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| **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 |
|  |  |       |
|  | [x]  | Problem solving |
|  |  |       |
|  | [x]  | Initiative and enterprise |
|  |  |       |
|  | [ ]  | Planning and organising |
|  |  |       |
|  | [ ]  | Self management |
|  |  |       |
|  | [x]  | Learning |
|  |  |       |
|  | [x]  | 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 classAnswers 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 employmentIncreased confidence to engage with computers and the digital world in personal and social contexts. |
|  | Support provided |
|  |       |

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| Some options to consider for course planningTick 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** | [x]  | group presentation and discussion | [x]  | demonstration |
| [x]  | group work and active learning | [ ]  | group and pair activities | [x]  | questioning and discussion |
| [ ]  | team projects | [x]  | demonstration by tutor or learner | [ ]  | interview |
| [x]  | problem-based challenges | [x]  | modelling by tutor or learner | [x]  | group work |
| [ ]  | planning, scheduling and monitoring | [ ]  | games | [ ]  | scenario |
| [ ]  | learning-to-learn modelling | [x]  | self-directed worksheets or units | [ ]  | case study |
| [x]  | computer-based tasks and products | [ ]  | lecture style presentation | [ ]  | problem and solution |
| **Build explicit skills** | [ ]  | DVD-based activities | [ ]  | role play |
| [x]  | using email, phone and web tools for group tasks | [ ]  | case studies | [ ]  | self assessment |
| [ ]  | time management | [x]  | web-based activities | [ ]  | journals |
| [ ]  | dealing with different opinions | **Add others** | [ ]  | written test |
| [ ]  | brainstorming and mapping |       | [ ]  | online quiz |
| [ ]  | task and project planning |  | [x]  | portfolio |
| [x]  | work-group collaboration methods |  | [ ]  | action plan |
| [x]  | Internet researching |  | [ ]  | project |
| [ ]  | organising learning |  | [ ]  | research and data collection |
| [ ]  | decision-making in groups (including meetings) |  | [x]  | observation |
| **Add others** |  | **Add others** |
|       |  |       |
| **How** | **Which** | **Where to** |
| **Evaluation***improving the course* | **Acknowledgement***recognising achievement* | **Pathways** *providing pathway support* |
| [ ]  | learner feedback sheet | [x]  | certificate of participation | [ ]  | discussion of needs and aspirations via Learner Plan |
| [x]  | 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 |
| [x]  | post-course surveys | [ ]  | film, computer or oral presentation | [x]  | 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** |  |
|  |       |  |