NEW MEXICO BROADBAND PROGRAM

Train the Trainer Toolkit

Resources for developing trainings in Basic and Business Digital Literacy

PART I. PLANNING FOR TRAINING
PART II. OUTREACH AND AWARENESS
PART III. INSTRUCTIONAL TIPS FOR DELIVERING TRAINING

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Introduction to Digital Literacy

Digital literacy is a term most often used to describe the range of computer and Internet skills required in order to have competency in today’s digital world. These competencies are considered necessary for successful performance in the workplace, for access to educational opportunities, and for use of social services, government agencies, and key communication networks. Included under this umbrella is an expanding range of knowledge and technique, from basic Internet searches to the ability to create, manipulate and digitally transfer documents, images, spreadsheets, and forms, and to successfully locate and evaluate information in a variety of formats. More and more, the use of Web 2.0 tools, especially social media, is also considered a basic competency with which everyone should be familiar, especially those engaged in business activities.

The Basic Digital Literacy Series in this toolkit is designed to address the need for many of these basic competencies. The Toolkit provides trainings in basic computer skills and Internet tools and provides a basis on which students can develop abilities in additional software applications. The Small Business Success series addresses the need for those already competent in basic skills to develop familiarity and practice with key Internet and Web 2.0 tools that are essential in today’s business environment.

Resources for training beyond those provided in this toolkit are given in Appendix 1.

Overview of toolkit

This toolkit is a self-contained package providing the information, guidance, and materials needed for an institution, organization, community group, or individual to deliver trainings in digital literacy in their communities. The Toolkit addresses the complete range of activities to consider in undertaking such trainings, from planning and scheduling to feedback and follow-up. The focus, however, is on training the trainer for successful classroom delivery, and the bulk of the resources are devoted to providing trainers with the tools, understanding, support, and skills necessary for this outcome.
How to use this toolkit

This toolkit offers both an overview and a step by step guide to planning, setting up, and delivering digital literacy trainings.

The toolkit is divided into four sections:

I. Planning
II. Outreach and Awareness
III. Delivery
IV. The Classes

These sections parallel the different stages to consider in developing and implementing a digital literacy training program. Plan to review the entire kit and become familiar with the overall schema before diving in to any one section too deeply. Try to keep this larger perspective in mind as you develop the more specific components of the kit. A successful and sustained training program requires attention to all five elements listed above, and lack of attention to any one factor may hinder your program from developing the long term success you could otherwise expect.

Looking at the range of activities that are involved in developing a training program can be daunting and may make the endeavor feel overwhelming at first. Keep in mind that it this long range vision that will allow you to plan effectively, to locate resources, and to think creatively and strategically about ways of implementing the program. Keeping the big picture in mind will also minimize work in the long run by decreasing the chance that unforeseen circumstances will disrupt effective and efficient processes. Planning is the best predictor of program success, so don’t be afraid to review, question, and debate issues early in the process.

Step 1: Review the toolkit as a whole.

Gain an understanding of the work defined by each section, a broad sense of the efforts entailed, and an awareness of how the work of each section relates to the others and to the training program as a whole.

As you review each section, there are some useful questions to consider:

- How long would these tasks take?
- Who would be responsible for and/or perform these tasks?
- How would these tasks be accomplished (activities and processes)?
- What tools or equipment should be in place in order to perform these tasks?
- Aside from key personnel, what other staff need to be included in these activities?
- What barriers do you see to completing these tasks?
- What technical issues do you need to address and who can handle these questions?
- What values, intrinsic and extrinsic, do you see in delivering trainings?
Toolkit Step One - General tasks review worksheet

How long would each of these tasks take?

Who would be responsible for and/or perform these tasks?

How would these tasks be accomplished (activities and processes)?

What tools or equipment would need to be in place to perform these tasks?

Aside from key personnel, what other staff would need to be included or made aware of these activities?

What barriers do you see to completing these tasks?

What technical issues do you need to address and who can handle these questions?

What values, intrinsic and extrinsic, do you see in delivering trainings?

What costs do you estimate would be associated with these trainings?

Other:
Step 2: Identify resources.
The toolkit provides a number of resources for training: curriculum materials, handouts, links to additional resources, suggestions for marketing, and much more. You may also have additional resources available to you through your institution or organization. Make sure you are aware of all the materials that are already provided before you begin exploring any one area closely. Knowing your available resources from the outset will prevent you from recreating these unnecessarily.

Just as considering the large picture can make the process appear daunting at first, inventorying and tracking the necessary resources may also appear staggering. If you work as a team to meet staffing requirements, enlist the help of your IT professionals to assist with technical resources, and utilize the rich resources provided by the toolkit, you will be able to more easily develop the full range of resources required for this effort.

To help track these resources, consider creating a simple inventory list. Areas to inventory might include the following:

- Technical resources: technical staff, computers and peripherals, extension cords, surge protectors, strength and capacity of Internet connectivity and signal
- Classroom resources: chairs, desks or tables, lighting, accessibility
- Training resources: training staff, training materials for students and trainer (handouts, flash drives), training equipment (computer, projector)
- Outreach and awareness resources: staff, contact lists, email and phone distribution lists, boilerplate for phone calls, course descriptions, handouts or fliers, web and social media announcements, presentations and personal communications
- Assessment resources: staff, creation and compilation of needs assessment, student classroom surveys (optional), class evaluations
- Administrative resources: support staff, registration and scheduling tools/forms, text for reminder calls, duplication facilities (handouts) and support tasks

