Sponsors

Hop & Mae Adams Foundation

One Click Away....

Partners

Carson City School District
Nevada Performance Academy
Solstice Studios - Reno, NV
Carson City Office of Business Development
Carson City Office of Health and Human Services
Northern Nevada Development Authority
Dream It, Do It Initiative

Community Mentors
Engineers, Photographers, Graphic Design, Music Producers
Comments from students

“I want to thank the teachers for volunteering their time to teach us. Thank you Carson City Library for the awesome computers and wonderful facility.”

“It was a great experience and I learned a lot…”

“Your classes are so helpful.”

“I’m so glad the library now has these classes available. They teach valuable skills for the continuing professional education of our community members. Please continue bringing more of these services to the library!”

“These courses are excellent for people who have not grown up with computers. The ability to ask question and get an answer is especially wonderful. Thank you for making these classes available.”
Table of Contents

@Two Story 5
BTOP Grant Objectives 6

Class Outlines and Handouts
1. Basic Computer Skills 7
   A. Mouse and Keyboard
   B. Computers for Beginners
   C. Introduction to Mac OS
   D. Introduction to Windows 7
   E. Web Browsing
   F. How the Internet Works
   G. Internet Security
   H. Gmail

2. Computacion Basica en Espanol 38
   A. Como Empezar
   B. Lo Basico del Internet
   C. Aprender Word
   D. E-Mail

3. Microsoft Office 56
   A. Beginning Word
   B. Beginning Excel
   C. Beginning PowerPoint

4. Job Skills and Searching 68
   A. Job Skills and Searching
   B. Resume Basics

5. Social Networking 76
   A. Beginning Facebook
   B. Pinterest
   C. Gaming on Facebook

Computer Skills Survey 84
1. Before Class
2. After Class
3. Spanish

Supplemental Information 91
A. Technology Trainer Competencies
B. Technology Proficiency
C. Other Tech Training Resources.

CD-Rom and Online Access (www.carsoncitylibrary.org, click on @Two logo)
A. Class Outlines and Handouts
B. Survey’s in Microsoft Word and PDF
C. Class PowerPoints
@Two Story

Pictured left to right:
The @Two Digital Learning Center’s transformation from staff space to public space. Deputy Director, Tammy Westergard describing the vision of the @Two to stakeholders and the community.

Pictured left to right:
The @Two Digital Learning Center’s Training Hub. This is where most of the classes are taught. Technology Trainer, Sena Loyd watching a patron use the tablet on the premiere computers. Deputy Director, Tammy Westergard teaching iMovie in the @Two Training Hub.

@Two Staff

Pictured left to right:
Sena Loyd
- Technology Trainer
Heather Butler
- Digital Media Librarian
Amy Lauder
- @Two Technician
@Two Staff Not Pictured:
Una Gauper
- @Two Technician
Jason Rush
- @Two Technician
Ilse Saldana
- @Two Technician

Pictured left to right:
Andi Moore
- Programming and Outreach Manager
Elisa Seiler
- Hispanic Services On Right:
Joseph Spencer
- @Two Mentor/Teacher

Instructors Not Pictured:
Amber Sady
Susan Antipa
Tammy Westergard

Presented by: Carson City Library
Meeting Grant Objectives

The mission of the @Two Digital Learning Center is to connect schools, business, families and the community with high-quality learning opportunities that enrich time spent in school or strengthen self-directed adult learning. We aim to support marketable skill building by bridging this area’s digital divide and in so doing help foster digitally literacy. A partnership with the State Library and Archives, Cooperative Libraries Automated Network (CLAN) through the American Economic Recovery and Reinvestment Act Broadband Technologies Opportunities Program (BTOP), and, for Carson City’s portion, a matching grant from the Hop and Mae Adams Foundation, are the BRIC and @Two’s funding sources. Ongoing support from the Friends of the Carson City Library and the Carson City Library Foundation remain important support systems for the future of @Two.

The objectives of BTOP are to:
• Encourage access to broadband and adoption of broadband technology.
• Induce and create new jobs.
• Assist the unemployed in looking for jobs and gaining new skills.

The specific objectives of the @Two Digital Learning Center are:
• Increase computer training.
• Provide the community with advanced computing and build digital skills with youth and 21st century tools.
• The @Two Digital Learning Center will be available to any member of the public, specifically targeting youth 14 and up.
• Complete Train the Trainer classes for other libraries in the Nevada One Click Away Project.
• Assist with helping people find jobs and support the creation of jobs in Northern Nevada.

The @Two Digital Learning Center is meeting the above objectives in many ways. Since January 2013 @Two has offered over 150 computer classes. These classes are basic, beginning, intermediate and advanced computer classes focused on providing new and enhanced skills to members of the community. There is no age restriction for class attendees. Specific classes are provided to assist individuals in finding jobs and building job skills such as resume basics, job searching, and job skills. Access to the specialized equipment, premiere computers, collaboration room w/ green screen and studio equipment, and digital equipment check-out is provided with a premiere library card. The premiere library card with photo is available to patrons ages 14 – 17 with signed agreement and parental permission. It is also available to those 18 and up with a signed agreement. Patrons participating in library sponsored programs are also allowed to access specialized equipment. The train-the-trainer portion of this grant is being fulfilled by providing an iPad, class outlines for basic classes, and GoToTraining training sessions to any willing Nevada One Click Away participant. The @Two Digital Learning Center will also be providing training directly to patrons of other Nevada One Click Away libraries, via GoToTraining.
Basic Computer Skills
Mouse and Keyboard
Instructor Outline

Length: 60 minutes
Description: Learn the ins and outs of how to navigate the computer interface and programs using the mouse and keyboard.
Prerequisites: No computer skills are required. This is a beginner’s course.

