



# Train the Trainer

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## INTRODUCTION

In 2011, the New York Library Association received a grant from the National Telecommunications and Information Administration to create workshops that could be used by public libraries across New York State that would help more New Yorkers become digitally literate. Project goals include:

- Create standardized digital literacy training throughout New York State so that participants are exposed to consistent course content.
- Organizing and scheduling 40 regional training workshops on the Digital Literacy Standards over three years or 30 months (2012-2014).
- Train a total of 1,450 library staff (10% of all librarians in the State) from all 755 public libraries across suburban, rural and urban regions, using a “train-the-trainer” approach.
- Develop a reference website for information on the standards, training sessions, curriculum, etc.
- Provide handouts and other teaching tools for “train-the-trainers” to take back to their libraries to hold training sessions on digital literacy standards for the remainder of their staff and eventually the public.

## WHAT IS “TRAIN THE TRAINER”?

This train the trainer document will be used as an outline for the 40 regional train the trainer sessions. It can also be used by those trainers to then train additional library staff members.

The train the trainer session seeks to help trainers to:

- Understand the material in the workshops
- Explore instruction delivery methods
- Know what hardware and software is needed
- Discuss training ideas in a safe environment

## DIGITAL LITERACY STANDARDS FOR NEW YORKERS

Revised Dec. 12, 2011

**What is digital literacy?** Literacy represents a person's ability to read, write, and solve problems using both spoken and written language. Digital literacy is the ability to apply those same skills using technology such as desktop computers, ebook readers and smartphones.

**Why do people need to be digitally literate?** Being digitally literate allows people to interact using the tools and technologies that are increasingly being used at home, in school and in business. For example, a digitally literate person can:

- Communicate with family, friends, coworkers, and prospective employers.
- Search for information including advice related to healthcare.
- Confidently engage in online banking and online shopping.
- Use technology to complete job applications and other online forms.
- Understand how information is accessed and transferred using various digital devices.

### Digital Literacy Principles for New Yorkers

The following principles consist of higher level thinking and analysis skills to participate fully in a digital world.

#### Critical Thinking

Inquire, think critically and gain knowledge using technology. Use critical thinking skills to conduct research, solve problems and make informed decisions using appropriate digital tools and resources.

#### Creativity and Innovation

Demonstrate creative thinking; develop innovative products and processes using technology. Draw conclusions, make informed decisions, apply knowledge to using new technology concepts, and create new knowledge.

#### Communication and Collaboration

Use digital media and technology tools and environments to communicate and work collaboratively including at a distance.

#### Technology Usage for Personal Development

Develop an appreciation for ideas and the application of information in pursuit of personal growth. Demonstrate a sound understanding of technology concepts, systems and operations. Exhibit a positive attitude toward using technology in the practice of life-long learning.

#### Digital Citizenship and Ethics

Participate in the sharing of information using technology, understanding human, cultural and societal issues related to technology. Practice legal, ethical, and safe online behavior when using technology.

## DIGITAL LITERACY SKILL SET FOR NEW YORKERS

Revised Dec. 12, 2011

AREA	SAMPLE CURRENT SKILLS
<p><b>Basic Technology Knowledge</b> Be able to use contemporary technology tools.</p>	<ul style="list-style-type: none"> <li>• Turn on/off the computer or digital device.</li> <li>• Use technology components such as a mouse, keyboard, touch screen and printer.</li> <li>• Understand how to setup and use basic features of other contemporary technology tools, such as digital displays, recorders, remotes, and mobile devices.</li> <li>• Use basic device features and troubleshoot typical problems.</li> <li>• Select icons and applications.</li> <li>• Understand how digital devices can be connected together so that information can be transferred between them (e.g., USB drives, wireless printers, etc.)</li> <li>• Be able to use basic principles to maintain the integrity of the devices.</li> <li>• Recognize the difference between various computer/device platforms.</li> <li>• Understand the importance of backing up information and how to do it.</li> </ul>
<p><b>Basic Software Skills</b> Use the basic features of common software.</p>	<ul style="list-style-type: none"> <li>• Open and save files to a specific device or area (folder).</li> <li>• Enter and edit text and data.</li> <li>• Basic formatting and manipulation of text and data.</li> <li>• Copy and paste information.</li> <li>• Use fundamental features of common software such as word processing, spreadsheets, database, and/or graphics and presentation software.</li> <li>• Understand how to install software or applications (apps).</li> <li>• Understand the differences between common file formats.</li> </ul>
<p><b>Basic Internet, Communication and Security Skills</b> Use and navigate the Internet, use email, and use technology safely.</p>	<ul style="list-style-type: none"> <li>• Use the Internet               <ul style="list-style-type: none"> <li>o Find a website and enter a web address (URL)</li> <li>o Navigate web pages and use links</li> <li>o Search for information</li> <li>o Be able to complete an online form like a job or Medicare application, etc.</li> <li>o Upload/download text, video, audio, and graphics.</li> </ul> </li> <li>• Use email               <ul style="list-style-type: none"> <li>o Setup an email account</li> <li>o Create, send and read email messages and attachments and images.</li> </ul> </li> <li>• Use the Internet and your computer safely and securely               <ul style="list-style-type: none"> <li>o Understand the risks and how to protect your personal and financial information</li> <li>o Connect to a network and use passwords.</li> <li>o Protect your computer from harmful actions such as spam, viruses, spoofing, and spyware.</li> <li>o Understand the basic construct of the Internet and what that means for how devices work and information is accessed (e.g., wifi and broadband).</li> </ul> </li> </ul>
<p><b>Effectively Use Information</b></p>	<ul style="list-style-type: none"> <li>• How to access sources of information in all forms and mediums.</li> <li>• How to evaluate sources and content of information in terms of accuracy, reliability, age and objectivity.</li> <li>• How to ask the right questions to ensure your research provides the results you are looking for.</li> <li>• How to use, display and share the information that you find.</li> </ul>

