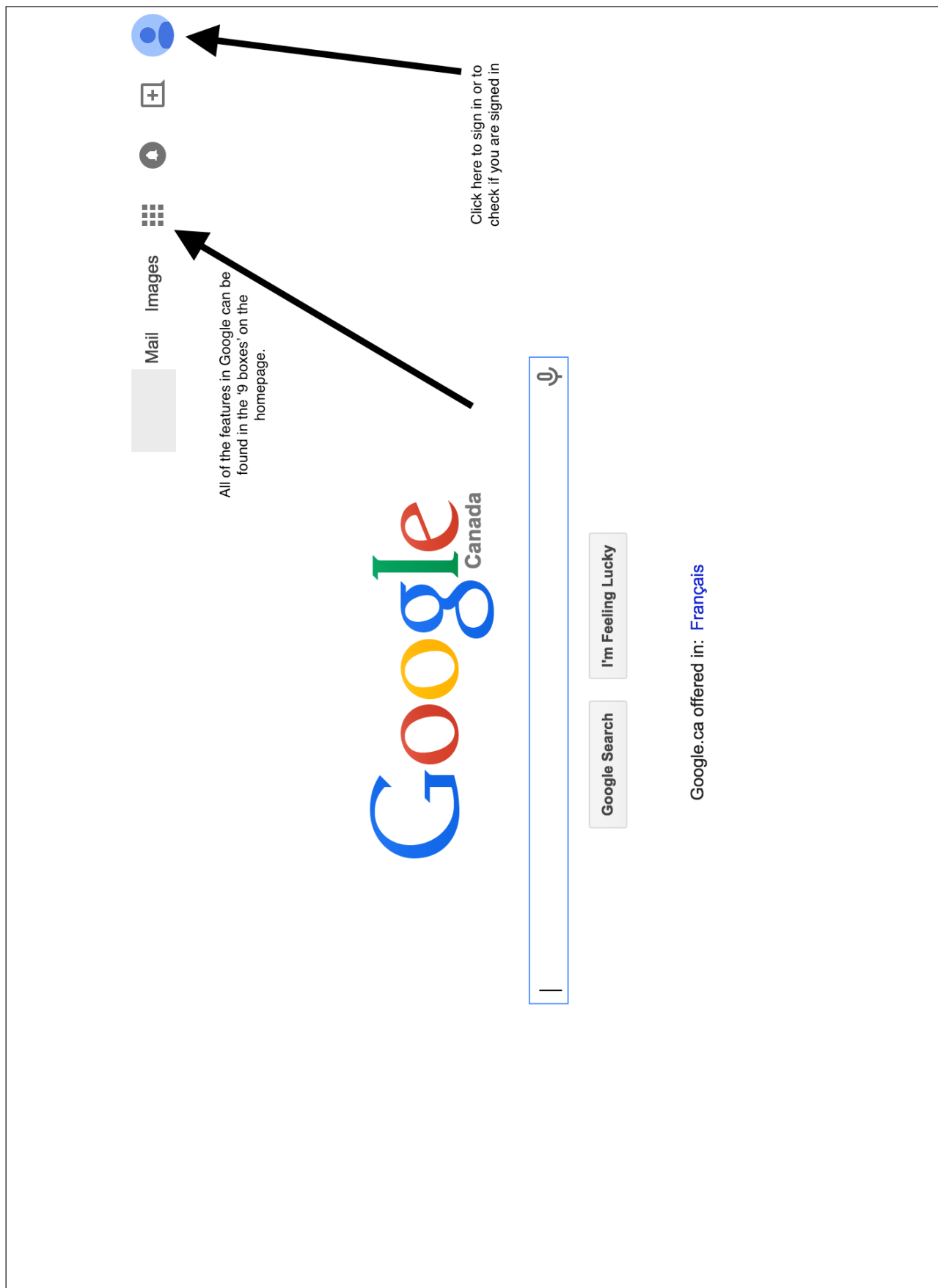
Inserting the USB stick: Insert it into the USB port; it will only go in one way. If it requires force, it is probably upside down. Once it is properly inserted, a notification will appear on the screen saying that the device is ready to use.

