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| **COURSE PLAN** | | | | | | | | |
| **Course** | | | | Digital Matters: Live Learn and Work in a Digital World  Learner Engagement Activity Program (LEAP) 6-8 SCH  Term 4 2020 COVID Impacted | | | | |
| **Learn Local Organisation** | | | | Gippsland Learn Local- adapted from Warragul CH/GEST/Bass Coast AE and others | | | | |
| **Teacher** | | | |  | Date | 11/09/2020 | Version | 1 |
| **Part 1** – **overview** | | | | | | | | |
| **Course description.** Course focus and content, number of hours, place in overall program, pathway to further courses, accredited training or employment  This course will provide an introduction to digital literacy including internet technology.  The course is designed for blended delivery of digital skills required for effective community participation including engagement with relevant training and employment pathways.  Delivery modes are flexible and may inlcude:  Set Up: 60-90 minutes   * A face to face set up session designed to make sure that learners are correctly set up with a digital device and tools to participate. * a face to face demonstraion with take away notes on how to use meeting tools such as Zoom and Google Classrooms along with strategies to resolve any connection issues.   Online: 5-6 x 60 to 90 minute sessions   * online learning facilitated by a teacher to inlcude group conversations on key topics, demonstation of online conferenceing tools such as mute, chat, breakout rooms, sharing screens safely. Cyber safety, using email, PDF files, MS word and or Notes to support downloading, compiling and sharing common attachments.   Following FACE-TO-FACE set up, it is envisaged that learners will attend 5 or 6\* ONLINE sessions.  \*May be extended if required. The format is flexible however is expected to include:   * + Session 1 FACE-TO-FACE: an individual face-to-face session to find out the needs of the learner to adapt for later sessions. Identify the type of device the learner will be using at home and/or provide learner with loan equipment if applicable. Set up the learner with a suitable email address to receive online course content. Demonstration of how to download Zoom with introduction to basic functions. Assist with setting up any of applications/software they may need for personal/study such as Google Classroom, Skype, Moodle etc.   + Session 2 ONLINE: Welcome and introduction. What is digital literacy? What are the benefits of being digitally enabled? Differences between digital devices. What is digital media? Examples of digital media and the major digital media companies eg Amazon, Google, Facebook | | | | | | | | |
| * + Session 3 ONLINE: Finding, using and evaluating digital information. What is a digital footprint and why is it important? Using internet browsers and search engines. How do you know if a site is trustworthy? How to search the web safely. Managing your personal security/privacy. Creating secure passwords, antivirus software.   + Session 4 ONLINE: Social media platforms. Social media safety. How to use social media to connect with people, find employment or promote your business.   + Session 5 ONLINE: Microsoft Suite, how to create and save folders, regularly used file formats eg PDF, Word DOC, JPEG, mP4, Excel spreadsheets. Creating and sharing online content.   + Session 6 ONLINE: Steps for further learning or training, Q & A session. Guest speaker from TAFE/Skills & Jobs Centre to identify pathways for further study.   + Catch up on digital successes/issues and or review of take away work from the previous week.   + Tutor facilitated demonstration of a skill supported by notes or work sheets uploaded to Google Classroom (or similar).   + Take away work should be short tasks designed to take aound 10 minutes. | | | | | | | | |
| The Digital Matters course provides an easy engagement option in pre-accredited training opportunity for adults who have been impacted by COVID-19.  Duration: 6-8 Hours using flexible blended delivery options  Scheduling:   * 90 Minutes Face to Face set up, demonstration and take away notes. * 1- 1 & 1/2 hour online delivery sessions to be delivered over pre-determined timeframe | | | | | | | | |
| **Planning and consultation.** Process undertaken for course development/improvement | | | | | | | | |
| The course was developed in response to signficant digital literacy gaps with disadvantaged adults and job seekers in Gippsland. The need has been identified in the recent Parliamentary Inquiry into disadvantaged job seekiers available [here](https://www.parliament.vic.gov.au/file_uploads/LAEIC_59-01_Sustainable_employment_disadvantaged_jobseekers_Nh2ctjcN.pdf). The most common gaps idenfitied include using: smart phones, PC’s and ability to effectively use digital technology to access library resources, MyGov, training, health information etc. The course was planned in consulataion with Gippsland Learn Local Providers and the Commonwealth Job Active provider Coordinator in Gippsland. | | | | | | | | |
