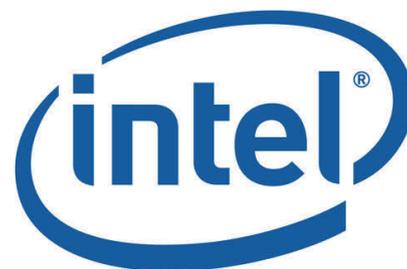


# Case Study:

## Keysborough Learning Centre



### Class context

Keysborough Learning Centre has built up to running 4 concurrent Intel classes: Beginners (modules 1, 2, 3); Multimedia/digital cameras; Office Skills 1 (modules 1, 2, 3, 4); Office Skills 2 (modules 5, 6, 8, 10, 13, 14), of mostly CALD (culturally and linguistically diverse) women in the 30-55 age range. Learners come mainly from Asia, with Africa, Indian subcontinent and Iraq/Persia. English language skills are typically low in the Beginners and multimedia class. Students in Office Skills 1 are encouraged to attend a concurrent English (ESL) class, and all learners can access computers at the Learn Local in their own time, for additional practice.

### Courses are promoted in

- English classes
- local newspapers
- the primary schools where the Beginner class is run

**Pre-course learner skills** are assessed at the initial interview, using

- Intel Easy Steps Skills Set Checklists
- Keysborough Learning Centre own skills audit

The A Frames are based on the original Intel example course plan and session planner, adjusted to more closely reflect the needs of the CALD learner groups.

### Introducing new activities

Build the technical word bank needed to engage with the texts:

- talk through key screens while demonstrating the action on the datashow
- print worksheets of the screen shots and instructions the learners have just observed.
- introduce only one skill at a time to avoid creating confusion
- practise that skill immediately using the worksheets.

“Intel Easy Steps gave our classes a real structure to follow. With lower level students it sometimes seems like you teach the same work over and over again. But Intel has ... given them a pathway. It’s really given tutors better content structure and it’s stopped us from repeating the same work. You can mix and match modules to suit learners’ knowledge and skill level.

“It has given our tutors something concrete that they can compare and talk to each other about, within a class and when transitioning learners to the next course. It seems to help sharing and thinking about ideas as well. I think that part’s been really good.”

*Marj Sjaström  
Delivery and Assessment Manager  
Keysborough Learning Centre*

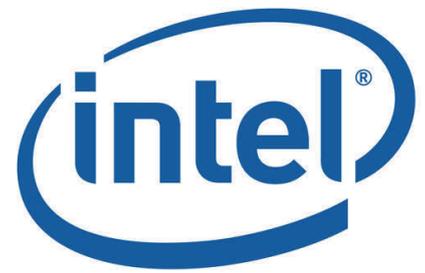
In the lower classes, tutors often make simplified versions of the Intel activities, using a limited vocabulary that the learners have already learnt and revised.

In higher classes, the students each have the module from the workbook. In most classes, Activity Cards are used to practise the new skill, and in classes with disparate levels of English and computer skills, the tutor selects the Activity Cards based on the students’ skills and abilities. For beginners, the tutor often needs to mitigate the instructional language by giving a simpler explanation. Learners also prefer to have the activity sheets printed, rather than accessing them online.

All classes find the language level of the Online Help too difficult.

# Case Study:

## Keysborough Learning Centre



### Scaffolding

- Develop a worksheet on basic terminology.
- Seek online activities to develop mouse skills, you can't assume learners have good mouse skills on entry to the course.
- Teach a single skill at a time.
- Begin each class with a review of what was covered in the previous lesson: a scaffolding technique that allows learners who remember to activate their the language through participation in the classroom discussion, at the same time as allowing those who have forgotten to revisit the activity and catch up.
- Contextualise the learning, and modify the Intel examples to suit the class, eg. A spreadsheet could be about learners' own household budgets; the newsletter could be a class or learning centre newsletter; the flyer can be for a class or **community** event, etc.

KLC's scaffolding model can be described as, "We explain it, we guide it, the learners have a practice and share what they have done. If they get stuck they get up and help each other. Even if they don't speak the same language, they can demonstrate on the computer and that works well."

### Using the Skills Set Checklist

Introduce the Intel **Skills Sets Checklist** found on the last page of each module at the beginning of the course.

Adult learners want to know the relevance of what they are learning; and previewing the check list at the start of the course, and then reviewing those goals at the end of the module to acknowledge goal completion and identify areas for continued improvement helps learners to understand "where they start and what they can progress to."

The Office Skills tutor also commented that "[the

learners] can see a well developed pathway, which seems to have motivated regular attendance and a strong desire to move through the course."

During the skills audit pre course, most applicants are very harsh on themselves when describing their level of skill.

### Some learnings

- When Keysborough Learning Centre started delivering the Intel course, classes were scheduled to be two or two and a half hours in length. As a result of learner feedback, classes now run for three hours. Learners can also access computers in the Individual Learning Centre for additional practice and self paced learning.
- With some coaching and mentoring at the centre from the acknowledged technical whizz, Intel Easy Steps supports tutors who are not trained in ICT delivery to learn as they go and to develop confidence. An example is in the next dot point.
- Learner demand has driven some of the content delivered by KLC. For example, a particular group of learners wanted to learn about online shopping. An additional online Intel Easy Steps activity card "Shopping online" provided useful advice (particularly for the tutor), but was not accessible by adult English learners and didn't include a hands-on exercise. To allow for actual practice in completing an online purchase form, the centre bought an Australia Post Load&Go card with \$5 on it for scaffolded class activities.

One student in the beginner class was concurrently doing a first aid course online for her job, and she had never used computers or done online activities before. She was able to successfully complete the first aid course because of the Intel Beginner course she was doing at the local primary school.