Step 3: Develop tasks lists and deadlines.
Once you are aware the resources required for a training project, you can use that inventory to create a tasks list and assign staff and deadlines to each. How detailed or general the tasks list is depends on the resources of the institution implementing the program. Once tasks are specified, people can be assigned to each, in teams or individually, according to availability and priority.
A few general tasks areas to consider are:

- **Classroom facilities and set up.** Locate and set-up tables, chairs, projector, screen; assess safety and accessibility requirements; consult with IT and training team

- **Technical/IT set up:** Assesses signal strength and capacity, evaluates wireless v. cabled capabilities for training set-up, checks and updates computers, provides peripherals and wires (surge protectors and extension cords) as needed; consults with classroom and training team

- **Registration and scheduling:** set times and dates, reserve rooms, post on calendar of events, develop processes for registration, develop forms, supervise and track registration, manage enrollment (close classes, create waiting lists), make reminder phone calls

- **Training:** Prepare training presentations and materials; develop classroom plans and timeline; anticipate and plan for instructional and technical challenges; develop effective instructional strategies; deliver training

- **Outreach and awareness:** Develop contact list, place calls, arrange visits, implement email marketing, post information on website and social media, oversee community outreach
Toolkit Step Three - Tasks list worksheet

1. **Classroom facilities and set up**
   Locate and arrange for set up of tables, chairs, projector, screen; Assess safety and accessibility requirements; consult with IT and training team

2. **Technical/IT set-up**
   Assesses signal strength and capacity, evaluates wireless v. cabled capabilities for training set-up, checks and updates computers, provides peripherals and wires (surge protectors and extension cords) as needed; consults with classroom and training team

3. **Registration and scheduling**
   Set times and dates, reserve rooms, post on calendar of events, develop processes for registration, develop forms, supervise and track registration, manage enrollment (close classes, create waiting lists), make reminder phone calls

4. **Training**
   Prepare training presentation and materials; develop plan and timeline for instruction and activities; anticipate instructional challenges, questions, problems; manage classroom; develop strategies for addressing different audience groups and varied levels of ability

5. **Outreach and awareness**
   Develop contact list, place calls, arrange visits, implement email marketing, post information on website and social media, oversee community outreach
Step 4: Select and learn curriculum

One of the key functions this toolkit will serve is providing you with a robust set of resources for delivering a range of computer and Internet training classes. The number of trainings included in the kit can seem overwhelming; plan to begin by selecting a few basic classes to deliver first. A good place to start is with beginning modules in the Basic Computer Skills and Introduction to the Internet areas, as these form the basis of knowledge for other classes and are often the most in demand.

Review the materials for these few modules. For each module, you will find:

- A PowerPoint presentation, with text, to deliver
- A summary of the module
- Handouts and resources for the module
- A review of key challenges and strategies for teaching this module (text and screencast)
- A model, in screencast format, of how this module might be taught
- A sample assessment for your students to complete at the end of class

Go over the materials and develop a plan for delivering these modules. Because the trainings include frequent hands-on exercises, you will need to plan for how you will move back and forth between the presentation and demonstrations, how you will set up the hands-on exercises for students, and much time you will need to allow for these different elements of the class. Creating a class plan can be a helpful way to organize this information beforehand.
PART 1: PLANNING FOR DIGITAL LITERACY TRAININGS

Preliminary considerations

Determine community needs

Before beginning any training program, the first step is to identify as clearly as possible what the training needs of the community are. If you are already considering deploying digital literacy training, there is already some indication that this is needed by the community. Refining this impression will improve this understanding and its causes, which will make you better able to develop targeted customization that meets these needs in your trainings.

Community needs can be assessed in a number of ways, but most often involves some combination of surveys, informal conversations, tacit knowledge of the community and its resources, and information from other community institutions such as schools or business groups. Taken together, this information can help reveal specific gaps in a community's digital knowledge and skill base, and suggest ways to best fill those gaps.

Some questions to consider in developing a needs assessment:

• Where is the greatest level of need? Does it reside in a specific group or sector of the community? If so, how can you reach that community and ensure they have access to your trainings?
• Are there extant community groups, institutions, or organizations that are already trying to address digital literacy needs? Are they succeeding? If not, why not? What methods are they employing and how will your methods differ?
• What are the primary reasons for these gaps in digital literacy knowledge and skills? Are they mostly technical, economic, and educational? Or do they reflect other, less definitive factors, such as apparent lack of interest or lack of ongoing support?
• Are there particular skills or skill groups that seem especially important to the community? What are they? What makes these skills particularly important? Will you be able to address these needs? What adjustments in the program would be necessary for you to do so?
• What barriers to gaining digital literacy skills exist in the community? Are there cultural or language barriers or factors of attitude that make digital literacy acquisition difficult for your audience?
• What learning experiences would most enable your audience to leave your trainings satisfied and eager to return to future classes? What can you do to ensure they receive that from your classes?
• What benefits will these trainings bring to the people in your community? Are they aware of these benefits? How will your trainings make them aware of this
Needs Assessment Worksheet

1. What is the greatest community need regarding digital literacy?

2. What groups or sectors of the community is most in need?

3. Are some of these training needs already being met by other organizations or institutions?

4. How will your trainings differ from those already being given? How can you insure success?

5. What other factors limit digital literacy in your community and how might they impact your trainings?
   - Access to computers
   - Access to broadband
   - Lack of interest
   - Language factors
   - Cultural

6. What is the most important goal for your trainings and how will you achieve that goal?

7. What advantages and gains will these trainings bring to your community?
Define training goals

The training materials in this toolkit are designed to meet a variety of training goals. The needs assessment will help reinforce many of these goals and may define additional goals as well. Your goals will determine much about how you deliver trainings, including which points you emphasize and your primary delivery style. If, for example, you discover that many people in your community have enrolled in computer classes and found them too hard, one of your goals may be to provide trainings that you are certain will be accessible to the lower levels of students and novices. If your assessment shows you that there is a pressing need for basic skills with Excel, you may set training goals that include information about and practice with spreadsheets.