Learning Objectives:
Students Will:
1. Learn the components of a mouse.
2. Learn the components of a keyboard.
3. Learn the left click and double-click.
4. Learn how to scroll.
5. Learn the right click.
7. Adjust an image.

Class Materials:
• Link to evaluation before/after class
• Mouse and Keyboard Instructor Outline
• Mouse and Keyboard Hand-out
• Mouse and Keyboard PowerPoint
• A wireless mouse and keyboard for demonstrations

Introduction
Time: 5 minutes
Content: Introduction, announcement, agenda, ice breaker (ask what they help to get out of the class if it is small).

Learning Objectives #1: Learn the components of a mouse.
Time: 10 minutes.
Content: Show the PowerPoint and have a wireless mouse ready.
Activity: Have patrons place their hands properly on the mouse. Open Microsoft Paint and have students paint with the mouse. Show how little one has to move the mouse to make an effect. Close Paint.

Learning Objectives #2: Learn the left click and double-click.
Time: 5 minutes
Content: Show the students the importance of the left click. Explain how left click is the most important function of the mouse.
Activity: Left-double click on the Microsoft Word icon on the desktop.
Mouse and Keyboard Continued...

Learning Objectives #3: Learn the components of a keyboard.
   Time: 10 minutes
Content: Teach caps lock, tab, shift, and ctrl functions.
Activity: Have students type a short sentence then show them how alter the text format with the keyboard. Minimize the Word document for later use.

Learning Objectives #5: Learn the right click.
   Time: Less 5 minutes
Content: Show the right click.
Activity: Open the web browser with a right click then open.

Learning Objectives #4: Learn how to scroll.
   Time: 5 minutes.
Content: Show students how to scroll in a Web Browser.
Activity: Go to the Carson City Library web page and use the scroll. To scroll up and down. Minimize the web browser.

Learning Objectives #6: Learn highlighting and dragging.
   Time: 10 minutes
Content: Return to Microsoft Word and demonstrate highlighting, dragging, copying, and paste.
Activity: highlighting, dragging, copying, and paste.

Learning Objectives #7: Adjust an image.
   Time: 10 minutes
Content: In word, adjust an image.
Activity: Insert a clipart image and adjust the size.

Conclusion
   Time: 5 minutes
Content: Ask for any questions and refer students to other classes. Handout a class schedule and encourage them to practice and sign up for more classes.

Adapted from: Colorado Virtual Library, Library Creation and Learning Centers
Mouse and Keyboard
Handout
@Two Digital Learning Center – 775-887-2244 x1025, twodlc.ccl@gmail.com

Before Class Survey: www.surveymonkey.com/s/beforeclass
After Class Survey: www.surveymonkey.com/s/attwodlcafterclass

List 3 ways you can practice the skills you will learning today
1.________________________________________________
2.________________________________________________
3.________________________________________________

What are your computer goals?

List other computer classes the library has that will help you achieve your goals.

In your own words describe the following:

Right Click:
Scroll:
Left Click:
Hovering:
Highlighting:
Dragging:

Other Notes:
Mouse Pointers
In your own words describe what these mean:

1. Normal Select
2. Help Select
3. Working In Background
4. Busy
5. Precision Select
6. Text Select
7. Hand pointing
8. Unavailable
9. Vertical Resize
10. Horizontal Resize
11. Diagonal Resize 1
12. Diagonal Resize 2
13. Move
14. Alternate Select
15. Link Select

Keyboard Functions
Computers for Beginners
Instructor Outline

Length: 60 minutes
Description: Get to know computers (Don’t be afraid!)
Learn to use a computer, and use the mouse.
Audience: New to the computer and beginning computer users.

Learning Objectives:
Students will:
1. Become less apprehensive about using a computer
2. Be introduced to the components of a computer.
3. Become familiar with the keyboard
4. Become familiar with the computer mouse.
5. Create a file, save it, close it and reopen it.

Class Materials:
• Link to evaluation before/after class
• Computers for Beginners handout
• Put an icon for the Paint, Notepad or mouser-size program on the desktop
• A selection of books from the library collection on this topic.

Special considerations:
The training hub only has Windows 7 machines. Content and handouts should be adapted for use with other systems.

Introduction
Time: 5 minutes
Content: Before class survey. Introduction, announcement, agenda, ice breaker (ask what they help to get out of the class if it is small).

Learning Objectives #1: Become less apprehensive about using a computer.
Time: 10 minutes.
Content: Ask the students what the biggest thing that is preventing them from learning to use the computer. Let them know there are only three ways you can break a computer: 1) Smashing, 2) Throwing, 3) Spilling food or drink onto the computer, can short out or cause sticky gooey mess.
Activity: Have them talk about ways they can overcome a frustration with a computer.

Learning Objectives #2: Be introduced to the components of a computer.
Time: 10 minutes.
Content: Learning how to use a computer is somewhat like learning a new language. It takes time before all the new vocabulary and terms make sense. If you get frustrated, take a deep breath.
Activity: Using the computer handout and computer itself point out the following parts.
Computers for Beginners Continued...

1) Monitor: Much like a television set. Can be turned off without harming the machine (if it is not an all in one).
2) Computer/CPU - the brains: Show them how to use the headphone port, CD-rom, USB flash drive, on/off button.

Learning Objectives #3: Become familiar with the keyboard.
   Time: 5 minutes.
   Content: Show them a diagram of a keyboard.
   Activity: Introduce them to the important components of a keyboard.

Learning Objectives #4: Become familiar with the mouse.
   Time: 15 minutes.
   Content: Show them a diagram of a mouse.
   Activity: Introduce them to the important components of a mouse. Using MS Paint show: 1) How to select the icon and press enter on the keyboard. 2) Have them click on the line tool. 3) Show them how to drag and make a line. 4) Demonstrate picking a color from the palette. 5) Show the circle tool. 6) Free play time.

Learning Objectives #5: Create a file, save it, close it, reopen it.
   Time: 10 minutes.
   Content: Show them how to save a document. 1) Click on file, 2) Click save, 3) Choose a name, 4) Type the name in, 5) Click save, 6) Close the window. Explain trash and have the students move their file into and empty the recycle bin.
   Activity: Have the class start again and do as much of it on their own as possible. Have them save what they did in the previous objectives. Have students put the file in the trash bin.

Conclusion:
   Time: 5 Minutes
   Content: Briefly review the objectives. Give some ideas for students to practice what they have learned. Have participants write down three things they will do to practice and to continue to learn. After class survey.

Adapted from: Colorado Virtual Library, Library Creation and Learning Centers
Lable the parts of this All In One Computer:
CPU: Acronym for Central Processing Unit. You can think of the CPU as the brain of the computer; it is responsible for everything the PC does. There are different brands of processors such as Pentium or Celeron. The speed at which a CPU processes information is measured in Megahertz (MHz) or Gigahertz (GHz).

Flash drive: One of the best and most popular portable storage methods used today is the flash drive (also called a thumb drive or jump drive). These tiny devices plug directly into your computer via a USB port. Files can be moved to or from a flash drive as many times as you want, and you can even edit files right on the drive.

Hard drive: The primary storage area within your computer, usually a hard, metal disk. The higher the number attached, the more storage room you have for programs as well as files created with those programs.

Hardware: Anything you can physically touch, such as the mouse, keyboard, monitor, CPU, or printer.

Modem: Device used to access the Internet via the telephone. Modems are measured by how much information can be transferred per second, or kilobits per second (Kbps).

Operating System: The operating system, or OS, is a piece of software that runs the computer. The operating system is responsible for starting the computer and executing commands like printing documents, opening programs, and so forth. Windows is the operating system most likely installed on your computer and is the operating system used here at the library.

PC: Stands for Personal Computer.

Presentation program: One used to create slide show presentations. An example of a presentation program is Microsoft PowerPoint.

Program “suite”: A series of programs that function as a package. The Microsoft Office suite contains Word, Excel, PowerPoint, and Access.

Software: Software is installed on your computer. Often times the words “program” or “application” are used to refer to a piece of software.

Spreadsheet program: One used to perform calculations or store data. Many people use spreadsheet programs to manage business or household budgets. An example of a spreadsheet program is Microsoft Excel.

Word processing program: One used to create written documents such as letters and résumés. An example of a word processing program is Microsoft Word.

USB - (Universal Serial Bus): USB ports and cables are used to connect devices such as printers, scanners, flash drives, external hard drives and more to a computer. In fact, USB has become so popular, it’s even used in nontraditional computer-like devices such as video game consoles, wireless phones and more.

Adapted from: Colorado Virtual Library, Library Creation and Learning Centers
Introduction to Mac OS
Instructor Outline

Length: 60 minutes
Description: Introduction to Mac OS will familiarize the student with the Mac interface and applications. The course will also explain the differences between the PC and Macs.
Prerequisites: A basic knowledge of the mouse and keyboard, basic computer skills, and a working e-mail address.

Learning Objectives
Students will:
1. Debunking myths about the Mac.
2. Components of a Mac
3. Mac Keyboard and mouse.
4. Differences in Terminology between Mac and Windows
6. Special Programs exclusive to Macs (optional, depending on time)

Materials Needed:
• Link to evaluation before/after class
• Instructor Outline
• Mac PowerPoint
• Mac handouts (Desktop & Terminology)

Introductions
Time: 5 minutes
Content: Ask students to introduce themselves and what their experience with Macs has been. Also, ask if there is anything specific that they would like to learn in this course.

Learning Objectives # 1: Debunking myths about the MAC
Time: 5-10 minutes.
Content: Explain some of the myths about Macs and correct those that are not true. Go through each PowerPoint slide of Myths.
Activity: Ask students if they have heard anything or have any preconceived notions about Macs.

Learning Objective # 2: Components of the Mac computer
Time: 10 minutes
Content: Explain the components of the Mac Computer.
Activity: Ask students to locate the disk drive, USB ports, Headphone plug.
Introduction to Mac OS Continued...

Learning Objective # 3: Mac mouse and Keyboard  
Time: 10 minutes  
Content: Continue with the PowerPoint and show the difference between a PC mouse and a Mac mouse. Show the different features of the keyboard. Give students the MAC keyboard short-cuts.  
Activity: Go to the Finder. Open up Microsoft Word. Have students type a short sentence and then use and copy and paste short cuts. Save the document on the desktop.

Learning Objectives # 4: Windows Terminology vs. Mac Terminology  
Time: 15 minutes  
Content: Show the students the PowerPoint of the differences between the Windows and the Mac terminology for the interface.  
Activity: Give students the handout of the Mac Desktop and have them fill in the blanks.

Learning Objectives # 5: Navigating the Mac Interface  
Time: 20 minutes  
Content: Guide students through the different parts of the Mac interface. Students will follow along and add appropriate labels to the handout.  
Activity # 1: Go to the Dock. Open the Finder. Open the System Preferences. Explain the different functions. Exit out.  
Activity # 2: Open Finder. Explain the different areas and open applications.  
Activity # 3: Go to Spotlight in the top right hand corner, and search for dictionary. Search for a word from the document saved previously.  
Activity # 4: Open the Mission Control and explain how you can easily see all your running programs.  
Activity # 5 (optional): Go to the Dock. Open up Photo booth. Have student take a photo and change the effects. Have them practice using the drop-down tool bar and using right click.  
Activity #6: Show students the widgets!  

Learning Objectives # 6: Special Programs exclusive to Macs  
Time: 10 minutes  
Content: Show the students several of the special programs that are exclusive to Macs. This includes Garage Band, Photo Booth, Mission Control, i-Cal, etc.  
Activity: With computers muted, open garage band and show how you can make your own music.  

Conclusion  
Time: 5 minutes  
Follow up with any questions and refer students to other classes.
Introduction to Mac OS

Handout

@Two Digital Learning Center – 775-887-2244 x1025, twodlc.ccl@gmail.com

Before Class Survey: www.surveymonkey.com/s/beforeclass
After Class Survey: www.surveymonkey.com/s/attwodlcafterclass
Introduction to Mac OS Handout Continued...
Introduction to Windows 7
Instructor Outline

Length: 60 minutes
Description: Learn the basics of Windows 7 interface.
Prerequisites: Basic Computer and Internet Searching Skills. An e-mail account is REQUIRED for this class.

Learning Objectives:
Students Will:
1. Learn the physical components of a PC.
2. Learn the basic terminology and location of the Windows 7 interface.
3. Learn the contents of the tray
4. Review the desktop short cuts and create folders.
5. Open the Windows Orb and learn about the contents.
6. Play with Gadgets. (optional if time allows)

Class Materials:
• Link to evaluation before/after class
• Instructor Outline
• Windows 7 Hand-out
• A Flash drive for demonstration.

Introduction
Time: 5 minutes
Content: Introduction, announcement, agenda, ice breaker (ask what they help to get out of the class if it is small.

Learning Objectives #1: Learn the physical components of a PC.
Time: 5 minutes
Content: Show patrons the disk drive, USB ports, microphone and headphone connections. Show the power button.

Learning Objectives #2: Learn the basic terminology and location of the Windows 7 interface.
Time: 15 minutes
Content: Explain how the desktop is similar to the desktop of a physical desk. Your desktop is the top, the first area you see when you start the computer. You have different folders and programs available. The Windows Orb/starter is your main drawer to help you find programs and controls. You can customize your desktop just like you can your real desk.
Activity: Explain the different areas and icons of the desktop. Have students fill in the blanks on the Windows 7 hand-out. Go over the location and contents of the Window's Orb, tray, desktop, task bar, short-cuts, and recycling bin.
Introduction to Windows 7 Continued...

Learning Objectives #4: Learn the contents of the tray
   Time: 5 minutes
Content: Open the Tray and explain the different functions. Show how students can customize their tray.
Activity: Students will likely not have a flash drive, however, demonstrate on your computer how to properly eject a flash drive.

Learning Objectives #3: Review the desktop short cuts and create folders.
   Time: 10 minutes
Content: Demonstrate how to double-click and open a program. When you minimize the program, show patrons how to re-open the program using the task bar.
Activity: On the Desktop, have patrons right click and open a new folder. Title the folder “practice”, within that folder creates another folder called “documents”. Exit the folders and double-click on Microsoft Word. Have students type a few sentences or words. Go to save. Go to desktop and select your folder you have created. Save your document and close Word.

Learning Objectives #5: Open the Windows Orb and learn about the contents.
   Time: 10 minutes
Content: Explain that the orb is your main and only navigation/finder tool. Go through the different programs. Explain how the Windows Orb is dynamic. It changes and customizes itself based on the programs that you use the most frequently.
Activity: Go to the Orb, go to desktop, and find the folder you created and open your document. Go to the orb and use the “search-a-word” in the search bar to find the document you saved.

Learning Objectives #6: Play with Gadgets. (optional)
   Time: 5 minutes
Content: Show the gadgets and how they can stay on your desktop
Activity: Have patrons open up sticky notes and leave a note on the desktop. Open the clock and calculator.

Conclusion:
   Time: 5 minutes
Ask for any questions and refer students to other classes.
Differences between Windows XP and Windows 7:
Introduction to Windows 7 Handout Continued...

**Windows 7 Terminology**

In your own words describe the following:

- Desktop
- Icons
- Recycle Bin
- Task Bar
- Start/Window’s Orb
- Programs
- Shortcuts
- Folders
- Menulet/defaults
- Minimize
- Maximize
- Restore Up/Down
- Gadgets
- Control Panel
- Search Box

**Windows 7 Shortcuts**

<table>
<thead>
<tr>
<th>Keystroke</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Home</td>
<td>Minimizes all but the current window</td>
</tr>
<tr>
<td>+ Spacebar</td>
<td>Preview Desktop (makes all open windows transparent)</td>
</tr>
<tr>
<td>+ Up Arrow or Down Arrow</td>
<td>Maximizes the current window or minimizes/restores the current window</td>
</tr>
<tr>
<td>+ Left Arrow or Right Arrow</td>
<td>Tiles the window on the left side (or the right side) of the screen</td>
</tr>
<tr>
<td>+ P</td>
<td>Chooses a Network Projector presentation display mode</td>
</tr>
<tr>
<td>+ Alt + 1..0</td>
<td>Accesses the Jump List of a program pinned on the Taskbar in the position indicated by the number</td>
</tr>
<tr>
<td>+ T</td>
<td>Cycles through the items on the Taskbar</td>
</tr>
<tr>
<td>+ 1..0</td>
<td>Launches a program pinned on the Taskbar in the position indicated by the number or accesses a running program on the Taskbar in the position indicated by the number</td>
</tr>
<tr>
<td>+ Shift + 1..0</td>
<td>Launches a new instance of a program pinned on the Taskbar in the position indicated by the number</td>
</tr>
<tr>
<td>+ Ctrl + 1..0</td>
<td>Accesses the last active instance of a program pinned on the Taskbar in the position indicated by the number</td>
</tr>
</tbody>
</table>
Web Browsing
Instructor Outline

Length: 90 minutes
Description: Curious about this thing called the Internet? Then come to Internet 101 to get a basic introduction on how to use it, what it can do, and how much fun it can be to surf the web!
Audience: Beginning computer users with basic keyboard and mouse skills

Learning Objectives:
Students will:
1. Identify 5 uses for the Internet.
2. Navigate the Internet using links and browser buttons (forward, back, refresh, cancel, scroll).
3. Define the parts of a url and practice entering a url into the address bar.
4. Examine the elements of a web page (menus, help, contact, about us, ads, search bar).
5. Learn how to print from the Internet using print preview.
6. Practice browsing the Internet.

Class Materials:
• Link to evaluation before/after class
• Handouts

Introduction
Time: 5 minutes
Content: Introduce self, overview of class, announcements

Learning Objective #1: Identify 5 uses for the Internet
Time: 10 minutes
Content: There are many uses for the Internet, for business, education, and entertainment. Don’t go into detail about specific uses, though. Tell a story about something you like to do on the Internet.
Activity: Have participants shout out (brainstorm) uses for the Internet. Type them into the instructor computer using Word or Google Docs. Try to get at least 10 examples and have participants write down 5 examples that they would like to learn more about.

Learning Objective #2: Navigate the Internet using links and browser buttons
Time: 15 minutes
Content: Show this video to give a brief overview to the web browser.
“Browser Basics” by GCF Learn Free (2 1/2 minutes)
http://www.gcflearnfree.org/internet101 (click on “Browser Basics”)
Discuss: What is an Internet Browser?
Activity: Guide participants through the using an Internet Browser, including links, back/forward buttons, refresh/cancel buttons, scroll bars, and help menu.
Web Browsing Continued...

Learning Objective #3: Define the parts of a url and practice entering a url into the address bar
   Time: 15 minutes
Content: Define URL (Uniform Resource Locator) and give an analogy (like a street address, unique and has many parts). Explain the parts of a URL, including the difference between http/https.
Activity: Demonstrate how to enter a new url. Have participants work in pairs to practice, taking turns to enter a url while the other person assists. Use “Yahoo.com” as an example.

Learning Objective #4: Examine the elements of a web page
   Time: 15 minutes
Content: Demonstrate using “Yahoo.com” as an example, explain and point out common elements of web pages, including menus, sidebars, advertisements, content, search bar, sign in, help, and about. Explain advertisement placement and warn participants to be careful of clicking advertisements, and warn them about scams and spyware.
Activity: Have participants complete a Yahoo! scavenger hunt, locating things on the main page of “Yahoo.com” (no clicking required)

Learning Objective #5: Learn how to print from the Internet using print preview
   Time: 5 minutes
Content: Describe the process for printing at your library. Include each step, including how much it costs, where to pick up, and any other important information. Demonstrate common problems when printing from the Internet, including ads, blank pages, and many pages of unnecessary information. Demonstrate the “print preview” option. Try to select a long page like a news article for this.
Activity: Have all participants practice printing a page using print preview.

Learning Objective #6: Practice browsing the Internet
   Time: 15 minutes
Content: Talk about what it means to “browse the Internet“ by clicking links. Make a joke about the amount of time lost to people getting lost browsing the Internet.
Demonstrate how you might browse the Internet from Yahoo.com.
Show this video to introduce people to how tabs work.
“How to browse the web with tabs” by GCF Learn Free (1 minute)
http://www.teachparentstech.org/tabs
Activity: Have participants practice browsing on their own. Then have participants work with a partner and take turns showing each other what they found while browsing.

Conclusion
   Time: 10 minutes
Content: Give ideas for practice.
Activity: Have participants write down 3 things they will do to practice and to continue learning about the Internet

Adapted from: Colorado Virtual Library, Library Creation and Learning Centers
Web Browsing
Handout
@Two Digital Learning Center – 775-887-2244 x1025, twodlc.ccl@gmail.com

Before Class Survey: www.surveymonkey.com/s/beforeclass
After Class Survey: www.surveymonkey.com/s/attwodlcafterclass

List 5 uses for the Internet:

1. 
2. 
3. 
4. 
5. 

Parts of a URL (web address)

URL: http://www.yahoo.com/news

protocol  domain  path

Domain Types: .com
.org
.edu
.net
.co

URLs do not have spaces or @ symbols
Web Browsing handout Continued...

Google: Scavenger Hunt

*Search for the answers to the following questions using Google.com. You shouldn't have to leave Google to find the answers you are looking for.*

1. What is the local weather?

2. Type in the search term “carson city” and use “I’m Feeling Lucky”, what are your results?

3. Name three of the links at the top of the search page.

4. Search for “library” and indicate how many search results appear in the Map on the right hand side.

5. Search for your library (ex: Carson City Library) and note the address.

Parts of the Internet Browser:
How the Internet Works
Instructor Outline

Length: 90 minutes
Description: Are you the curious type? Come learn the basics about how information travels across the Internet to your computer, and explore basic browser functions.
Goal: Participants will learn the basics behind how the Internet works.
Audience: Beginning computer users with basic mouse and keyboard skills

Learning Objectives:
Students will:
1. Define the terms network, Internet, and World Wide Web
2. Identify various types of Internet connections and Internet Service Providers
3. Describe how information is travels via the Internet
4. Discuss how Internet browsers function
5. Explore basic browser settings

Class Materials:
• Link to evaluation before/after class
• Handouts

Resources:
Instructor should review these resources as needed to prepare to teach the class.
http://www.coloradovirtuallibrary.org/content/what-web
http://www.gcflearnfree.org/internet101
http://www.gcflearnfree.org/mozillafirefox

Introduction
Time: 5 minutes
Content: Introduce self, overview of class, announcements
Activity: Brainstorm: What do we know about how the Internet works?

Learning Objective #1: Define the terms network, Internet, and World Wide Web
Time: 15 minutes
Content: Talk briefly about how servers, networks, the Internet, and the World Wide Web work, and explain the hierarchy between these three things.
Activity: Pair share: Have participants work with a partner to write down definitions for each term, using their own words. Visit http://www.netlingo.com/ for current definitions.
How the Internet Works Continued...

Learning Objective #2: Types of Internet access – dial up, DSL, cable, wireless, etc.
  Time: 15 minutes
Content: Talk about Internet Service Providers, modems, routers, and wireless networks. Explain the process for how computers (and other devices) get connected to the Internet.
Activity: Show participants this GCF Learn Free tutorial about Internet speeds. Have them follow along on their own computer (preload the link to their computers as a shortcut to save time!) Give them some time to explore and read. http://bit.ly/xkhp3Y

Learning Objective #3: Describe how information travels via the Internet
  Time: 15 minutes
Content: Talk briefly about how information is converted to data, and how that data travels via the Internet. Talk about bandwidth, the speed at which things travel over the Internet.
Give an analogy: Compare bandwidth to a water pipe. Only so much data can travel through the pipe, so if many people are connected at the same time, it reduces the overall speed. This happens at the Internet Service Provider, and also at the local connection (at your house or library).
Talk about file size, and compare the difference between a text-based web page, an image, a music file, and a video. (Data is measured in bytes)
Talk about the speed at which things travel across the Internet, and compare that to the different file sizes. (Speed is measured in bits)
Activity: Discuss: What are some problems we will encounter with a slow Internet speed?

Learning Objective #4: Discuss how Internet browsers function
  Time: 15 minutes
Content: Talk about how browser software works, in general.
Show some examples of a few browsers (Firefox, Internet Explorer, Safari, Google Chrome), either by live demonstration or screen shots.
Select one browser to use for the class and guide participants through the different menu options.
Activity: Browser Settings Scavenger hunt: Give participants a list of menu functions and have them search for them. Have them write down the menu under which they found each function.

Learning Objective #5: Explore basic browser settings
  Time: 15 minutes
Content: Talk about how Internet browsers can be customized to individual preferences.
Select two or three browser settings (view, toolbars, history, bookmarks, or options) and demonstrate each one.
Activity: Give participants time to explore and practice changing the browser settings that have been demonstrated.

Conclusion
  Time: 10 minutes
Content: Questions & Review. Give recommendations for continued learning (books, websites, etc.)

Adapted from: Colorado Virtual Library, Library Creation and Learning Centers

Presented by: Carson City Library

@Two Digital Learning Center
How the Internet Works
Handout
@Two Digital Learning Center – 775-887-2244 x1025, twodlc.ccl@gmail.com

Before Class Survey: www.surveymonkey.com/s/beforeclass
After Class Survey: www.surveymonkey.com/s/attwodlcafterclass

Internet Browsers

Write the names of these Internet Browser images below the picture:

Have you used any of these before? Which of these are we using today?

Browser Settings Scavenger Hunt

*Search for the following settings in the browser you are using today and write down where you found them.*

Zoom
Options
Tool bars
Security
Tabs
Clear Recent History
Downloads
Privacy
Definitions

*Define the following in your own words*

**Server:**

**Network:**

**Internet:**

**World Wide Web:**

**Dial-up:**

**DSL:**

**Cable:**

**Wireless:**

**Bandwidth:**

**Bit (b):**

**Byte (B):**

**Mbps:**

**T1:**
Internet Security
Instructor Outline

Length: 60 minutes
Description: Learn and explore how to keep your computer and web browsing safe. One of the most frequently corrupted
Prerequisites: Basic computer, mouse and keyboard skills, and an e-mail address.

Learning Objectives:
Students Will:
1. Learn the basic terminology of security.
2. How to secure your home and public computer.
3. How to secure your computer when using wireless networks.
4. Securely creating and managing account and passwords.
5. How to avoid online scams and insecure web pages.

Materials Needed:
• Link to evaluation before/after class
• Information Security PowerPoint.

List any special considerations for delivering
Course may attract patrons with deeper computer issues and questions. If a student has a serious hacking or other issue please have them wait to ask questions after class.

Introduction
Time: 5 minutes
Content: Introduction, announcement, agenda, ice breaker (ask what they help to get out of the class if it is small.

Learning Objectives #1: Learn the basic terminology of security.
Time: 5 minutes
Content: Discuss terms that are commonly heard around information and Internet security.
Activity: Go over the list of terms with the class. Then ask them if they have heard of any other terms and discuss the meaning.

Learning Objectives #2  How to secure your home and public computer.
Time: 15-20 minutes
Content: Discuss the how to protect your home computer and public computer.
Activity: Have students brainstorm ideas other than the ones suggested on how they can protect their information. Make a list and discuss the pros and cons (if applicable). Next show students how to block sharing on computers by going to Windows Starter, Computers and Settings.
Learning Objectives #3: How to secure your computer when using wireless networks.
   Time: 10 minutes
Content: Discuss how an open wireless connection can make your information vulnerable.
Activity: Have students go to their web browser and Google resources on how to protect your Internet connection.

Learning Objectives #4: Securely creating and managing account and passwords.
   Time: 15 minutes
Content: Go through the slides explaining the importance of passwords and not sharing information
Activity: If students have an e-mail address, have them rethink their passwords and discuss frequent password changes. If students do not have an e-mail account, encourage them to

Learning Objectives #5: How to avoid online scams and insecure web pages.
   Time: 15-20 minutes
Content: Discuss the type of websites that could be dangerous.
Activity: Have students compile a list of websites like Craig’s List and others where private information could be easily shared. Discuss security dangers and how to protect yourself when using various sites.

Conclusion:
   Time: Ask for any questions, direct students to other classes and resources if necessary.
Google Gmail
Instructor Outline

Length: 60 minutes
Description: Do you need an e-mail account for job applications, work, or communicating with your friends and family? Do you need a review of composing, sending, forwarding, attaching files, and managing your Gmail account? If so, this is the course for you. Google: Gmail will be a step-by-step guide on how to create an account, user name, and password. In addition to teaching how to secure, maintain, and use your Gmail account.

Learning Objectives:
1. Create a Gmail user name and password.
2. Learn how to sign in and out of your new account.
3. Compose, send, copy, and forward your e-mails-Save drafts of emails.
4. Manage your inbox (delete or flag messages & create folders)
5. Add attachments to an e-mail & save or download attachments.
6. Email security and resetting your password
7. [Additional - time permitted] Discuss other Google programs like Google Drive and Calendar.

Course Materials Needed:
- Links to before/after class survey
- Google Gmail worksheet
- Scratch paper and pencils
- A staff e-mail account to email attachments to patrons for practice.
- Google www.google.com
- Find out what’s new in Gmail: https://mail.google.com/mail/help/intl/en/features.html

Learning Objective #1: Create Gmail user name and password.
Time: 10-15 minutes
Content: Create a unique user name that can be used for business or personal use. Choose a secure password with multiple characters (uppercase, lowercase, numbers, and symbols (@#$%^*)). Verify e-mail with “Prove you’re not a robot” or text/cell phone call option. Please discourage cell phone option; however, it may be necessary.
Activity: Give patron the Gmail handout. Explain to the patron the importance of choosing a profession user name if the account is going to be used for work or business related functions. Explain password security (no dog names) and using a mixture of uppercase, lowercase, numbers, and symbols. Have the patron write down 3 possible user names. Try user’s names to see if they verify. Have patron record their user name and password in a safe place.

Learning Objective #2: Learn how to sign in and out of your new account.
Time: 5 minutes
Content: Demonstrate how to properly sign out, close browser, restart browser, go to Google, and sign in.
Activity: After patron has logged into their new account, have them log-out and login again.
Google Gmail Continued...

Learning Objective # 3: Compose, send, copy, and forward your e-mails-Save drafts of emails.
   Time: 15-20 minutes
Content: Demonstrate how to compose an e-mail, send it, copy a message, and forward (explain the function of copy/forward). Demonstrate how to save and e-mail and where to access the drafts. After students send their message to you, have them reply to you.
Activity: Have the student send you an e-mail with subject, message, and content. Before they send it, have them save it to drafts and re-open it. Open your e-mail and show the results. Reply to the student message to demonstrate.

Learning Objective # 4: Manage your inbox (delete or flag messages & create folders)
   Time: 10 minutes
Content: With the newly received messages, demonstrate how to delete, flag, and create a folder. Delete a message from a student (nothing personal), flag one to read later or that is important. Create a folder called Students to move their messages.
Activity: Have students think of categories for folders.

Learning Objective # 5: Add attachments to an e-mail and save or download attachments.
   Time: 10 minutes
Content: Demonstrate how to attach an e-mail and send a group email to the Students.
Activity: Have the Students open the e-mail and save the attachment to desktop then compose an e-mail and send the attachment back to instructor.

Learning Objective # 6: E-mail security and resetting your password.
   Time: 10 minutes
Content: Explain the importance of logging off computers properly. Do not ever save your e-mail information to a web browser. This may happen naturally when creating the account. Explain how to reset password and ignore them to change their password every 6 months.
Activity: NONE.

Conclusion:
   Time: 10 minutes
Content: Allow patrons to ask questions. Refer them to resources and speak to them about other Google courses offered by the library.
Google Gmail
Handout
@Two Digital Learning Center – 775-887-2244 x1025, twodlc.ccl@gmail.com

Before Class Survey: www.surveymonkey.com/s/beforeclass
After Class Survey: www.surveymonkey.com/s/attwodlcafterclass

Fill in TWO possible user names
Example: aehaber@gmail.com; cupcakemom@gmail.com

1. @gmail.com
2. @gmail.com

After verifying, what is your user name?
__________________________@gmail.com

3 Tips for passwords!

* At least 8 characters long
* No familiar names, places or people
* Create a password you can commit to memory and type quickly.

Please create an 8 character password featuring several of the following:
Example: DoGBoY!23

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890
! @ # $ % ^ & *

Password: ________________________

**Remember to update your password every 6-8 months.
Google GMail Handout Continued...

Lets Practice!

Send an email to the @Two team at TwoDLC.CCL@gmail.com

Definitions

Define the following in your own words

Compose:

Subject:

Reply:

Reply All:

Forward:

CC:

BCC:

Attachment:

Draft:

Resources

Google: www.google.com

Find out what is new in Gmail: https://mail.google.com/mail/help/intl/en/features.html
Computacion Basica En Español
Computacion Basica: Como Empezar
Plan de Instructor

Objetivos:
Al final de la clase, el estudiante comprenderá y podrá realizar las tareas siguientes:
• Identificar las partes básicas de la computadora (ratón, teclado, pantalla, impresora)
• Comprender la diferencia entre equipo y programas
• Comprender los términos básicos de computación
• Poder minimizar, maximizar, cerrar y restaurar ventanas
• Usar el ratón con confianza

Preparar la clase:
• Imprimir folletos y colocar uno en cada escritorio
• Cargar http://www.pbclibrary.org/raton/mousercise.htm en todas las computadoras y minimizar la ventana. Abrir otra ventana de IE y minimizarla.
• Cargar el video “Software de computadoras” http://www.commoncraft.com/video/software-de-com putadoras
• Traer una torre vieja a la clase para demonstrar los componentes de la máquina

Resumen de la clase
Introducción
1) Presentarse instructor y estudiantes (para cada estudiante, preguntarle su nombre y por qué le gustaría aprender a usar la computadora).
2) Lluvia de ideas en la pizarra – temores, dudas. Asegurarles que no es posible romper la computadora, y cualquier problema puede ser arreglado. La meta de hoy es conocer la computadora, explorarla y llegar a sentirse a gusto con el uso de la computadora.
3) Explicar los objetivos de la clase y lo que vamos a aprender hoy.

Actividades #1: Equipo (Hardware): Empecemos con lo que es en la mesa enfrente de ustedes.
Pantalla, monitor, ratón, teclado, torre
Botón de encendido – ¡pero no lo oprimas!
Dibujar un botón de encendido en la pizarra - Todos los equipos y tipos de computadoras usan este símbolo para indicar dónde se enciende y se apaga el aparato. Si puedes encontrar este símbolo, puedes encender y apagar cualquier aparato.
• Preguntar a la clase: ¿Puedes encontrar este símbolo en el monitor?
• Oprimalo. Esto apagará la pantalla. Oprimalo otra vez.
Mostrar los puertos para memoria flash y CD
Explicar que los componentes que realizan las tareas de la computadora están en la torre (la torre es como el motor del computadora)
• Mostrarles la torre vieja - explicar los componentes.
Mostrar tarjeta madre, unidad óptica, disco duro, memoria
Actividades #2 Programas (Software)

El equipo consiste en todas las partes de la computadora que podemos tocar. Pero no podemos comunicar con el equipo sin un traductor, o un idioma en común. Software, o programas, son las partes de la computadora que no podemos tocar, y el software proporciona el idioma que nos permite usar la computadora.

Lo más importante – el jefe del software – es el sistema operativo (conocido por sus siglas OS). El sistema operativo es el programa principal, el que hace todo, desde traducir el movimiento del ratón al movimiento del puntero en la pantalla hasta determinar el aspecto de los iconos y ventanas.

Ejemplos de un OS incluyen Mac o Windows (estas máquinas son Windows).

Además del OS hay otros programas que funcionan adentro del sistema operativo. Cada uno tiene un propósito diferente. Por ejemplo (indicar ícono correspondiente en el escritorio),

- Internet Explorer nos permite ver páginas web.
- Word nos permite hacer documentos como CVs (currículo vitae o “resumé”) o cartas.
- My Documents nos permite ver los archivos guardados en la computadora.

Actividades #3: El escritorio

El escritorio es lo que ves cuando enciendes la computadora - el punto de partida. Hay tres partes importantes del escritorio:

- Íconos (programas o archivos; haz doble clic para abrirlos)
- botón de inicio/menú de inicio - para encontrar y abrir programas que no puedes encontrar como iconos, o apagar la computadora
- barra de tareas en la parte inferior de la pantalla (funciona como una lista de programas abiertos) – en este momento, tenemos dos programas abiertos.

Actividades #4: Ventanas y cómo usarlas

Este sistema operativo se llama Windows, o “ventanas” en español. Cada programa o archivo que abras, aparecerá en una ventana separada.

Actividad

Haz clic en IE (la que no dice “Ratoneando”) para restaurarlo. Nota que hay tres botones en la esquina derecha superior. Vas a encontrar estos botones en cada programa de Windows, y siempre funcionan de la misma manera.

Minimizar

Si quieres “esconder” la ventana, pero no quieres cerrarla, usa el botón minimizar.

Practicar minimizar

Maximizar/Restaurar

El aspecto del botón cambiará según el tamaño de la ventana

Cuando la ventana es pequeña (cuando no cubre toda la pantalla), podemos arrastrarla a otras partes de la pantalla

Practica el uso de este botón

Cerrar

Puedes adivinar lo que hace el botón rojo con la equis. Vas a cerrar el programa, y la ventana desaparecerá.

Cierra la ventana de IE.
Actividades #5: Cómo usar el ratón

Cómo sujetar el ratón

• Coloca el dedo índice en el botón izquierdo, y el dedo medio en el botón derecho
• Mantén la mano quieta y mueve el ratón suavemente, con la muñeca relajada en la mesa

Clic izquierdo es el más usado: el botón izquierdo es el botón de acción. