|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **COURSE PLAN** | | | | | | | | |
| **Course** | | | | Introduction to Computing using Intel Easy Steps | | | | |
| **Learn Local Organisation** | | | |  | | | | |
| **Teacher** | | | |  | Date |  | Version |  |
| **Part 1** – **overview** | | | | | | | | |
| **Course description.** Course focus and content, number of hours, place in overall program, pathway to further courses, accredited training or employment | | | | | | | | |
| *Sample:*  This course is an [introduction to computer skills/digital literacy/or insert relevant description] for [insert description of learner cohort/s] who lack basic skills and confidence with technology and/or the online environment. The learners are interested in learning how to [advance to accredited training/use computers for work/connect with services online and with their families etc]. Participants will work through set modules that instruct in the basics of computer skills/digital literacy.  The course uses [insert number of Intel® Learn Easy Steps modules - must be minimum of 3] modules selected from the 14 modules in the Intel® Learn Easy Steps Basic Course. A further [insert number/hours] of local content has been tailored to complement the Intel® Learn Easy Steps modules in meeting learners' needs. | | | | | | | | |
| **Planning and consultation.** Process undertaken for course development/improvement | | | | | | | | |
| For example, relationship with previously delivered digital literacy courses, how Intel® Learn Easy Steps is being integrated into course design etc. | | | | | | | | |
| **Prerequisites.** Eg computer skills and access, literacy/numeracy levels etc | | | | | | | | |
| The program is directed to learners with basic or no computer and/or digital literacy skills. | | | | | | | | |
| **Teacher skills.** Skills, experience, qualifications needed | | | | | | | | |
| The tutor conducting the training will have computer/digital literacy experience, experience in teaching practices and knowledge of the computer operating systems as specified in the Intel® Learn Easy Steps modules. | | | | | | | | |
| **Pre-accredited learners** *select options below that apply* | | | | | | | | |
|  | | people from culturally and linguistically diverse backgrounds and those who require assistance with English as a second language | | | | | | |
|  | | people who have been marginalised and have not accessed education, training and employment | | | | | | |
|  | | people who have experienced barriers to education in the past and need intensive support to re-engage with learning | | | | | | |
|  | | people who have limited access to learning opportunities eg rural | | | | | | |
|  | | other (please describe below) | | | | | | |
|  | |  | | | | | | |
| **Outcomes.** What do you want your learners to know and be able to do as a result of the course? | | | | | | | | |
|  | Learners will demonstrate [improved computer/digital literacy skills] and achieve the outcomes of the designated modules of the Intel® Learn Easy Steps program and tailored course topics. | | | | | | | |
| **Employability.** What employability skills will you address? What strategies will you use to build learners’ employability skills? | | | | | | | | |
|  |  | | Speaking and listening | | | | | |
|  |  | |  | | | | | |
|  |  | | Reading and writing | | | | | |
|  |  | |  | | | | | |
|  |  | | Numeracy | | | | | |
|  |  | |  | | | | | |
|  |  | | Teamwork | | | | | |
|  |  | |  | | | | | |
|  |  | | Problem solving | | | | | |
|  |  | |  | | | | | |
|  |  | | Initiative and enterprise | | | | | |
|  |  | |  | | | | | |
|  |  | | Planning and organising | | | | | |
|  |  | |  | | | | | |
|  |  | | Self management | | | | | |
|  |  | |  | | | | | |
|  |  | | Learning | | | | | |
|  |  | |  | | | | | |
|  |  | | Technology | | | | | |
|  |  | |  | | | | | |
| **Delivery.** What teaching and learning approaches will you use? | | | | | | | | |
|  | Teacher-directed classroom based delivery with practical instruction, demonstration and exercises with recognition of various student learning styles and preferences. | | | | | | | |
| **Achievement of outcomes.** How will you measure the outcomes? | | | | | | | | |
|  | Demonstration of student skills in class  Answers to questions and participation in discussions.  Portfolios of learners' work. | | | | | | | |
| **Evaluation.** How will you evaluate the effectiveness of the course and plan improvements? | | | | | | | | |
|  | Online student evaluation survey to be filled out at completion of the course.  Tutor and Coordinator evaluation and moderation. | | | | | | | |
| **Acknowledgement.** How will you acknowledge what learners have achieved? | | | | | | | | |
|  | Certificate of Participation/Achievement | | | | | | | |
| **Pathways.** Where will this course lead for most learners? How can you provide support? | | | | | | | | |
|  | Internal pathway | | | | | | | |
|  | For example: Further study into Certificate I or II in Information Technology or vocational field of interest | | | | | | | |
|  | External pathway | | | | | | | |
|  | For example: Volunteer positions or employment  Increased confidence to engage with computers and the digital world in personal and social contexts. | | | | | | | |
|  | Support provided | | | | | | | |
|  |  | | | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Some options to consider for course planning  Tick any options you plan to use: | | | | | |
| **How** | | **How** | | **How** | |
| **Employability**  *embedding skill development* | | **Delivery**  *teaching and learning methods* | | **Achievement**  *ways of gathering evidence* | |
| **Embed processes** | |  | group presentation and discussion |  | demonstration |
|  | group work and active learning |  | group and pair activities |  | questioning and discussion |
|  | team projects |  | demonstration by tutor or learner |  | interview |
|  | problem-based challenges |  | modelling by tutor or learner |  | group work |
|  | planning, scheduling and monitoring |  | games |  | scenario |
|  | learning-to-learn modelling |  | self-directed worksheets or units |  | case study |
|  | computer-based tasks and products |  | lecture style presentation |  | problem and solution |
| **Build explicit skills** | |  | DVD-based activities |  | role play |
|  | using email, phone and web tools for group tasks |  | case studies |  | self assessment |
|  | time management |  | web-based activities |  | journals |
|  | dealing with different opinions | **Add others** | |  | written test |
|  | brainstorming and mapping |  | |  | online quiz |
|  | task and project planning |  | |  | portfolio |
|  | work-group collaboration methods |  | |  | action plan |
|  | Internet researching |  | |  | project |
|  | organising learning |  | |  | research and data collection |
|  | decision-making in groups (including meetings) |  | |  | observation |
| **Add others** | |  | | **Add others** | |
|  | |  | |  | |
| **How** | | **Which** | | **Where to** | |
| **Evaluation**  *improving the course* | | **Acknowledgement**  *recognising achievement* | | **Pathways**  *providing pathway support* | |
|  | learner feedback sheet |  | certificate of participation |  | discussion of needs and aspirations via Learner Plan |
|  | monitoring during the course |  | exhibition of work |  | class discussion of internal and external options |
|  | group interviews |  | demonstration |  | Internet links |
|  | in-course reviews (strengths, issues) |  | publicity |  | careers advisors |
|  | post-course surveys |  | film, computer or oral presentation |  | other programs, other providers |
|  | benchmarking other courses |  | performance |  | community advertisements |
|  | feedback from critical friends |  | letter, note, email |  | mentoring |
|  | client feedback (employers/community) |  | skills portfolio | **Add others** | |
| **Add others** | |  | community recognition |  | |
|  | | **Add others** | |  | |
|  | |  | |  | |