## WHAT ARE THE FOUR WORKSHOPS?

This Digital Literacy program consists of four workshops that are designed to build each participant's skills. Some participants may have enough experience and knowledge to "test out" of one or more of the workshop. "Testing out" is done by taking and passing a workshop's final assessment (quiz).

The four workshops are as follows:

### 1. Introduction to using a computer or computing device

**Note:** This workshop is required before taking any of the other workshops.

Instructional goals:

- Participants can explain what a computer is, what other devices can act like a computer, and why software is important.
- Participants can demonstrate how to turn on a computer and explain what the "desktop" is.
- Participants can identify a mouse, keyboard and other peripheral devices.
- Participants can explain the difference between a file and an application.
- Participants can open and close applications and files using the commands in the application's menu.
- Participants can demonstrate organizing computer files into folders similarly to paper files, so they can be easily retrieved.
- Participants can explain how software helps them use the computer and demonstrate how additional software can be added to a computer, if desired.
- Participants can demonstrate how to turn off computing devices and explain when it is necessary to do so.
- Participants can explain basic safety concepts of computing like viruses and anti-virus software, and privacy/security issues.
- Participants can describe what kind of computer they might purchase for themselves, where to get one and how much it might cost.

### 2. What is the Internet and how do I use it to locate useful information?

Instructional goals:

- Participants can describe the Internet as a global information and communication tool.
- Participants can explain that the Internet is the hardware that connects the computers and that the Web is a way for people to connect with what others have shared.
- Participants can explain that a browser is software that reads web pages and demonstrate how to open a browser.

- Participants can demonstrate that addresses and keywords can be used to navigate the web with a browser.
- Participants can describe how to create secure passwords for web sites that require sensitive or personal information.
- Participants can demonstrate a basic understanding of the types of results a search engine will return.
- Participants can demonstrate deductive reasoning to establish web site relevancy.
- Participants can explain that not everything on the Internet is free for their own personal use.
- Participants can spot an Internet scam and know how to respond correctly.
- Participants can show where to find trustworthy medical information on the Internet.

### **3. How can I use the Internet to communicate with others?**

Instructional goals:

- Participants can describe how people connect with each other on the Internet.
- Participants can explain how to find people to connect with on the Internet.
- Participants can demonstrate the basics of using email.
- Participants can spot spam email and know how to handle it.
- Participants can demonstrate using instant messaging and chat.
- Participants can demonstrate video messaging, one-on-one or in groups.
- Participants can explain the basics of social networks.
- Participants can explain the basics of and how to read Message Boards and Newsgroups.
- Participants will recognize blogging as a form of Internet communication.
- Participants can successfully use the Internet to search for and apply for a job.
- Participants can successfully use the Internet to complete online forms such as tax forms, social services applications, and sample tests such as the GED.

### **4. How do I use word processing software (MS Word)?**

Instructional goals:

- Participants can describe word processing as the use of computers to prepare, save and print or share documents.
- Participants can perform the basic editing functions in Microsoft Word.

## WHAT MATERIALS ARE AVAILABLE FOR EACH WORKSHOP?

The following materials are available for your use:

### Lesson Plan

The lesson plan provides information on all of the topics to be taught during the session. The lesson plan includes information on what needs to be explained, demonstrated, practiced, etc. In order to be used effectively, **the plan should not be read to the participants**. Instead, you need to find your own words to describe the concepts. By using your own words, the lesson becomes your own, will flow more naturally, and be more engaging for your participants.

