

# Webinar: Intel® Learn Easy Steps for CALD Learners

## Strategies That Work

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Intel for CALD project

STRATEGIES THAT  
WORK KIT

## OVERVIEW

1. Introduction and housekeeping
2. The Intel® Learn Easy Steps digital literacy program
3. Intel® Learn Easy Steps for CALD learners - Strategies that Work project
4. Strategies That Work Kit
5. Term 3 Pilot
6. Community of Practice
7. Questions



# Introducing Intel® Learn Easy Steps



## *What is it?*

A basic technology literacy education program.

## *Who's it for?*

Adult learners with little or no experience with computers.

## *What does it teach?*

Participants learn the “basics” of the computer, enabling them to use the computer in ways that are relevant to their daily lives.

## *What skills will participants learn?*

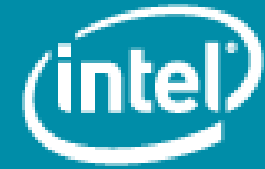
Through active, hands-on experience, participants learn to explore and use basic computer applications that are used in everyday life:

- Internet Search
- Email
- Word Processing
- Spreadsheets
- Multimedia



## *What will this enable participants to do?*

Communicate with friends, family and business associates through email, research and access information on the Internet, create resumes, flyers, invitations, budgets, business documents, presentations, and more.



Intel® Easy Steps  
**Basic Course**  
(facilitated course)



Intel® Easy Steps  
**Activity Cards**  
(self-instruction)

**Modules 1- 5**

Introduction to computer operations and basic software applications\*, with practical examples for adult users

**Modules 6-14 (optional)**

Examples of how to apply basic skills in employment and entrepreneurship, plus additional tools (Skype, Google Docs, Social Media)

- Step-by-Step instruction on how to create a specific product or complete a task
- May be customised for specific targeted audiences.
- May be used to supplement Basic Course, or for independent self-instruction

\* Technology areas: Word Processing, Spreadsheets, Multimedia, Internet & Email

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# Strategies that Work project

Low pick-up of Intel® Learn Easy Steps  
by LLOs with high CALD learner base

## Opportunity

- high quality and attractive resources
- Flexible – can be adapted
- Tutors training - PD

## Challenge

- Literacy requirements – language and cultural
- Technical language
- Strong text focus
- Teaching support



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# Strategies That Work project

Strategies that Work aims to:

1. Establish a Community of Practice
2. Develop a resource kit
3. Develop/ adapt / collate materials to support delivery to CALD
4. Trial the materials and provide feedback



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# Strategies that Work - Overview

## STRATEGIES THAT WORK KIT: proposed structure

### Overview

- General strategies for delivering digital literacy to CALD learners
- Context setting

### Modules

- Scaffolding, resources, tips and approaches for each module

### Case studies

- Specific examples of approaches by LLOs delivering Intel to CALD



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# Strategies that Work

## Teaching CALD Learners Digital Skills with



### Strategies and approaches

#### Strategies for working with CALD learners

##### ⇒ Provide comprehensible input

- Target language at or just above learners' current level
- Speak slowly: present information in small "chunks" and pause between phrases
- When giving instructions or asking questions, allow processing time for student responses

##### ⇒ Make lessons visual

- Use realia, pictures, demonstration
- Use gestures, body language to get across meaning

##### ⇒ Link new information to prior knowledge

- Link instruction to students' personal experiences
- Consider what students don't know/ impact of culture
- Consider the impact of cultural and educational backgrounds
- Make underpinning cultural practices/knowledge explicit (*eg the importance of punctuality, etiquette around responding to an invitation*)

#### Tips for making lessons visual

##### ⇒ When using the videos from *Easysteps online* or the internet

- Show only short sections of the video at a time
- Pause video after sections and discuss what was shown
- Play video without audio and provide your own commentary

##### ⇒ Preparing worksheets for activities/practice exercises

- Use a single style for instructions that is different from text
- Use a familiar bank of instructions in plain language
- Use images to illustrate functions in instructions
- Provide step-by-step instructions in the guided practice/exercises
- Leave lots of white space/do not crowd the page

#### Tips for engaging CALD learners with the material

- **Contextualise** the concepts/skills to learners' needs and experiences.
- Provide **concrete** examples for the use of the skills and functions
- Provide **meaningful** and **relevant** tasks to practice the skills being taught (*eg send an email to invite friends to a birthday party*)
- Allow sufficient time for learners to complete tasks and activities.



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# Strategies that Work

## Teaching CALD Learners Digital Skills with



### Scaffolding: an effective strategy

#### A definition

Scaffolding is “task specific support, designed to help the learner independently complete the same or similar tasks later in new contexts... and should result in ‘handover’ with students being able to transfer understandings and skills to new tasks in new learning contexts, thereby becoming increasingly independent learners”.

#### Use effective scaffolding techniques such as

- describing a specific aim for the student to achieve, ie a ‘finite goal’
- planning backwards from this goal to provide teaching and learning activities in small incremental steps that support the student
- supporting the learner towards achieving the goal and taking up increased responsibility and a greater level of independence
- gradually withdrawing support and handing over full responsibility to the student.

#### High challenge, high support

- The cornerstones of effective scaffolding are high challenge and high support. With high challenge and high support new learning takes place.
- The scaffolding model recommends that support is provided at the point of need and *gradually* withdrawn as learners become increasingly independent.
- In this context, learners are facing **two** challenges:
  - \* developing English language proficiency, *and*
  - \* acquiring digital skills.
- The support needs to take the form of sufficient activities/exercises, with clear step-by-step, simple instructions catering for the learners’ low language skills.
- Opportunities to practise using a range of learning styles (eg visual, aural, physical etc) is a vital component of the high support strategy.
- Learners are thus better prepared to apply the knowledge/skills acquired, independently .

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# Strategies that Work



## Instructional Design Notes

Points to consider in developing materials to support CALD learners in INTEL

### Language

- Use Plain English to make your materials accessible the widest range of learners.
- Provide definitions of technical terms eg hardware vocabulary, computer/ word-processing verbs (scroll, delete etc)
- Repeat instructional language/vocabulary where possible to minimise the amount of new language a learner needs to understand the instructions and complete the task.
- Look for transferability of newly learned skills when introducing a new area/topic. (eg scrolling in Word, is the same as scrolling in a web page)

### The learners

- Who are the learners?
- What are their educational and cultural backgrounds; their English language levels?
- What are their needs and goals; their skills?
- How do they like to learn?

### Layout

- Help learners find their way through the material with clear headings, clear section breaks, instructions separated from text.
- Use examples to illustrate what you want the learner to do. Separate these from text.
- Use visuals to explain, show, make the material clearer and more interesting; eg. screen shots, images of computer hardware, etc.
- Use white space to balance the content, organise the page, help to guide learners through the material and rest the eye.

### Delivery tips

- When using your well-designed tasks, always communicate clearly what learners are expected to know or be able to do as a result of the activity.
- Use realia to provide exposure to different computers and good models for practice with familiar and relevant real world tasks.

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## An example of good instructional design

*Formatting a document*

### Exercise

Let's open the Questions document again from the memory stick...

1 Click on the **Office Button**  and then click on 

2 Open the file **Questions**

*If you need help, look at page 17...*

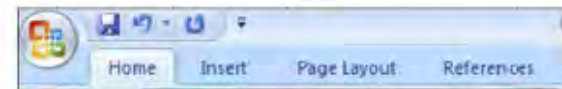
3 **DOUBLE CLICK** (click twice quickly) on the word **Questions**

*When you can see a blue box behind the word, it is selected ...*



*Let's underline this word...*

4 Click on the **Underline**  button on the **Home tab** 



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## Some instructional design notes

- use a linear structure and numbers or bullet points to help guide the eye

*Getting started in Word*

### Exercise

*Let's open the Questions document again from the memory stick.*

1 Click on the Office Button  and then click on 

2 Open the file **Questions**

*If you need help, look at page 17.*

3 **DOUBLE-CLICK** (click twice quickly) on the word **Questions**

*When you can see a blue box behind the word, it is selected.*



*Let's underline this word*

4 Click on the Underline  button on the Home tab 



- use examples to illustrate what you want the learner to do. Separate these from text, here with *italics*.

- use plain English

- give definitions of technical terms

- use visuals



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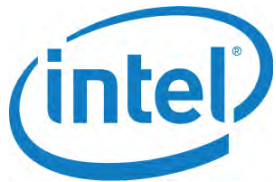
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## STRATEGIES THAT WORK KIT

# Strategies that Work - Resources

<http://intelforcald.acfe.vic.edu.au/Resource+kit>

Overview	 <b>Overview tips Intel for CALD.pdf</b> <a href="#">Details</a> <a href="#">Download</a> 520 KB
Instructional design tips	 <b>Intel for CALD Instructnl Design snapsho...</b> <a href="#">Details</a> <a href="#">Download</a> 353 KB
Instructional design	 <b>Intel for CALD Module InstrDesign exam...</b> <a href="#">Details</a> <a href="#">Download</a> 289 KB
Module 1 Snapshot	 <b>Module 1 Snapshot Intel for CALD.pdf</b> <a href="#">Details</a> <a href="#">Download</a> 387 KB
Module 2 Snapshot	 <b>Module 2 Snapshot Intel for CALD.pdf</b> <a href="#">Details</a> <a href="#">Download</a> 388 KB
Module 3 Snapshot	 <b>Module 3 snapshot Intekl for CALD v1_2...</b> <a href="#">Details</a> <a href="#">Download</a> 239 KB
Module 5 Snapshot	 <b>Module 5 Snapshot Intel for CALD.pdf</b> <a href="#">Details</a> <a href="#">Download</a> 463 KB
Case Study 1	 <b>Case Study Keysborough Intel for CALD...</b> <a href="#">Details</a> <a href="#">Download</a> 385 KB
Case Study 2	 <b>Intel for CALD Module Case Study_Clove...</b> <a href="#">Details</a> <a href="#">Download</a> 384 KB



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## STRATEGIES THAT WORK KIT

# Strategies that Work - Modules

## UNIT 3: Introducing Word Processing

Learn Word Processing basics: changing font colour, font size, inserting images, inserting tables, saving a document



### Planning and Delivery Tips

- Skill Set Checklists provide "goals" for module, i.e. the core skills and knowledge to be taught.
- Contextualise the concepts to learners' needs and experiences eg Students will create a flyer for a class event.
- Brainstorm when they may need to create a flyer. Why would it be better to use a computer?
- Easysteps online—*Word Processing— Explore Word Processing*, use video tutorial to demonstrate functions (without audio) or as revision reinforcement.
- Try Activities from Easysteps online—do as class activity with volunteer student on data show/ projector as guided practice <http://easystepsonline.intel.com/module/3/1#try>
- online help guide may not be appropriate for all learners if their English language proficiency is low. Provide the same information as contained in the online help guide in specially prepared worksheets using the images that learners will use in in steps building up to the creation of a flyer.

### Key Terms /Vocabulary

Word Processing  
Toolbar  
Font  
Bold, italics underline  
Increase/decrease  
Backspace key  
Delete key  
Insert  
Alignment, centre, right align, left align, justify  
Copy/Paste  
Type  
  
**Save:**  
Save, folders  
Cursor  
Application/program

### Scaffolding

- Unpack the skills/concepts needed
  - Font size,
  - toolbar, (what, why, how etc)
  - alignment
- Revise skills and knowledge needed from previous Module: Folders, saving, opening a file
- Prepare students for final activity where they create the flyer, by working up to it with short activities to teach the skills needed with step by step instructions using visuals, i.e. Copy
- Print Word Screen. Teacher shows different parts on Data show and learners label. Introduce only two or three functions at a time. Learners practice with short activities See examples in Extra Resources

### Extra Resources

- Word Processing Basics example from web which uses pictorial instructions: <https://docs.google.com/viewer?e=&pid=sites&srcid=ZGVmYXVsdGRvbWVpbnxY2xheW5ic2xp2-1wdXB1cmNsYXNzNGd4OjiewM5isYzsw7IsMmZkMA>
- [http://en.copian.ca/library/learning/trj/word\\_processing/word\\_processing.pdf](http://en.copian.ca/library/learning/trj/word_processing/word_processing.pdf)

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## STRATEGIES THAT WORK KIT

# Strategies that Work – Case studies

<http://intelforcald.acfe.vic.edu.au/Resource+kit>

## 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."

Mel Williams  
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 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.

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## Term 3 Pilot

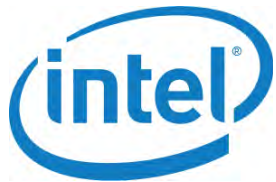
Focus: LLOs planning to deliver Intel®  
Learn Easy Steps in Term 3

Process:

- trial and review draft resources
- feedback incorporated into resources
- final edit, design and launch

Interested?

Email: [marie.baird@cae.edu.au](mailto:marie.baird@cae.edu.au)





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# Community of Practice

Wiki: <http://intelforcald.acfe.vic.edu.au/Home>

- View trial resources
- Connect with other LLOs delivering Intel® Learn Easy Steps to CALD learners
- Share experiences and resources

To join send a request via the wiki



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**QUESTIONS?**

