

Computer Training for Beginners – 101

CLASS DESIGN

Tell me and I forget. Teach me and I remember. Involve me and I learn.
- Benjamin Franklin

“I-Get-It” course philosophy: relevant and useful computer training, down-to-Earth explanations, interactive training

ADVERTISE THE CLASS

- A. Edit the flyer to add correct date and times or create a new flyer
 - B. Distribute flyers to your clientele
 - C. Upload your flyer to your website and any social media accounts your organization has
 - D. Send your flyer to other local organizations
 - E. Have a registration form
 - F. Assign one person to handle registration
 - a. They need to be able to ask the potential student the right questions to know if this is the right class—or too easy
 - b. They take registration forms
 - c. They make a list for the teacher
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INTENDED STUDENTS

This class is intended for inexperienced computer users with little to no current computer skills.

This student

- may not own a computer.
- is not comfortable with using a mouse.
- does not know how to start an application.
- has difficulty navigating the Web

These students are often older adults (over 50 years).

SELECT AN INSTRUCTOR

Qualifications

Highly proficient with PCs – Understand basics of computer hardware, knows how to navigate comfortably Windows (menus, taskbar, Desktop), is comfortable using Web browsers and searching, is comfortable using Word to create simple documents like flyers.

Job Description

- Instruct students on the basics of using a Windows computer
 - Explain concepts
 - Answer questions
 - Guide students through exercises
 - Direct students on actions and assist when they are stuck
 - Prepare resources—laptops, printouts, etc.—before the course starts
 - Set up the classroom before each class and put away all resources
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Time Commitment

One-time

- 1 hour: printing sheets, putting together, creating binders, reviewing Instructor setup
- 1.5 hours: making sure laptops are working condition and deleting files created by previous class

Weekly

- 1 hour for class time
- 30 minutes setup before each class
- 15 minutes to break down class

COURSE FORMAT

Recommended format for classes:

- 1 or 2 days per week
- held over consecutive weeks (do not skip weeks if possible)
- 1 hour class time
- 4 to 6 weeks per course

PREPARE THE CLASS at least 3 weeks ahead of time

- A. Print teacher manual
- B. Prep the classroom equipment
 - a. Laptops are clean
 - b. Internet connection available
 - c. Laptops connect to internet
 - d. Laptops connect to printer
- C. Print student manuals and put in folders

PREPARING LESSONS: This training module is designed so the teacher can modify the class to the needs of the class. Lessons can be skipped.
- D. Before each lesson, review lessons in teacher manual, make sure any files or websites needed for the class are available

FIRST DAY OF CLASS

- ❖ Your credentials
- ❖ What you are going to cover.
- ❖ Housekeeping: Bathrooms, class times
- ❖ Goals

TEACHING METHODS

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- ❖ Hands on
 - clicking effectively
 - understanding the keyboard
 - opening applications

The student will feel more comfortable using a computer by developing

- **Physical skills:** clicking, hitting keys, opening laptop
- **Operational skills:** opening apps, using menus and buttons, scrolling
- **Cognitive skills:** making choices, experimenting, problem solving

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INSTRUCTIONAL STRATEGY

- Presentation
 - In-person classroom instruction
 - Encourage/allow immediate questions
 - Hands on practice throughout the class with some combination of
 - Teacher instructing step by step how to perform a task
 - Students testing out functions (especially students that are moving ahead faster)
 - Specific exercises class performs together
 - Specific exercises students work on individually during class
 - Homework – is optional but recommended for students to practice new skills
- Media strategy
 - Printed instructions - manual
 - Projections
 - Web sites used for exercise
 - Live demonstrations of tasks performed on teacher's computer
 - white board
 - magnetic symbols for mouse pointers (optional)

ASSESSMENT

Students are given a short assessment at the beginning of the class. This is not only to evaluate progress, but also so the teacher and student can make sure the class level is not too simple for them.

The same assess should be given at the end of the course to gauge if learning objectives are met.

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LEARNING OBJECTIVES

1. **Parts of the PC / laptop. *Students will know...***
 - A. How to plug in/open/power on laptop (or power on desktop)
 - B. The difference between power supply and battery, and the airflow requirement for laptops
 - C. The basic hardware components of a laptop or desktop setup
 - D. Popularly used ports (audio jack, USB port) and indicator lights
2. **Starting the computer. *Students will know...***
 - A. How to log into Windows
 - B. How multiple users may use a computer
3. **Navigating Windows desktop. *Students will know the Windows...***
 - A. Desktop: name, what it is, why it is used
 - B. Start Menu: how to access, what it does, how to find an app, how to search for an app
 - C. Taskbar: elements and their purpose
4. **Using the mouse effectively. *Students will know how to...***
 - A. Move mouse on desktop (positioning and repositioning, hand-to-eye coordination)
 - B. Click to select or to open objects
 - C. Scroll
 - D. Use the touchpad
5. **Understand the keys on the keyboard. *Students will know...***
 - A. How to use keys that are not alphanumeric
6. **Internet Basics. *Students will know about...***
 - A. Browsers: what are they, opening the app
 - B. Using the mouse on a Web page (different cursors)
 - C. Parts of the browser window: address bar, back button, search bar
 - D. Google searches: how to start, how to read results page
 - E. Online dangers: scams, ads, viruses
7. **Creating a basic document in Microsoft Word**
 - A. Opening Word
 - B. Saving a document
 - C. Typing (letters, backspacing, Enter)
 - D. Selecting and changing the look of the letter (font, size, bold, italic, underline, color)
 - E. Adding a graphic from the Internet, positioning it, resizing it