Case Study:

Keysborough Learning Centre

Keysborough Learning Centre has built up to running 4 concurrent Intel classes:
Beginners; Multimedia/digital cameras; Office Skills 1; Office Skills 2

Class context across the four classes

- **Class make up**: Age range 30-55, up to 60; mostly women; mostly CALD (culturally and linguistically diverse) learners.

- **Learner backgrounds**: mainly from Asia, with Africa, Indian subcontinent and Iraq/Persia. One English as a first language speaker in the Multimedia class. Some CALD learners attended Australian secondary schools

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

- **English language skills**: range from very low in the Beginners and multimedia class. Most students in Office Skills 1 are encouraged to attend a concurrent English (ESL) class. By the time they commence Office Skills 2, their English skills are quite improved.

- **computer skills on course entry**: some learners commencing Beginners or Office Skills 1 don't have good mouse skills. Learners in Multi media are starting to come to grips with a range of skills.

- **Achievements**: most learners achieve three Intel certificates

Modules / delivery hours

- Beginners: 1, 2, 3 | 2 hours per week x 8-10 weeks in a local primary school that the learners' children attend

- Multimedia module | 3 hours pw x 8 weeks

- Office Skills 1: 1, 2, 3, 4 | 3 hours pw x 10 weeks

- Office Skills 2: 5, 6, 8, 10, 13, 14 | 3 hours pw x 20 weeks plus set homework, totalling 100 hrs.

Additionally, learners can access computers at the Learn Local in their own time, for additional practice.

Course Promotion

Intel® Learn Easy Steps Courses are promoted at the English classes at Keysborough Learning Centre (KLC), and through local papers; and Intel® beginner classes are initiated by the community liaison officer who negotiates dates/venue with KLC and then advertises at the school venue.

Planning Phase

Learner skills levels are assessed pre-course at the initial interview, using Intel Easy Steps Skills Set Checklists, starting from Module 1 and working through modules until the learner self assesses as needing improvement in particular areas. Keysborough Learning Centre also uses its own skills audit, which includes questions like, "Can you turn on a computer?"

The A Frames KLC uses are based on the original Intel example A Frame course plan and session planner, but have been adjusted to more closely reflect the needs of the CALD learner groups. The learners plans inform the refinement of the A Frame course plan.

Placeholder for photo

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Keysborough Learning Centre
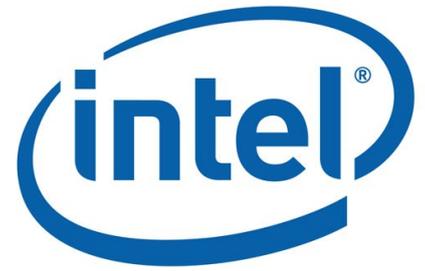
DELIVERY

Introducing new activities

For all Intel Easy Steps classes, tutors work to build up the technical word bank the learners need to engage with the texts. They build vocabulary by talking through key screens and demonstrating the action on the datashow, and by printing worksheets of the screen shots and instructions the learners have just observed. Tutors introduce only one skill at a time to avoid creating confusion, and learners practise that skill using the worksheets. 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.

Scaffolding

- A good place to start is a worksheet on basic terminology.

- Many of the tutors sought out activities to develop mouse skills as they found they couldn't assume the learners had good mouse skills.

- Teaching a single skill at a time is vital to this cohort of learners. A good scaffolded model described by KLC is, "We explain it, we guide it, the learners have a practice and they share what

they have done. If they get stuck the learners 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."

- Beginning each class with a review of what was covered in the previous lesson is 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.

> "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 Sjostrom*
> *Delivery and Assessment Manager*
> *Keysborough Learning Centre*

- It is important to contextualise the learning, so Intel examples should be modified to suit the class, eg. A spreadsheet could be about learners' own household budgets; the newsletter copuld be a class or learning centre newsletter; the flyer can be for a class or community event, etc
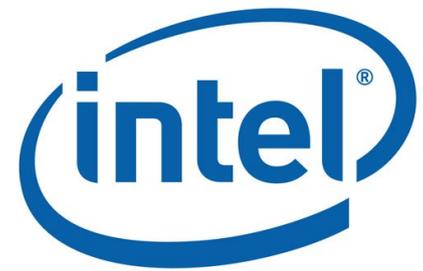
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DELIVERY

Using the Skills Set Checklist

- The Skills Set Checklist at the end of each model can be introduced 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."

> 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.

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 allow 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 a lot of useful information for the tutor, but was not accessible by adult English learners. So, the centre bought an Australia Post Load&Go card, and put $5 on it, for use in scaffolded class practise activities.

> Place holder quote