Ejecting the USB stick: Double click the 'My Computer' icon. Right click on the name of the stick and select *eject*. A notification will appear on the screen saying that the device can be safely removed. The stick can now be removed. If the stick is not ejected properly it could malfunction.
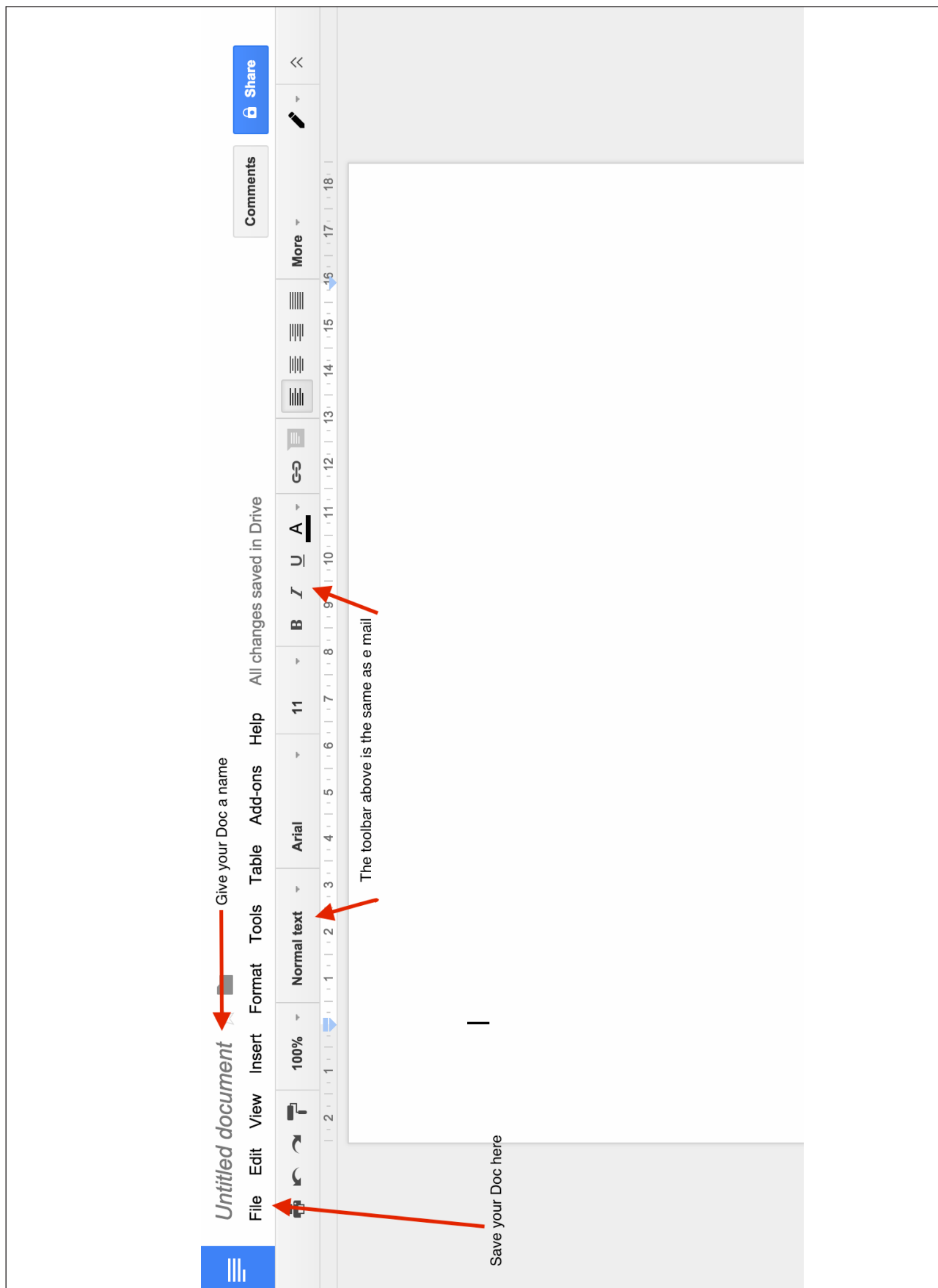
How to Install Google Chrome