Training goals can be general or specific, depending on your audience. For an audience with a lower level skill base, training goals might be focused on mastering a few tasks and creating an overall sense of confidence, comfort, and interest in computers and the Internet. For an audience with a higher skills base, training goals might address high-functioning use of a new social media tool. Whatever your goals, it’s important to understand which you consider to be the most important and to then deliver your training with the active intention of reaching your top goals. This will give your trainings clarity and direction and will give students a sense of understanding what the class is meant to accomplish. Students are generally more satisfied if they come away from a class with one or two specific gains than if they leave with a sense broader skill set but with less certainty about their ability in each.

Scheduling

Scheduling will be one of the first considerations of any training program. There are two general factors to consider when scheduling: the scheduling needs of the audience and the scheduling needs of the delivering party.

It’s important to understand that meeting the scheduling needs of all members of your audience will most likely not be possible. There will always be some individuals who have conflicts with specific days and times, so it’s wise to aim for a compromise schedule that works best for the most people, and adopt at the start.

In considering your audience, pay attention to the social or demographic groups they represent and the constraints these factors might place on their schedules.

Consider:

- Working people will most likely need classes before or after work hours, or on the weekends. The lunch hour can also be a convenient time for those who are employed, provided class length is brief and the training and employment locations are near to each other.
• Older adults generally prefer daytime classes. Often mornings are more popular than afternoons. Older adults may also prefer shorter class sessions and appreciate more frequent breaks during class time.

• Parents who are at home with their children may not be able to attend daytime classes unless childcare or other accommodations for children are made at the training site. This is especially true for lower income sectors in which single parenting is more common and money for childcare not available.

• Individuals who are unemployed or seeking re-careering tools may have good daytime availability.

• Many students find extra, open “lab” style hours useful for practicing new skills and begin able to ask questions in a more informal setting.

Scheduling needs of the delivering party will vary depending on resources and the number of other scheduled activities. For all, coordinating several independent scheduling factors may prove challenging. Some factors to consider are:

• Availability of trainer
• Availability of training space/classroom
• Availability of equipment
• Access to training equipment and locations (an issue if classes are to be given after regular hours of operation when staffing may be limited and physical access more restricted.

You will also need to consider the length of the class time in scheduling, and the amount of time people and space will be needed before and after class in order to have time to set up and break down the class materials. If computers need to be set up and taken down before and after class, or if special programs need to be installed on them, you might need to allocate an additional hour before and after class during which the training staff and the training space will be occupied.

In general, you want to schedule classes so that you can optimize attendance. Holidays weeks are poor times to schedule classes, even if the class is not on the holiday itself. If the work week is broken up or shortened by holidays, work schedules will be more consolidated and adequate time to dedicate to delivering or attending classes it may be difficult to find.
Staffing considerations

Perhaps the most important consideration in delivering digital literacy is determining who will deliver the training. Who takes on this task will depend on several factors:

- Availability of trainer
- Knowledge of content or ability to develop knowledge of content
- Interest, experience, or skill in delivering training for client or audience

When computer knowledge was more technical and specialized, it was common to believe that these skills, even at the introductory level, were best taught by someone with considerable technical expertise. But as digital skills have become increasingly widespread and computers have become more user friendly, technical skills are less significant and instructional skills more important in delivering successful trainings. Qualities for potential trainers might include the following:

- Comfort speaking in front of others in classroom situation
- Patience with inexperienced learners
- Ability to explain concepts simply and clearly
- Ability to use comparisons to common knowledge in explaining complex technological issues
- Ability to use images and graphical representations to support language-based explanations.
- Ability to organize presentation of information into logically sequenced, step-by-step processes
- Ability to understand hierarchical arrangement of tools on user interfaces
- Ability to be flexible and to think spontaneous about ideas, processes, and instructions
- Interest in other people, their barriers to computer and Internet adoption, and their learning processes

Finding one person with all of these characteristics may be difficult. For this and other reasons it may be most useful for training to be done by teams of two or more people who discuss, plan, and analyze curriculum as a group, and may even train in pairs. Team training can add substantially to a class, as it provides a breadth of viewpoints, allows less experienced trainers to learn from more experienced ones, and creates additional learning and support resources for students during hands-on classroom activities.

While actual classroom time may be limited, staff involved in training will need to devote considerable hours to preparation, set up, and follow up activities. General estimates are that each hour of teaching or training requires two hours of preparatory work. If trainers are using new content for the first time, this time can increase by several factors.
Equipment and facilities

Computers

Computer trainings require that the delivering party have access to or be able to provide computers for each student. Some institutions, such as libraries or schools, may have an adequate number of machines but these machines may be dedicated to other activities, such as patron use or academic classes. Using this equipment for digital literacy training would thus require careful coordination and scheduling of computer use.

While computers used for trainings need not be new or recent models, they should be relatively up to date in software so that they can perform functions in a timely fashion. Novice students are easily frustrated and confused by equipment that functions slowly or inconsistently, and these negative experiences can discourage them from continuing to pursue digital skills acquisition.

