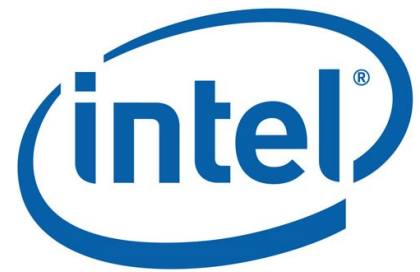


Case Study:

Cloverdale Community Centre



Class context

Cloverdale Community Centre runs 2 Intel classes, which include culturally and linguistically diverse (CALD) learners, as well as low literacy learners of English speaking backgrounds (ESB). Most participants are Afghan, South Sudanese, or European women and their written English can be a barrier. Almost none have completed secondary school. Most learners are over 30. They can be job seekers or retirees, and a significant percentage are referred for retraining through work place injury. Many of the participants are in parallel learning at other organisations. Most have never turned a computer on, and even those with a computer at home struggle to get access with competing priorities in the family. Classes are small, as the computer room can accommodate eight learners. A literacy lounge with one-to-one volunteers supports learners.

Courses are promoted through

- other classes in the centre
- internal newsletters
- *Northerly Aspects*, a community newsletter delivered in Geelong's northern suburbs and available for download
- third party referrals from Job Active and Work cover.

With the low- or pre-literate learners, their abilities often undermine their confidence, so their learning confidence is low.

Accessibility issue as well. They are keen to learn, but they often can't make it to the classes for various reasons such as lack of transport, taking work when they can, family commitments, childcare.

They can't really articulate a desired outcome. Future thinking is stripped away from refugees, and needs to be re-learned.

Pre-course learner skills are assessed at the initial interview, using Intel Easy Steps Skills Set Checklists.

The class plan is further developed in the initial class.


The A Frames are adapted from the original Intel example course plan and session planner, modified to suit the learner cohort as part of the moderation and evaluation process of the course.

"We encourage everyone to join an Intel class. It's a state endorsed approach. It's a consistent product."

Liz Bonner
Adult Education Officer

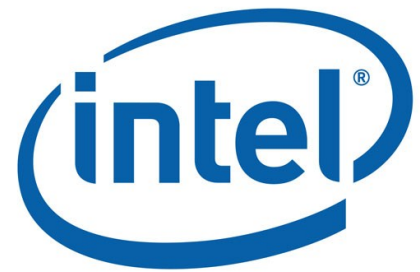
Introducing new activities

To use the Intel session design learning cycle effectively with this cohort,

- Develop a page 1 checklist to start the lesson.
- simplify the language of instruction
- Break the instruction down into their smallest parts
- make the introduction of new technical language explicit
- use a pictorial approach, eg control key = 
- demonstrate additional examples on the board
- have the students copy from the board a negotiated sentence of what they have learnt that day (it is achievable, it embeds the language and the learning, and the learners enjoy it)
- ensure learners always write in their journal/ logbook to so that they build up and reinforce the language set, and can look back and review what they've learnt
- be prepared to be flexible and accommodate the needs of a particular class, which holds true for both CALD and ESB participants.

Case Study:

Cloverdale Community Centre



Scaffolding

- Work from universals like On/Off switches, to help address the variety in hardware learners will encounter. Don't just teach an action; teach a concept in order to develop a transferrable skill.
- Teach that there's more than one way to perform an action, so "choose the best way for you."
- Literal learners need concrete examples: teach a universal, and have learners identify it in different examples.
- Use a Show-and-Tell approach to build skills.
- Contextualise the learning, and modify the Intel examples to suit the class, see the example below.
- If you presume/assume learners will have no literacy in your pre-accredited courses, you need to support Intel.
- Follow the model, "This is what we're going to do; this is how you do it; now do it."
- If you don't have first language support with low level learners, have Google Translate open to facilitate a fluid conversation. Use it to focus on single words not sentences.

In the multimedia module, the activities cover the technical skills, but the Cloverdale learners were also jobseekers and need a context that had meaning.

Realising that the learner cohort needed a higher degree of social confidence and resilience including public speaking, particularly in the context of job interviews, one of the Intel trainers adapted the content to not just making, but also *presenting* a PowerPoint show. This is additional to the Intel multimedia module but it helps deliver meaningful outcomes, and it's directed by learner. It's about a structured course, but also about "*humbling ourselves to listen.*"

Using the Skills Set Checklist

- Use self evaluation as a starting point. Tutors and learners both love it. . Knowing what you're working towards is a fundamental of adult learning. "With Intel it's all mapped for us. And that's wonderful."

Some learnings

- Cloverdale is changing the type of tutors they hire: not computer experts, but those who use computers vocationally and who might struggle a little bit themselves. These tutors are getting better results with the clients because they have empathy and don't baffle the clients with the language of computers. eg a midwife currently teaching, has a great connection with the students because she's used to working in a diverse community and her job is social by nature and she's able to engage the clients. She's not a high flying computer expert.
- The essence of Intel is great, but needs refinement for CALD learners. One issue is the location of the Intel resources, which make it difficult to navigate.
- It is difficult to convince some participants that sequential learning is important, so high interest context that has meaning to the learners is of prime importance.
- Go as fast as the slowest learner, by encouraging those that are advancing to do more practice and to explore the computer.
- Group diversity requires you to constantly ask for feedback. "How are you going? Are you enjoying it? Is the teacher going slow /fast enough for you? You get a lot of buy-in from participants.