1. Open up Internet Explorer and type www.google.ca in the box at the top of the window.
2. In one of the top corners of the screen an *install Google Chrome* button will appear.
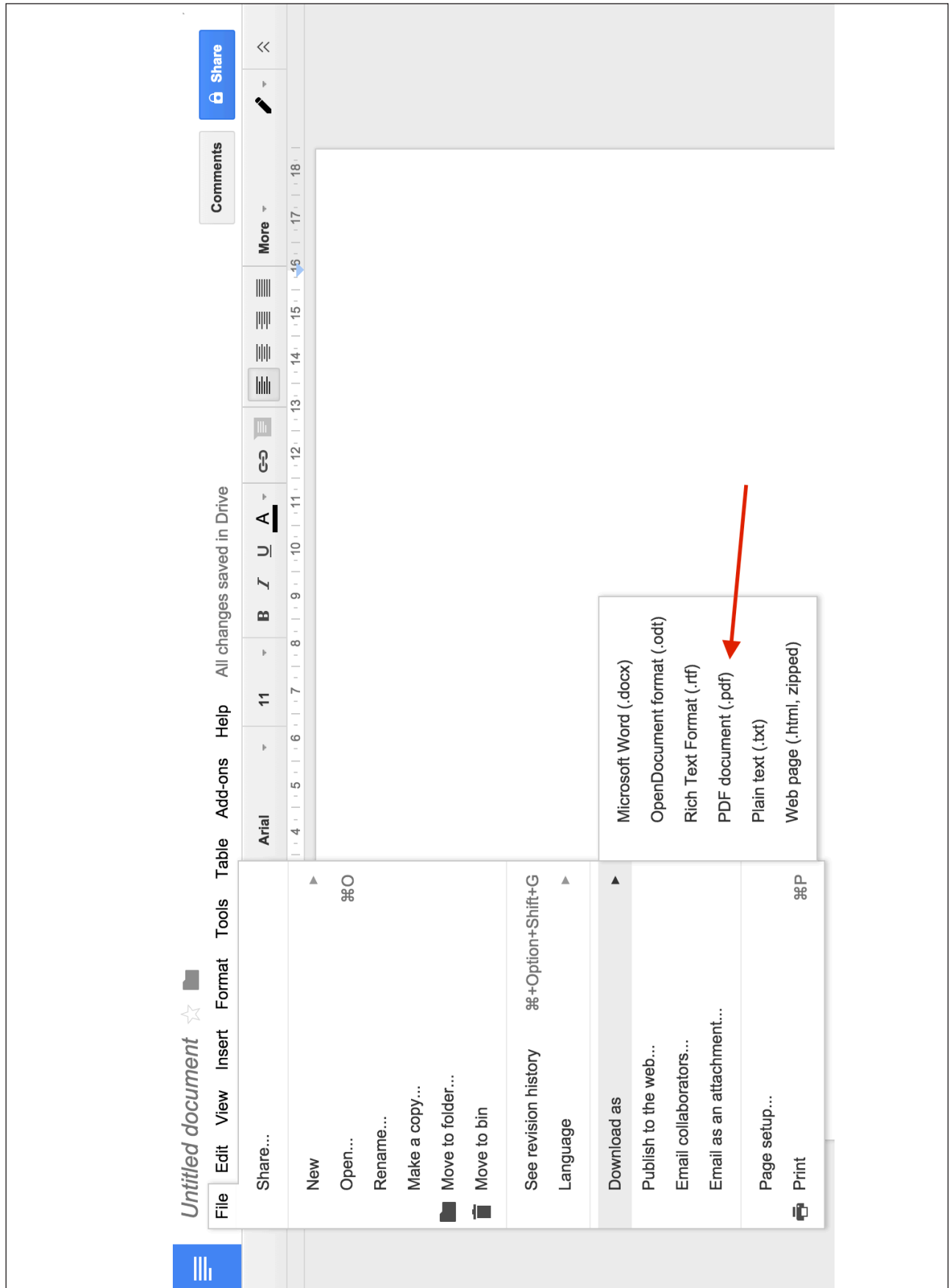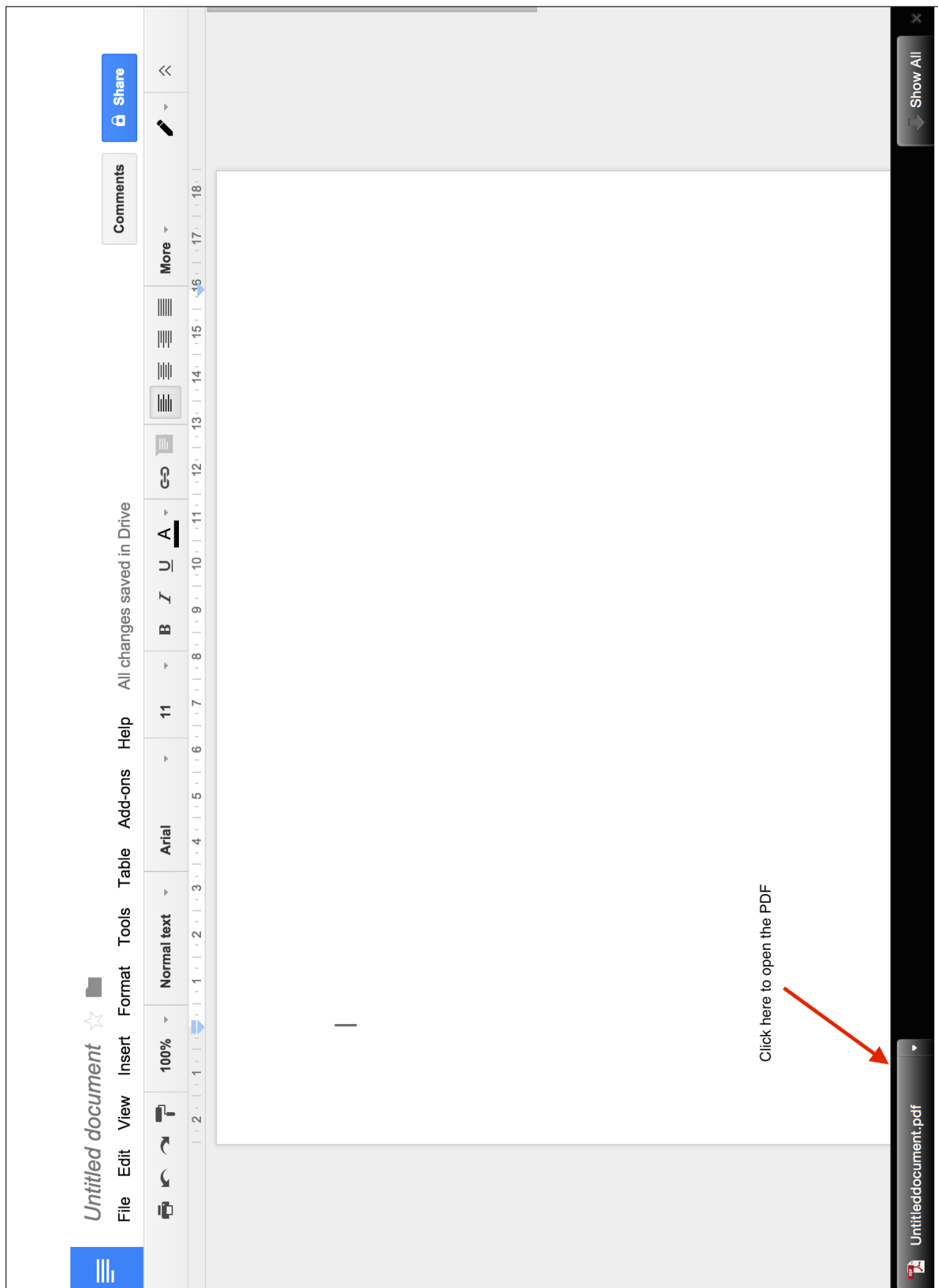3. Click the button and follow the instructions.

