

Brief description of workshop:

In this 6 hour workshop (2 hours a day, for 3 days) participants will learn how to:

Day 1 - Identify the parts of a computer and keyboard functions

Day 2- Make and save a document, using underline, bold, and different fonts

Day 3- Navigate the internet, log on to an email account; send an email with an attached resume

Task Group	Highest level required in workshop	Comments
Competency A: Find and Use Information		
<p>A1 : Read continuous text</p>	<p>A1.1 - Read brief texts to locate specific details</p> <ul style="list-style-type: none"> • Decodes words and makes meaning of sentences in a single text • Reads short texts to locate a single piece of information • Follows the sequence of events in straightforward chronological texts • Follows simple, straightforward instructional texts 	<p>Some participants may have literacy barriers and may need the information read to them. There wasn't much reading overall. Most of the work was done by following the instructor's demonstration of computer functions on a Smart Board.</p> <p>Reading tasks have a highly explicit purpose, involving simple directions and instructions. Texts are straight forward and sequential, requiring no inferring.</p>
<p>A2: Interpret documents</p>	<p>A2.2 - Interpret very simple documents to locate specific details</p> <ul style="list-style-type: none"> • Extracts information from tables and forms • Uses layout to locate information • Makes connections between parts of documents • Makes low-level inferences 	
<p>A3: Extract Information from</p>		<p>Information was direct and sequential for a highly explicit purpose. No inferences or</p>

<p>films, broadcasts, and presentations</p>		<p>connections between different parts of the demonstration were required.</p> <p>On the more complicated 2nd and 3rd days of the workshop, there was an extra instructor available to help participants who didn't learn from first observation. In order to complete the second handout– which was optional - the learner would have to extract all of that information from the presentation on their own and they would have to do it very quickly.</p>
<p>Competency B: Communicate Ideas and Information</p>		
<p>B1: Interact with others</p>	<p>B1.1 - Participate in brief interactions to exchange information with one other person</p> <ul style="list-style-type: none"> • Conveys information on familiar topics • Shows an awareness of factors such as social, linguistic and cultural differences that affect interactions in brief exchanges with others • Chooses appropriate language in exchanges with clearly defined purposes • Participates in short, simple exchanges • Gives short, straightforward instructions or directions • Speaks or signs clearly in a focused and organized way • Repeats or questions to confirm understanding • Uses and interprets non-verbal cues (e.g. body language, facial expressions, gestures) 	<p>Although it was a group setting, most interactions were between a participant and an instructor.</p> <p>Tasks included asking for directions or describing a routine task.</p> <p>Although interacting with others is not mandatory, it will definitely enhance the learning experience. It is really the only way for the instructor to know if the participant is struggling.</p>
<p>B2: Write continuous text</p>	<p>B2.1 - Write brief texts to convey simple ideas and factual information</p>	<p>The only writing that was required was entering user names, passwords, key words</p>

	<ul style="list-style-type: none"> • Writes simple texts to request, remind or inform • Conveys simple ideas and factual information 	<p>for Google searches, and the date and learner’s first name on the evaluation form.</p> <p>All tasks conveyed simple ideas and factual information, and didn’t require sentences. The performance descriptors for Level 1 seemed too high.</p> <p>A document was distributed for people to write their own notes on computer parts. However, no time was provided to fill it out and it wasn’t mentioned again. It would have to be viewed as optional.</p>
<p>B3: Complete and create documents</p>	<p>B3.1a - Make straightforward entries to complete very simple documents</p> <ul style="list-style-type: none"> • Makes a direct match between what is requested and what is entered • Makes entries using familiar vocabulary <p>B3.2 - Use layout to determine where to make entries in simple documents.</p> <ul style="list-style-type: none"> • Use layout to determine where to make entries • Begins to make some inferences to decide what information is needed, where and how to enter the information • Makes entries using a limited range of vocabulary • Follows instructions on documents 	<p>The documents that needed to be completed were a simple “Computer Skills Checklist” with clear labels that was used to identify what computer skills the participants already knew. The checklist was 3 pages long, and some of the terminology may have been unfamiliar to the participants. They were also asked to complete a Workshop Evaluation Form containing one question.</p>
<p>Competency C: Understand and Use Numbers N/A</p>		
<p>Competency D: Use Digital Technology</p>		
	<p>D.2 - Perform well-defined, multi-step digital tasks</p> <ul style="list-style-type: none"> • Selects and follows appropriate steps to complete tasks 	<p>Level 2 was selected because even though multiple steps were involved, the scope of</p>

	<ul style="list-style-type: none"> • Locates and recognizes functions and commands • Makes low-level inferences to interpret icons and text • Begins to identify sources and evaluate information • Performs simple searches using keywords (e.g. Internet, software help menu) 	<p>each task was clearly defined. No inferring or problem-solving was required.</p> <p>In most cases, participants could follow the instructor’s steps, which were displayed on a Smart Board. Written instructions were provided for the more complicated task of sending an email.</p>
Competency E: Manage Learning		
	<p>E.2 - Set realistic short- and long-term goals, use a limited number of learning strategies, and monitor own learning</p> <ul style="list-style-type: none"> • Demonstrates positive attitude to learning • Accepts positive feedback and constructive criticism • Recognizes and expresses when one does not know something • Accepts new learning challenges • Willing to work independently • Takes responsibility for learning • Takes initiative • Takes risks in learning situations • Manages time (e.g. makes realistic estimates about time, meets deadlines, completes activities and tasks in a logical order) • Attends class regularly and punctually • Checks accuracy of work 	<p>Level 2 was selected rather than Level 1 because the learning occurs outside a literacy centre; a major step forward. The learner is displaying a willingness to use other learning strategies by going to a hands-on workshop about using computers. Since there are no tests or certification involved, the learner must monitor their own learning.</p>
Competency F: Engage with others		
	<p>Collaboration: the learner:</p> <ul style="list-style-type: none"> • Acknowledges/identifies responsibilities • Accepts one's share of responsibilities • Acknowledges and accepts others' perspectives • Adapts behaviour to the demands of the situation 	<p>On the second and third day, there were two instructors. This changed the behavioural expectations in the workshop and required more interaction between the instructors and participants.</p>

	<ul style="list-style-type: none"> • Shows an awareness of group dynamics • Meets group expectations (e.g. is prepared to participate, meets deadlines) • Demonstrates tolerance and flexibility • Demonstrates a willingness to help others • Makes contributions that take into account one's strengths and limitations 	<p>Since the group worked through the material in synch, it was vital that the participant attend and be punctual. They were expected to work through the activities in synch with the group. Responding to the instructors questions was optional, but it would enhance the learning experience.</p> <p>Six to eight participants worked around a table in a small room, so tolerance of others was essential. Some people altered the pace by asking questions, and computers were not exactly the same and didn't always respond in the expected way. This caused some delays. Tolerance and flexibility are important traits for this workshop.</p>
--	--	---

Comments

The staff stressed to all potential participants that the course is very basic. However, if someone has never used a computer before and has no knowledge of computer technology, the pace of this course might be too quick for them. The participants were provided with laptops, which might not be everyone's first choice as a learning platform.

The workshop was three days long, and each day involved more difficult tasks. However, a 2nd staff member was available to assist on the last two days.

At times, this workshop was difficult to align because a non-reader could attend, follow all of the steps shown on the Smart Board and complete the activities. There is no test or certification involved to assess their learning.