In addition to carrying up to date software, computers used for training should all be similar in model and style, desktop set up, password and log on processes, and software supported. For training to be successful, models and instructions must accurately reflect the appearance of the equipment being used. If this correlation does not exist, students will blame themselves for any problems and quickly become discouraged. Instructional materials, such as presentation and handouts, must be adapted to reflect the appearance and software of the training machines.

Inadequate or inconsistent Internet connection can also become a source of frustration and discouragement for class attendees. While introductory students are not demanding Internet users, they are likely to interpret an inconsistent, slow, or interrupted Internet connection as a problem caused by their lack of skill, and to become discouraged by it. A strong and consistent Internet signal provides positive feedback for inexperienced users and results in a successful and positive learning experience. The Internet signal for classroom location and equipment should therefore be tested for adequate strength and bandwidth. Any programs, websites, or activities that are planned for use in class should also be tested with all training computers operating simultaneously to assess functionality under circumstances that mimic those of actual trainings.

Other equipment

In addition to computers and a good Internet connection, trainings will require a projector that can be hooked up to the trainer’s computer so presentations can be projected in front of the class. A screen or large clear wall area on which to project the images will also be required. A table of rolling pedestal to hold the trainer’s projector and computer are helpful tools.
Classroom facilities

Classroom facilities for digital literacy trainings need not be elaborate and no formal computer classroom is necessary for quality instruction. With the use of laptops, digital literacy trainings can occur in simple conference or reading rooms.

Factors that are important for trainings are:

- The room should have adequate space to accommodate the number of people and computers for the chosen class size determined. Table size must be large enough to leave adequate room for mousing activity and monitor position.
- Computer classrooms, if used, may be heavily scheduled or give priority to other activities.
- If laptops are used, the room will either need to be secured (locked) between classes or machines will need to be set up and put away before and after each class.
- Access to electrical and Internet connection for all machines is a necessity. If extension cords and surge protectors are used, these should be positioned around the room in a way that keeps wires out of the way for people way walking to and from workstations.
- If laptops are used, they will either need to be charge between classes or plugged in during classes.
- Ventilation helps keep training rooms cool, especially in the summer. Eight – twelve computers running simultaneously in the same room for an hour can generate noticeable heat.

Accessibility

Access is a critical for digital literacy trainings. Many people with disabilities rely heavily on technology for information and assistance, and they must be able to access training classes that will allow them to take full advantage of these resources. Many of those learning basic digital skills may be older adults and also require elevator access.

Registration and enrollment

General Considerations

There are many reasons to keep track of registrants for digital literacy classes:

- Track and limit the number of people in each class
- Learn response rate to outreach and awareness efforts
- Analyze needs through demand for different classes
- Discover ratio of registered attendees to actual attendees
- Develop contact list for registrants so they can receive reminder calls
- Use registration numbers to justify additional support and funding
To do this will require use of systematic processes for registering students and tracking their information. The best processes will be those that are centralized, as a centralized system will allow information to reside with one person and be more readily. However, staffing considerations may make decentralized registration practices a better choice for some training delivery agencies.

There are several points to consider in developing a registration system:

1. How will people register?

   Option 1: Paper registration
   
   Advantages
   - Easy for registrants
   - Allows people to ask questions about classes as they register
   - Those without technical skills can complete

   Disadvantages
   - No digital record is created automatically
   - Cannot be accessed from multiple locations or desks unless paper duplicates are made
   - All copies of registration paper duplicates must be updated when registrations are added or changed
   - Information must be entered by the training party or organization, rather than the registrant, so increases work load for this group
   - a challenge if training party does not operate from a centralized, easy to reach, brick and mortar locale

   Option 2: Online registration
   
   Advantages
   - Convenient for registrants, who can access registration anywhere and input information themselves
   - Takes physical tasks of registering participants out of the hands of delivering party or entity
   - Supports training parties that do not operate from a centralized, easy to reach, brick and mortar locale

   Disadvantages
   - Selects against those unable to use a computer and the Internet for these purposes. This may exclude many in the primary target group for Basic Digital Literacy trainings
   - Requires online registration tool that supports management of registration functions remotely, including caps on class size, automatic class closings, automatic creation of waiting lists, and more.
2. What information must be presented and captured during registration?

Presented
- Class schedule, including dates, days, and times
- Class descriptions, so people can select appropriate classes
- Class location, including address, room number, or alternative instructions

Captured
- Class selections
- Registrant name and contact information (email and phone)
- Accommodations or special requirements

3. How will registration be managed?

Centralized processes are best, as they
- Increase uniformity of procedures, centralize data, and facilitate adjustment of these procedures to meet user needs
- Centralize knowledge and authority
- Provide uniform handling that builds relationships more effectively
- Makes transfer of updated information unnecessary

However, depending on the number of offerings, centralized registration may constitute a substantial task burden for one individual. Centralized registration may also be inappropriate when staffing or staff scheduling favors distribution of these responsibilities.

Managing registration

Managing registration requires several key tasks:

- Assisting registrants with class selection, by providing information about class levels, content, pre-requisites (if any), schedule, and other information
- Placing people into classes
- Collecting contact information from registrants
- Collecting special needs or accommodations information
- Monitoring class size and closing registration when class is full
- Creating waiting list for those wishing to register for a full class
- Contacting registrants with reminder phone call several days before class
- Tracking number of registrants who will attend
- Contacting those on waiting list if spaces become available
To perform these tasks requires that the following policies be in place:

- **Class information sheet** – use summaries provided in toolkit or develop your own brief description
- **Class schedule** – write up in both document and calendar form, so that day, date, and time of each section is easily readable and overall schedule easily seen
- **Registration form** – paper or online tool that collects registrant name, contact information, and special needs
- **Enrollment count process** – use list, table, or Excel to count registrant ins each class
- **Class rosters** – list of attendees for each class and waiting list, ordered by class, that includes contact information; may be the same as registration form, depending on tools used

Try creating a registration notebook that contains class descriptions, schedules, and class count forms. The notebook will keep the information organized and centralized, and allow you have provide information about classes, record registrations, count class numbers, and capture contact information easily.