Google Screens

Click here to sign in or to check if you are signed in

All of the features in Google can be found in the '9 boxes' on the homepage.

Mail   Images

Google
Canada

Google Search   I'm Feeling Lucky

Google.ca offered in: Français

Google Screens

Untitled document

File   Edit   View   Insert   Format   Tools   Table   Add-ons   Help

100%   Normal text   Arial   11   B   I   U   A

Give your Doc a name

Save your Doc here

The toolbar above is the same as e mail

All changes saved in Drive

Comments   Share

More

Google Screens

Google Screens

Click here to open the PDF

How to Set Up Gmail Account

1. Open a new internet browser window.
2. In the top white box, type in: www.gmail.com
3. Click the blue 'Create an account' button at the top right.

Sign in   **Create an account**

Create your Google Account

One account is all you need
A single username and password gets you into everything Google.

Take it all with you
Switch between devices, and pick up wherever you left off.

Name
First   Last

Choose your username
@gmail.com

Create a password

Confirm your password

Birthday
Month   Day   Year

Gender
I am...

Mobile phone

Your current email address

Prove you're not a robot
Skip this verification (phone verification may be required)

1402

Type the text:

Location
Canada

I agree to the Google Terms of Service and Privacy Policy

Next step

Put your real first and last name

This will be your e mail address. You cannot add spaces or symbols. If the name is available there will be a green checkmark. If not, there will be a red x and you have to choose again.

Choose a password with at least 8 characters (it can have numbers and symbols). Type it in again.

Your actual birthday (this is asked if you forget your password)

Your cell number. Google will text you a code if you forget your password.

You can leave this blank

Type in what you see here

Click the box to put a checkmark.

Click the blue 'next step' button.

Verify your account

You're almost done! We just need to verify your account before you can start using it.

Phone number   ex: (204) 234-5678

🇨🇦 ▾   Put in your cell number.

How should we send you codes?   Select 'Text message'.

◉ Text message (SMS)

◯ Voice Call   Make sure you have cell service because Google will send you a code which you will enter on the next page.

Continue

Important: Google will never share your number with other companies or use it for marketing purposes.

Verify your account

Enter verification code

| | **Continue** |

Enter the code that was sent to you by text then press the blue 'continue' button. If you did not get the code, click 'try again'.

Didn't get your code? Sometimes it can take up to 15 minutes. If it's been longer than that, try again.

You can click 'No thanks' on the next page

Gmail Account Access

1. Login to gmail account by opening up Google Chrome; go to www.google.ca.
2. In the top corner is a blue *sign in* button with a body silhouette; click it.
3. Enter your gmail name and password.
4. Remember to keep your email address and password in a safe easy to remember place.

Purpose of App Launcher

The app launcher is similar to the start button on a computer. When clicked on, it shows the available programs integrated into Google Chrome. To see more programs, click on the *more and even more* buttons.

1. Open the Google home page.
2. The location of the app launcher is in the upper right hand corner of the page. The icon for the app launcher is the nine little squares.
3. Click on the nine squares; a drop down window appears containing more applications denoted by icons.

Understand the Email Toolbar

Mail ▾

COMPOSE

Inbox

☐ ⭐ ▭

Starred

☐ ☆ ▭

Important

Sent Mail
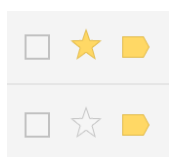
Drafts

▸ **Circles**

Less ▴

Chats

All Mail

Spam

Trash

Compose: opens up the email box

Inbox: emails received and read stored here

Click the yellow star beside a message; it turns yellow. Any starred emails will be saved in the s*tarred* folder. Click the star again it will turn back to clear. It moves the mail back to the inbox.