Can you add information that is not in the lesson? Yes, if it is closely related to the lesson and is not too advanced for the participants.

Can you share the lesson plan document with your participants? Not during the workshop; however, if you want to give participants specific pages from the lesson plan after the workshop, you may do so. (Providing pages during the workshop may have people reading the pages and not paying attention to you.)

### PowerPoint

With each lesson, there is an optional PowerPoint file that contains examples of the concepts being taught. The PowerPoint is a resource for you to use, if you are able and if you feel it would be helpful. You may add your own slides, if you feel that would be helpful to you and your participants.

Note that in some instances using the PowerPoint slides may not be useful. For example, you may not be able to project PowerPoint in your training lab. Or you may find it frustrating to be using PowerPoint and also trying to demonstrate skills on the instructor's computer. In any case, you may find it useful to review the slides for yourself, even if you do not use them with participants.

### Quiz

At the end of each workshop, there is a quiz that will allow you to assess what the participants learned. In order to receive a completion certificate for the workshop, the participant must pass the quiz. This quiz must be given and assessed using the Quiz Answers that are provided. Participants should not use notes when they are taking the quiz.

**Note:** If someone believes that he/she knows the information in a workshop and the person would like to earn the completion certificate for it (in other words, test out of the workshop),



you can administer the quiz to that person. You can use the results to advise the person if the workshop should be taken or if the person has successfully tested out of it.

#### Quiz Answers

The quiz answers include a rubric and answers. The rubric allows you to know how the person performed based on the number of questions the person answered correctly or based on the completion of specific tasks. Do not give participants copies of the answers. This document is only for you.

In some instances, you will need to check for variations in participant answers. While this will slow you down, it allows the participants to use their own words and examples as they answer the questions.

**Note:** that not everyone who takes the quiz is likely to pass. In order for passing the quiz to be meaningful, you cannot automatically pass everyone that takes the workshop. A participant must take the quiz and do well on it. If a participant does not pass the quiz, you can recommend that they retake the class or study their notes and return to take the quiz at a later time.

#### Resource list for instructors

In each lesson plan, there are additional resources that you can use in order to learn more about a specific topic. These resources can help you become more comfortable with a topic or answer a participant question. These resources are available at [DigLitNY.org](http://DigLitNY.org).

#### Handouts for participants

In each lesson is a handout, created by a library, that covers the lesson topics. You may wish to make copies for participants to take away with them

#### Resource list for participants

In each lesson plan are additional resources that can be used with participants. If someone needs additional help or wants more practice, point the person toward these resources. These resources are available at [DigLitNY.org](http://DigLitNY.org).

#### Additional Files

- There is an MS Word Sample Text file that instructors can use with the MS Word workshop.
- There is a Basic Computer Terminology handout that goes with the basic skills workshop.

## PREPARING FOR THE WORKSHOP

1. Read through the entire packet of information about the lesson and familiarize yourself with its various elements. If there is a topic covered that you do not feel comfortable with, take time to explore relevant links in the lesson or in the “Additional Resources”. You’ll feel more comfortable delivering the material to your students if you are confident in your knowledge of the topics!
2. Likely as you read through the packet, you will think of on-topic examples or stories that you want to share. You might want to scribble a few notes or keywords in the margins of the lesson, so you remember which topic they relate to.
3. Talk through the lesson out loud, as if you were teaching it to someone. Undoubtedly, this will seem very unnatural and that is okay. Every instructor goes through this step – even if the person has taught the same topic multiple times. Even if you do this quickly, it will help you further understand the lesson and how to approach each topic.
4. Try any exercises that are included so that you know what the results will be. Again, make any notes that will be helpful to you.
5. Check the computers in your training lab.
  - Do they work?
  - Does each computer have Internet access?
  - Can each computer print to a printer in the library?
  - What Internet browser is available? If more than one, which one will you use?
  - For the Microsoft Word workshop, which version of MS Word is on the library’s computers?
6. If you are going to use the PowerPoint files available for each lesson:
  - Is the PowerPoint for the lesson available on the instructor’s computer?
  - Is the computer connected to a projector? Does the projector work?
7. For the lesson on communicating using the Internet, the instructor will need to send and receive email. Is there a library Gmail account that the instructor can use? If no account exists, the instructor will need to setup a Gmail account that can be used during the class.

8. If there is a handout for the session, make copies of it for each participant.
9. Make paper copies of the quiz for each participant.
10. Go to the DigLitNY.org web site. On that web site are all of the URLs used in each workshop. DigLitNY also contains additional resources. If you have a question about a concept in a workshop, check the additional resources for further explanations. If there is a resource there that you want to share with participants, make note of it.