Schedule reminder calls for a class several days before it begins. It can be helpful to create a written script that includes all the information needed for the call, such as class days and times, training location, and a phone number to call for more information. This script can also be read if leaving a message on an answering machine. **General attendance rates for free trainings are 50%, so be sure to get confirmation of attendance.** This way, those on waiting lists can be given empty slots and classes filled to capacity.
PART II. OUTREACH AND AWARENESS

Overall goals

Goals for outreach and awareness are many, but all are important in helping the community become aware of the trainings you are offering and understanding the importance of those trainings.

Goals:

- **Educate** the community to the overall importance of digital literacy for society. Emphasize the significance for education, employment, access to services, and economic growth. Understanding the significance of digital skills to overall economic patterns of growth can help build interest in and support for digital literacy trainings.
- Invite the community to learn about the trainings, ask questions, and attend classes. Keep the invitation broad and aim to engender discussion and share ideas. The more interest in digital literacy is built, the more widespread will be interest in trainings and skills.
- Follow up initial contacts with calls, emails, and visits. Continuing contact will develop relationships that grow over time and result in ongoing awareness of and interest in digital literacy programs in your community.

Establish relationships

The goal of the digital literacy training programs is to create ongoing, sustainable education in your community. To meet this goal, outreach and awareness must be similarly based on establishing long-term relationships that will build and maintain support for your program over time. Develop your contacts and outreach messages with these long term goals in mind. This perspective will allow you to have a long term perspective on your outreach efforts, to be open to opportunities for developing partnerships, and to get input on your objectives and program from community members.

Establishing relationships means you may be expected to be a reliable and knowledgeable advocate for digital literacy, going beyond the immediate limits of your goals to engage community members and engender support and conversation. As a result, you may come to be considered an expert in the field of digital literacy and called on to provide support, input, and leadership on this issue in your community.
Gather information about needs

Outreach and awareness is a reciprocal relationship in which the community learns about your program and you learn about community needs. As you establish relationships within the community, use these as opportunities to gain insight into community needs in digital literacy. Often community members are aware of where the gaps in digital knowledge are and what has caused of those gaps. As you provide information, be open to opportunities to gather input that can help you better address community needs.

Reaching your audience

The audience for your trainings can consist of a wide range of individuals and groups, but each of these groups may need to be reached in different ways. In order to reach your audience, the first step is to define your different target groups.

Defining your target audience

The first step to reaching your audience is defining the group they represent. Once you have defined that group, you can develop strategies for reaching them. We can divide audiences into two broad types – internal and external. Internal audiences refer to individuals internal to an organization, business, or agency – different departments, employees, and clients/patrons. External audiences refer to individuals external to an organization, business, or agency – other organizations, businesses, or agencies. Each will require different outreach and awareness strategies.

Internal audiences

Internal audiences can be easier to extend outreach and awareness to you may already have preliminary or established relationships with them. Communications with this internal audience can be simpler to initiate as you may familiar with each other. It’s important to remember to keep internal outreach and awareness as thorough and professional as external outreach and awareness. Contacts already begun require the same care and development as those we are just beginning.
Strategies for contacting internal audiences include:

- Contacting department heads or team leaders through email, calls, or visits; follow up with additional contact
- Using internal distribution lists to reach staff, employees, and management
- Arrange to make informational presentations to departments or employee groups on digital literacy and the importance of digital literacy trainings
- Post information about digital literacy trainings on company websites.
- Post fliers, posters, and information tents in staff areas, bulletin boards, and lounges.
- Keep internal audience updated with brief informational emails or website postings about training classes, successes, and availability in upcoming classes.
- Place banners, fliers, posters, and information tents in public areas where they are visible to clients and patrons
- Put contact information on all outreach and awareness information so interested individuals can learn more about the training program

External audiences

External audiences are unlimited, so it’s important to target your outreach and awareness efforts to those organizations, agencies, or businesses that are most likely to be able to take advantage of your trainings. Good candidates are city, county, or state offices, educational and workforce programs, groups and programs supporting older adults, immigrants, and the unemployed, and training programs in other content and skill areas that may benefit from digital literacy trainings.

Strategies for reaching other organizations, businesses, and agencies are given in the following section.
Outreach and marketing

Outreach and awareness strategies

Outreach and awareness can occur in a number of ways, through a variety of mediums.

Your first step will be to create a contact list of organizations, agencies, groups, and individuals who are likely to have employees or clients interested in or needing digital literacy trainings. Consider drawing from a variety of community groups in which employees are likely to need computer training for professional development as well as for their job performance:

- Public schools, for both administrator and teachers
- City, state, and other government offices
- Safety services, such as fire and police stations
- Community college students, especially Adult Basic Education and other programs in which students are often underprepared
- Workforce training centers and services
- ESL and literacy programs
- Libraries, who serve a large number of patrons seeking basic computer trainings
- Business organizations, such as the local Small Business Development Centers
- Senior Centers
- Community health clinics
- Banks and hospitals (for lower level staff who may not have adequate digital skills
- Local industries, companies, and small businesses

Phone contact is most useful for developing accurate contacts. Make initials calls to agencies, organizations, or offices to discover the name and contact information for individuals best able to provide you with a means for contacting employees. Division leaders, managers, or human resource representatives can guide you towards the best ways to promote the trainings in their particular organization.