The yellow tag beside the star means the mail is important. Important mail will appear in the inbox and in the important folder.
Click the tag; it will go clear and will not be in the important folder.

Sent Mail: a copy of sent mail is saved in the *sent mail* folder.
Drafts: If an email isn't sent it will be saved in the *drafts* folder.

Circles: Emails from Google + friends are stored in the 'Circles' folder.

Chats: show chat sessions.
All Mail: combines all of the above folders into the inbox.

Spam: holds messages from unknown senders. These messages can have viruses or spyware and are usually not safe to open.

Trash: contains any deleted emails. The trash folder will empty automatically every 30 days.

Use an Educational Application

Accessing applications in Chrome web Store

1. Go to www.google.ca and type in the search bar Chrome Web Store.
2. In the top left corner will be another search bar, type in Typing Club.
3. On the next screen click the blue free button; next click add.
4. The application shows in the applications toolbar in Google Chrome.

Accessing applications toolbar in Google Chrome

1. Open a new tab by clicking the grey square at the top of the Google Chrome window. A new window will open. On the left hand side is the app launcher with the abbreviation apps next to it.
2. Click apps and a new window will open. Typing Club will be found there.

Share and Add an Email Address and a New Contact

Share and add an e mail address to your contacts:

1. Open your gmail inbox.
2. Above the red compose button is a word gmail or mail.
3. Click and select Contacts. A new window will open.

Add a new contact:

1. Click the blue round + button in the bottom right corner.
2. Enter the name of the person and press the create button.
3. On the next screen, select the add email option and type in the email.

Send an Email

New Message	— ⤢ ✕
To somebody@gmail.com	Cc Bcc
Subject	

This is where you type your email

Type the email address first. Do not add spaces, do not forget the @ symbol.
To type @ hold 'Shift' and press 2

Don't forget to add a subject; it is the topic of the email.

When you are finished, click the blue 'Send' button

Send A 📎 ◭ 🖼 🔗 😊   🗑 ▾

The 'A' changes your font

The 'paperclip' attaches a document from your computer or a USB stick

The 'triangle' attaches a document from your Google Drive.
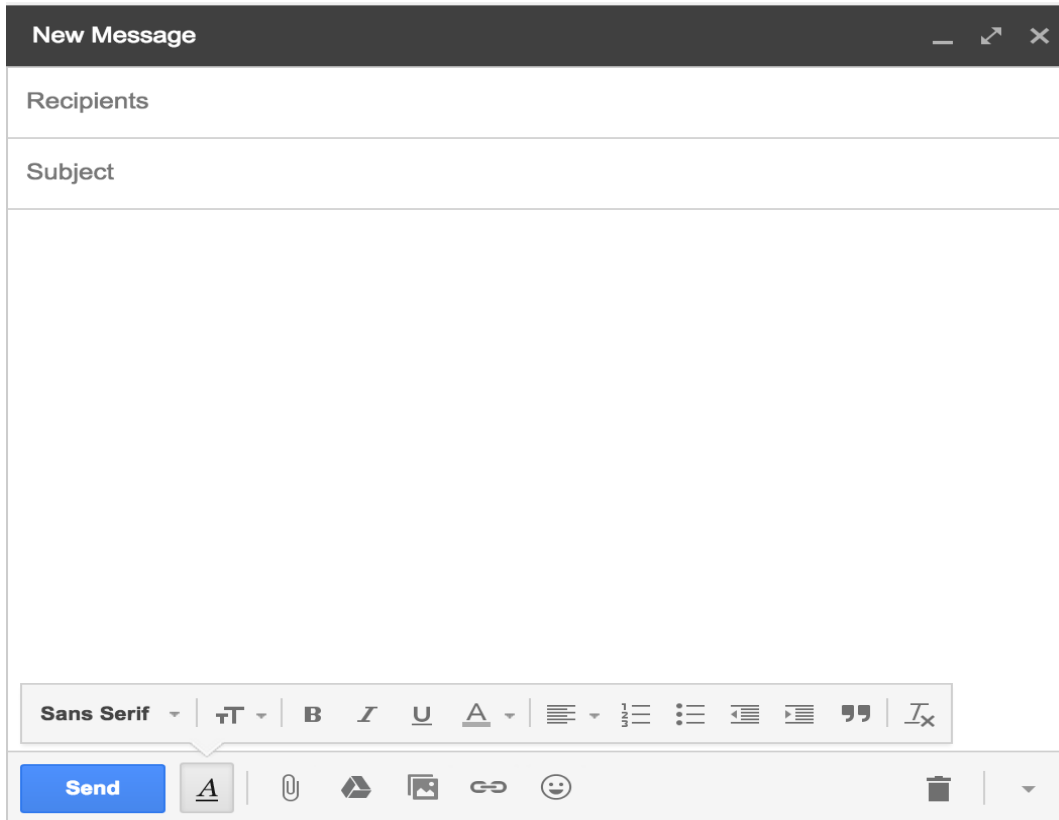
The 'picture' adds a photo you have saved