| **Prerequisites.** Eg computer skills and access, literacy/numeracy levels etc | | | | | | | | |
| Spoken English, Basic literacy an advantage. | | | | | | | | |
| **Teacher skills.** Skills, experience, qualifications needed | | | | | | | | |
| Experience in teaching of digital literacy. Understanding of Learners who have digital skill gaps.  Cert II in Information, Digital Media and Technology would be helpful  Cert IV TAE preferred | | | | | | | | |
| **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) | | | | | | |
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| **Outcomes.** What do you want your learners to know and be able to do as a result of the course? | | | | | | | | |
|  | To build confidence and competence in using digital tchnology for everyday living learning and working and to support research and participation in training and employment pathways | | | | | | | |
| **Employability.** What employability skills will you address? What strategies will you use to build learners’ employability skills? | | | | | | | | |
|  |  | | Speaking and listening | | | | | |
|  |  | | Learners will convey and receive verbal information through instruction and questioning. They will be encouraged to use questioning and active listening to understand information and instructions at the beginning, the end of and throughout each session.  Learners will learn the use of technical expressions and digital terminology. | | | | | |
|  |  | | Reading and writing | | | | | |
|  |  | | Learners will be reading off the screens and typing onto the keyboard, particularly in the Word Processing, Internet and Email aspects. | | | | | |
|  |  | | Numeracy | | | | | |
|  |  | | Numeracy will be addressed through the introduction to spreadsheet applications | | | | | |
|  |  | | Teamwork | | | | | |
|  |  | | Turn taking will be a key element of group discussions and some tasks will be undertaken in small groups | | | | | |
|  |  | | Problem solving | | | | | |
|  |  | | Problem solving is addressed on many levels including understanding weblinks, finding information on the internet and overcoming connection issues. | | | | | |
|  |  | | Initiative and enterprise | | | | | |
|  |  | | Learners will be encouraged to find their own answers, particularly online and using goggle, help searches | | | | | |
|  |  | | Planning and organising | | | | | |
|  |  | | Participants will be expected to complete take away work tasks and discuss their findings and experience at future sessions. | | | | | |
|  |  | | Self management | | | | | |
|  |  | | Participants will be required to track and accept invitations to classes and manage work tasks each session. | | | | | |
|  |  | | Learning | | | | | |
|  |  | | Learners are encouraged to explore and find their own solutions. | | | | | |
|  |  | | Technology | | | | | |
|  |  | | Internet technology using smart devices is the main focus of the course | | | | | |
| **Delivery.** What teaching and learning approaches will you use? | | | | | | | | |
|  | Delivery is by teacher using a blended delivery mode, with use of lessons, handouts, demonstration and practical exercises. Practice at home is encouraged. | | | | | | | |
| **Achievement of outcomes.** How will you measure the outcomes? | | | | | | | | |
|  | Assessment is 70% by observation, but will include discussion and completion of practical exercises each session. | | | | | | | |
| **Evaluation.** How will you evaluate the effectiveness of the course and plan improvements? | | | | | | | | |
|  | Evaluation comes from observing how well learners grasp the concepts involved, direct feedback through class discussion and learner satisfaction surveys. | | | | | | | |
| **Acknowledgement.** How will you acknowledge what learners have achieved? | | | | | | | | |
|  | Positive feedback  Certificate of Participation  Referral to further training options | | | | | | | |
| **Pathways.** Where will this course lead for most learners? How can you provide support? | | | | | | | | |
|  | Internal pathway | | | | | | | |
|  | This course focuses on developing self - confidence and digital literacy for living, employment or further study. | | | | | | | |
|  | External pathway | | | | | | | |
|  | Learners could undertake further Pre accredited courses at another Learn Local or RTO.  . | | | | | | | |
|  | Support provided | | | | | | | |
|  | Advice on further computer study, digital purchases and employment options. | | | | | | | |

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| 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** | |  | |
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