Before taking the next step, you will need to develop outreach materials that you can use to support these outreach and awareness efforts. Writing a brief description of your program or making a copy of your training schedule will help explain your efforts and show that you are planning well, a factor that will help convince your contacts that your trainings will be similarly well planned and successful. Include some background information about digital literacy and the importance of digital skills for overall community and economic development. Your goal is not just to have people register for your classes, but to spread awareness about the importance of the work you are doing by delivering these trainings. If possible, include photos or images in your outreach materials. Consider photographing a scene from the training classroom (with student permission) and including this in your next printing of the program overview. Other information to include is a list of future classes (if known), information about your trainers or training resources, and a brief description of class content.
Once you have the appropriate contact and have developed materials, call or email the contact individual. Make sure you prepare a written text or script in advance to ensure you will mention all pertinent information in the call. You can use the outreach materials you have created to build this text or script. Introduce yourself and describe the trainings briefly. Be succinct but informative, emphasizing how the classes can help employees or staff, and therefore be a benefit to the organization as whole. Provide options for outreach, such as posting fliers on bulletin boards, adding a notice to the website, leaving brochures or information sheets, putting a brief article in the company newsletter, setting up table tents, or making a brief presentation to an employee or management group. Make sure you indicate that you are willing to undertake these tasks yourself, so the company or organization understands that you are not asking them to invest valuable time or staff in these efforts. If you are sending an email, attach one or two key documents (a class schedule or a class or program description).

Once you have made the initial contact, follow up with an email. This is the opportunity to ask your contact if there is anything else they would recommend in order to generate interest in classes. Asking a question invites them to respond and helps establish an ongoing relationship. This can lead to further conversation, discovering new community needs, and participation in future trainings. If possible, arrange a brief face to face meeting, perhaps when you drop off materials. This personal contact is another important strategy for continuing communication, and face to face meetings add legitimacy to your program and your intention.

In addition to creating personal contacts, outreach and awareness efforts need to include mass marketing. Use local newspapers to place free announcements of trainings in community events sections. Prepare Public Service Announcements for local radio stations that can be read regularly as the dates of the trainings approaches. Cultivate contacts with both print and radio media and see if you can generate interest in a short newspaper article or radio interview. Make sure you include all relevant media sources, including weekly papers and local television stations.

Online marketing is an equally important part of a mass outreach campaign. Use email addresses from your contact list to send updates and reminders of trainings and to thank other groups for their support. Post updated reminders and stories about trainings on your own website or blog and on the websites of interested organizations and agencies. Use links to social media accounts to generate ongoing interest by posting brief updates, photos, testimonials, and tweets. Check social media sites regularly for comments and questions, and engage participants in ongoing conversation about digital literacy.
Another effective outreach and awareness tool is an event associated with the trainings. This focuses community awareness and generates a grass roots level interest in the classes.

Such events might be:

- registration events, which interested people can attend and where they can sign up for classes
- informational events, which provide background information on digital literacy and might feature community speakers
- feature event, that highlights, demonstrates, or provides technical tools or resources of particular interest that can help generate interest in the trainings
- “mini-events” that are piggy-backed onto other, larger events or activities

Perhaps the most important result of outreach and awareness is the ability these efforts have to spark the interest of local “champions,” community members who strongly support your training efforts and who have the desire and the resources to contribute to that effort in some way. These champions may help with a single aspect of the overall program, such as gathering registration for one class, or they may become engaged partners in the effort, allowing the trainings to broaden in scope and reach. Be open to building partnerships and collaborating with other community members. Providing a schedule of ongoing trainings will depend on the creation of a community network committed to continuing these efforts.
PART III. DELIVERING TRAINING

Preparing for class

A few days before the day of the training class, make sure that the training room is ready and the equipment needed for delivery of classes is on hand and working properly. It is also a good idea to prepare handouts a few days in advance. This allows you to make alternative arrangements should problems with printing or duplication occur.

On the day of class, set up the classroom in advance. Place handouts at workstations, but leave computers off so that turning them on becomes part of the tasks students learn and repeat at each class. Adjust lighting, window shades, and temperature controls, as needed. Remember that a classroom full of students and active computers can get warm fairly quickly.

Once students have arrived but before you begin class, review general classroom procedures. Explain the class schedule, whether there will be breaks, and your expectations around cell phone use and food and drink in the classroom. Make sure everyone is also aware of locations of water fountains, rest rooms, and emergency exits.

At the start of class, consider including the following activities:

- Introduce yourself and relate something about your history learning to use computers
- Have students introduce themselves and share something about their own computer experience or their expectations for the course. Comment briefly with positive feedback on the information each student has shared
- Point out the goals of the class—what students can expect to have learned, accomplished, and gained by the end of the class
- Invite students to assist each other with tasks throughout the class. Establish the ground rules for an open classroom in which students know they can ask questions, ask for assistance, and add comments
- Provide students with some awareness of the learning process, making them aware that mastering a new skill takes time and that practice will build these skills incrementally
Key instructional challenges and strategies

Each of the modules in this toolkit has specific instructional challenges and strategies that can be used to address those challenges.

These key challenges and strategies for each area are addressed in materials provided after the modules.