The 'chain' adds a link to a website

The 'face' adds funny little pictures

The trash can will delete the email.

Format an Email

The email window has several options for formatting under the A.

The two T's change the size of the letters.
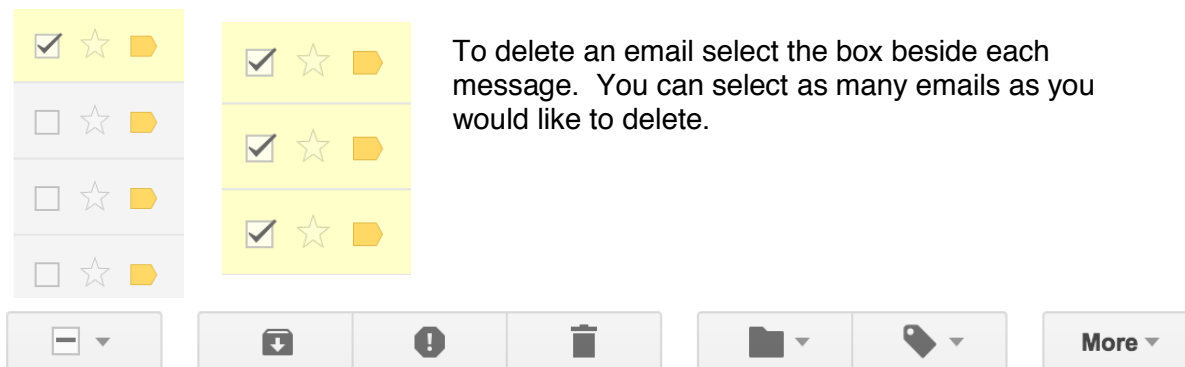
The B will make the letters **bold.**

The *I* will make the letters *slanted or italicized.*

The U will <u>underline the letters.</u>

The A will change the color of the letters and the background behind the letters.

Delete and Recover an Email

Deleting an email

To delete an email select the box beside each message. You can select as many emails as you would like to delete.
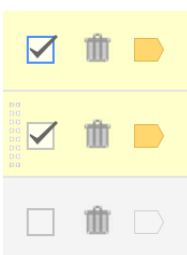
Recovering an email

Once you have your mail selected this tool bar will appear above your messages.

Click the Trash can to delete the message.

For now, this is the only icon you need information about.

To recover an e mail that you had previously deleted you need to click on the 'Trash' label on your email toolbar. You may need to click 'More' to bring up the Trash folder.
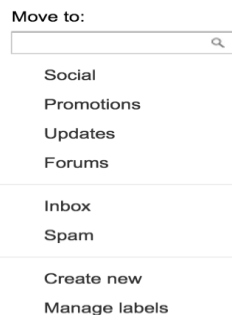
Select the box beside the email you want to recover so that a check mark appears.