## BASIC TEACHING TIPS

- **Remember the introductions** – Start every workshop by briefly introducing yourself. Then ask the participants to briefly introduce themselves. You might ask them to state why they are interested in the workshop.
- **Handling advanced participants** – Despite your best efforts, participants will have a wide range of skills and comfort levels with computing devices and the Internet.
- For those that want to go beyond the basics, it is okay to tell the participant that something is beyond the scope of the class and that you can talk to them about their questions after class. Taking time away from the core curriculum to address lots of advanced topics is not fair to the majority of the group. It can also be very intimidating for beginners.
- You might also encourage those with more advanced skills and experience to explore those concepts on their own.
- **Start simple** – At first, only show participants a single way to do a single task. Too many options can become confusing.
- **Keep your hands off their mouse!** – Participants will learn more by doing it themselves.
- **Use fun, timely, relevant topics** – While doing demonstrations of services, use examples that are relevant to the group or topics that are just plain fun. You can also use timely topics from the news.

- **Encourage the participants to explore** – Participants learn better when they are given time to explore on their own. However, do not let them lose sight of the skills they are supposed to be practicing. If they find content that they really want to explore in depth, help them make note of the URL so they can get back to it again after class. Encourage them to email the URLs to themselves, thus reinforcing their email skills. Asking them what search strategies they used to find the content and how they might build on that search strategy, will give you a chance to bring them back to the focus of the lesson.
- **Analogies** – Think of many different ways to explain difficult concepts. Use analogies that will make sense to the group or the individual who is struggling. Brainstorm ideas ahead of time with your colleagues.
- **Check for understanding** – Ask your participants if they understand. When a question arises, occasionally ask all of the participants if they can answer it rather than you. This will help you check that they are grasping the concepts.
- Another way to check for understanding is to have a participant demonstrate a skill to someone else.
- **Participant questions** – Repeat or rephrase the question to make sure you really understand what is being asked. Often times, we misinterpret what is being asked.
  - If you can answer the question without derailing the class, do so. Otherwise, set the question aside in a “parking list” for answering later or tell the participant you will follow up with them after class or during a break.
  - If you don’t understand a question, encourage other participants to help rephrase the question. There will be times when you just don’t understand what someone is having trouble with and someone else in the class may be able to help.
- **Test, test, test!** – Make sure you’ve tested everything you are going to teach and more! The more familiar you are with the tools and services, the easier it will be for you to share it with others.
- **Things will fail** – Despite all your preparation and all of your testing, some things just won’t work. Servers could be down, URLs may have changed, or services may have gone out of business. Use these as teaching opportunities.
  - If you think the problem is something you can explain to your group, do that. However, do not try to explain in such extreme detail that participants get confused.

- o If it is a problem that you can troubleshoot easily, then do it. However, if it is a problem that requires more than a few seconds, skip what you are trying to do.
- **Humor** – Oddly, this is a difficult topic. Some people are very good at ‘working an audience’ and can be successful in using humor to keep a class light and fun. Other people just are not comfortable doing this and that is fine. To use humor, you need to be comfortable with your own teaching style. And unfortunately, there are some people who think they are great at using humor, but don’t realize that they are being offensive or boring. So be cautious, know your own style and know your audience.

*Prepare for what you can, improvise the rest, roll with the punches, do your best...  
and remember to keep your sense of humor.*

## TEACH AND LEARN

1. Page through (or skim) the first lesson - Introduction to using a computer or computing device. Pay attention to the structure of the of the lesson plan.

*What questions do you have about the structure of the lesson?*

*Do you have concerns about how you would teach this lesson in your library's computer lab?*

2. Read the first two topics:

What is a computer or computing device?

How do I begin using a computer?

*Imagine that you are in your computer lab and are teaching these topics. How would you talk about these topics? What would you say? Is there something that you want to emphasize?*

3. Pair up and take turns practicing one of these topics. (If it seems unnatural to do this, please know that it feels unnatural even for seasoned trainers.)

*What part of the topic resonated with you as you taught it?*

*What do you need to do so that the "words" flow?*

4. Take the quiz at the end of the lesson. (At least the first half.) Then score it.

How did you do?

*What questions occurred to you as you were taking it?*

*What do you need to remember as you are teaching the lesson, so that participants are able to pass the quiz without referring to any notes?*

5. Page through (or skim) one of the other lessons. Pay attention to the structure of the lesson plans.

6. Partner with someone else and select a specific topic from a lesson that interests you both. Take notes on how you might teach the topic as well as any questions that you have. You will be asked to share your thoughts with the other trainers.