Adult learning principles and the development of self-efficacy

A successful training will build confidence and comfort with computers in students. While their skills may only be emerging or developing at these early stages of learning, they can still gain a sense of accomplishment from their new understanding and interest in the digital realm and their awareness of their own ability to learn. These elements of self-identity in relation to computers and the Internet – confidence, comfort, understanding, interest, and self-awareness of learning – are referred to as self-efficacy and are a vital part of any successful training. They provide students with a sense of independence in relation to digital knowledge and skills, with the sense that they will (in the near future) be able to master skills and to undertake new tasks successfully. A sense of self-efficacy means that students will continue to learn new digital skills after the class is over because they now believe that they have the ability to do so.

In addition to self-efficacy, there are other aspects of learning that are especially important to adults. These are reviewed in the screencasts on Adult Learning Theory provided in the links below.
Adult Learning Theory 1

Slide 1
New Mexico Broadband Program
Train the Trainer Toolkit
Adult Learning Theory
Unit 1: Principles of Adult Learning

Slide 2
Adult Learning Theory
Unit 1
Learning Objectives
Familiarity with adult learning principles

Slide 3
Adult Learning Theory refers to the principles describing how adults learn.
Their processes are not completely different from those of children, but because adults are more developed, they bring different strengths to the learning process and may respond to different techniques.

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What are the principles of adult learning?

1. Adults have a wealth of experience and they draw upon their experiences to aid their learning.

2. Adults have a self-concept that positions them as independent and capable members of the community.
Slide 7

3. Adults are goal oriented and self-driven in their learning.

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Slide 8

4. Adults are practical in their learning goals, and interested in applying new skills right away.

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Slide 9

5. Adults expect to be treated as peers in most situations.

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6. Adults relate well to others, have strong social skills, and can take advantage of social learning environments.

<table>
<thead>
<tr>
<th>Other factors affecting adult learning</th>
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<tbody>
<tr>
<td>Variation in learning styles, or types of intelligence, also impact adult learning. These different intelligences, articulated by Howard Gardner, capture modes of learning other than verbal learning. These are:</td>
</tr>
<tr>
<td>- Logical/mathematical – numerical relationships</td>
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<tr>
<td>- Spatial – diagrams and model</td>
</tr>
<tr>
<td>- Musical – rhythm, tone, melody</td>
</tr>
<tr>
<td>- Kinesthetic – body movements</td>
</tr>
<tr>
<td>- Interpersonal – social relations</td>
</tr>
<tr>
<td>- Intrapersonal – self reflection</td>
</tr>
</tbody>
</table>

Transformational Learning refers to a learning experience that creates a qualitative shift in insight, understanding, or ability.

- Transformational learning generally involves a learning experience, followed by a period of critical reflection, leading to a changed relationship to the knowledge resulting in authentic development and growth.
Slide 13
All these factors are influences in determining how adults learn and how they will respond to your class.
As a trainer and instructor, your awareness of these influences will make you a better able to improve your classes and assist students to maximize their learning.

Slide 14
Thank you for helping to bring digital literacy skills to your community.
These materials were created collaboratively by the New Mexico Department of Information Technology, Fast Forward New Mexico, and the New Mexico State Library, under grants provided by the National Telecommunications and Information Administration. These materials are not to be used for profit.
Connecting you to a world of opportunities.
Adult Learning Theory 2

Slide 1

New Mexico Broadband Program
Train the Trainer Toolkit

Adult Learning Theory
Unit 2: Supporting Adult Learning

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Slide 2

Adult Learning Theory

Unit 2
Learning Objectives

Strategies for supporting adult learning

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Slide 3

Because adult learning relies on certain factors, we can develop classroom practices that address those factors and support adult learners.

1. Adult learners draw on their experience to aid their learning.

How can we leverage this to enhance learning in the classroom?

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New Mexico Broadband Program in partnership with Fast Forward New Mexico
Slide 4

Develop and use metaphors, analogies, and comparisons that relate digital concepts to familiar, known concepts.

- Metaphors, analogies, and comparisons provide alternative relational understanding that can make digital ideas comprehensible.
- Metaphors, analogies, and comparisons enrich associations for digital concepts and relationships without adding new complicating explanations.
- Metaphors, analogies, and comparisons leverage students' existing understanding to scaffold understanding of new concepts.

Slide 5

2. Adults have a self-concept that positions them as independent and capable members of the community.

Support this self-concept by:

- Providing positive feedback
- Developing self-awareness of student learning by naming topics and skills as they are learned
- Developing realistic expectations so students will set achievable goals and feel rewarded by their progress

Slide 6

3. Adults are goal oriented and self-driven in their learning.

Support this characteristic of adult learners by creating clear outline of goals for class activities, and by repeatedly orienting students to that outline during class.

This repeated referral back to the class structure allows students to track their progress towards their learning goals.
4. Adults are practical in their learning goals, and interested in applying new skills right away.

Support this characteristic of adult learning by providing frequent opportunities to apply what has just been learned through activities and exercises.

Offer take home activities that allow students to practice more after class.

5. Adults expect to be treated as peers.

Support this characteristic of adult learning by creating an egalitarian atmosphere in the classroom. You can accomplish this by:

- Encouraging peer-to-peer learning by asking more advanced students to assist others as needed
- Address students with open, egalitarian tones that minimize authoritarian relationship to instructor

6. Adults relate well to others, have strong social skills, and can take advantage of social learning environments.

Support this learning characteristic by:

- Starting classes with introductions that allow students to share stories and recognize similarities between themselves and other students
- Supporting an open, participatory classroom that encourages comments and questions
- Assigning activities in groups or pairs so that students have the opportunity to work together and get to know each other
- Taking time for breaks during class or leaving time after class in which students can socialize
Slide 10

Supporting different learning styles and types of intelligence

- Logical/mathematical – use charts, graphs, equations that capture aspects of digital concepts or relationships
- Spatial – use diagrams and models that translate conceptual into spatial relationships
- Musical – use rhythmic words or phrases to capture instructions for key activities or tasks
- Kinesthetic – assist students with hand movements of mouse
- Interpersonal – develop community in class
- Intrapersonal – develop self-reflection about learning process through informal class discussions, surveys, and 1-to-1 discussion

Slide 11

Support transformational learning by encouraging self-reflection and self-awareness of the learning process and by building a changing relationship to digital knowledge.