Delete forever

Move to:

Social
Promotions
Updates
Forums

Inbox
Spam

Create new
Manage labels

More ▾

The toolbar above your messages will change and look like this.

Click the 'Folder' icon and select 'Inbox'; this will put any deleted emails that you selected back into your inbox.

Add a Picture to your Google+ Profile

1. Go to www.google.ca
2. Click the blue silhouette in the top right corner.
3. If you are not logged in, log in. After you log in, go back to www.google.ca and click the blue silhouette in the top corner.
4. Drop down window appears.
5. Under the blue silhouette will be *change photo*; click on it and a new window opens.
6. If your computer is equipped with a web camera, you can select the web camera option. An option appears asking to allow or deny, select allow.
7. You can also select a photo that is saved on a USB memory stick by clicking select a photo from your computer.

Working with Folders

1. Insert USB stick into computer; open folder.
2. Create a folder using the right click on the mouse. Next select *new folder* with the left click.
3. The text *new folder* will be highlighted; type a name for the folder.
4. Create two more folders using the same process.
7. To open a folder, double right click or left click once or press *enter* on keyboard. The enter method is easier for some who cannot double click the mouse quickly.
8. Delete the two folders by either a right click on the folder followed by press on *delete*, or for Windows users, left click the folder to highlight and press *delete* on keyboard.
9. Recreate the folders after they have been deleted.
10. Rename one folder: right click, rename. Alternate method: hover the mouse over the folder name, left click once, the folder text will be highlighted and ready for renaming.
11. Move a folder into another by holding left click and dragging one folder onto the other.
12. To move the inside folder back to the original location: open folder, right click the folder inside, select *cut*, press the back arrow in the top left corner. Right click in the main folder, select *paste*.

Google Search and Save to Memory Stick

1. Type in www.google.ca
2. Type in image category name such as: cats, horses, seasons, mountains.
3. Click on the word images on top left of new page.
4. Left click the image of choice.
5. Image is enlarged, right click and select *save image as*…
6. A new window will open; select the USB stick on the left and click *save.*

Create a Document and Attach to Email

1. Go to www.google.com and sign in.
2. Select the app launcher in the top right corner of your Google homepage and click on Docs.
3. Documents is the blue lined paper icon. If this icon does not appear on the screen, click *more*.
4. Select the blue or red plus + button in the bottom right corner. A new blank page will come up. In the top left corner above the tool bar click on *untitled document*. New window opens that says *rename* document. Type in What I learned.
5. On the blank page, type three things you have learned during the program.
6. Click *file* on top left of page; a window drops down. Go to *download as* and hold your mouse over this. A side bar opens; go to PDF document in the blue rectangle box. Press *ok*.
7. The PDF file will drop to the bottom left of the desktop toolbar with the title: What I learned. document.pdf
8. Click on the file and open it.
9. Slide mouse to bottom right corner of the opened pdf document, a dark blue rectangular window opens. Left click on the floppy disc icon; *save file as* window opens. On the left side of window, left click once on the USB name, either Kingston, Lexar or Sandisk. Click on blue save button on bottom right of window. This process saves the created document to the USB memory stick.
10. Go to app launcher. Left click to open and click on the email, What I learned; see attachment.
11. Click on the *paper clip*; a window opens that says *select one or more files*: left click once on the memory stick name, documents saved in the memory stick will display.
12. Left click once on the "What I learned" and click blue open button on bottom right.
13. This action attaches the document to your email and will be seen at the bottom. It appears in blue writing as WhatIlearned.document.pdf.
14. Left click once on blue send button.

Google Hangouts

Google Hangouts allows one to make phone calls or host a video chat with other people.

1. To use Google Hangouts click the app launcher in the top right corner; select mail.
2. On the bottom left hand side of the inbox screen is your profile picture and two icons: a phone and a camera.
3. Select one of the options and a window pops up asking you to allow Hangouts to use your camera and microphone; select *allow*.
4. Invite someone by phone number (voice chat) or email (video chat).
5. To end the chat, select the red phone icon at the top of the screen.