Techniques for creating self-awareness include:
- Debriefing after class
- Class surveys
- Discussion and focus groups
- Engagement of theory

Slide 12

Incorporating these strategies and techniques into your classroom will optimize learning opportunities for your adult learners and create a positive learning environment for all your students.
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Connecting you to a world of opportunities.
Self Efficacy refers to an individual’s ability to feel competent in an area of endeavor. This sense of competency is reflected by:

- Willingness to continue pursuing new knowledge within the area of efficacy
- Willingness to undertake known tasks within the area of efficacy
- Willingness to initiate and attempt new activities within the area of efficacy
- Confidence in ability to succeed at tasks within the area of efficacy
For beginning digital literacy students, self-efficacy can be achieved by:

- Developing a sense of comfort with digital learning
- Developing confidence in students’ ability to learn
- Developing a sense of accomplishment in what has been learned
- Developing authentic interest in the content and subject matter
- Developing ongoing commitment to digital learning

Creating comfort in the digital literacy classroom

- Non-judgmental atmosphere
- Humor
- Positive reinforcement
- Classroom community

Creating confidence in the digital literacy classroom

- Providing encouragement to all learners
- Offering positive comments to individual students
- Setting realistic expectations for learning
- Creating awareness of skills progress
Slide 7

**Creating a sense of accomplishment in the digital literacy classroom**

- Explaining class goals
- Reviewing goals after each is accomplished
- Setting realistic learning expectations
- Estimating time frames for mastering new tasks
- Providing personal stories of learning progress that is built gradually

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Slide 8

**Creating an ongoing commitment to digital learning**

- Provide information for other community training resources
- Provide free online training resources
- Review importance of digital literacy for community and personal development and success
- Underscore that digital literacy is an ongoing process

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Slide 9

**Incorporating these strategies and techniques into your classroom will optimize learning opportunities for your adult learners and create a positive learning environment for all your students.**
Slide 10

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Connecting you to a world of opportunities
**Best Practices in Digital Literacy Instruction**

The characteristics of good digital literacy instruction are similar to those of any good training. In addition, the technical nature of the instruction, the low technical experience of students in the introductory classes, and the need to interweave presentation material with hands-on activities all add unique challenges. Following these best practices will help ensure a successful learning experience in your classroom.

1. **Understand your audience’s needs.** Make every effort to learn about your audience before and at the beginning of class. The more you understand about their training needs, their anxieties, and their specific learning goals, the better able you will be to meet your students where they are and address their needs directly.

2. **Create community.** Take the time at the start of class to let students introduce themselves and share their experiences with computers, their goals for the class, and any concerns they have. This will allow you to set a tone of support for each student and will allow students to feel comfortable with you and with each other, creating a positive atmosphere for learning.

3. **Plan out and pace your class carefully.** A well-structured and organized class that progresses through the material in a concise and even manner gives students confidence and helps classroom activities progress smoothly. This requires that you plan and pace each course carefully, following a schedule that creates adequate time for both explanations and activities. Practice delivering material and develop clear timeframes for activities before the day of training.

4. **Manage the interplay of presentation and activities.** These trainings interweave presentation by the instructor with hands-on activities performed by the students. Plan out these transitions carefully, leaving time for students to turn on and off computers, log on and off, ask questions, and, if needed, get individual assistance.

5. **Review materials before each class.** Websites and links change frequently. It is not uncommon for someone to teach a class in Facebook one week only to find that the interface has been changed the next week. Check key websites for changes regularly and adjust materials as needed before each class.

6. **Check equipment and connectivity.** Technology is unpredictable. Anticipate this by checking computers, Internet access and signal, projectors, and other classroom equipment regularly.

7. **Have a back-up plan.** It is likely that something will go wrong at some point that prevents you from teaching the material you planned in the way that you planned. Prepare for this by creating a back-up plan for every class you deliver. Even if you
cannot provide the same lesson, you can offer students something interesting and engaging that will make them eager to come to the next training.

8. **Provide plentiful, positive feedback.** The more encouraged your students feel, the more eager they will be to learn. Their experience of the class will depend as much on the positive feedback you provide as on the skills they learn.

9. **Share class goals and achievements with students.** State the goals for the class before you begin, so students know what to expect. As they learn and practice new skills, remind them of each new achievement before moving on. At the end of class, review all goals and achievements. Making students aware of how much they have learned will help them build a sense of confidence and self-efficacy.

10. **Acknowledge what you do not know.** The best instructors admit when they do not know an answer to a question. Provide the questioner with positive feedback (e.g. “That’s a very good question”) and follow up at the next opportunity.

11. **Collect feedback on your training.** Always include an assessment at the end of class, asking for input from students. It is especially helpful to know specifically what worked and what did not work. This allows you to adjust future classes based on the responses you receive.

12. **Share your experience.** Talk with other trainers, staff, or friends to analyze your classes, share your experiences, and get external input. Training is a demanding activity and it’s important to develop networks of support for these efforts.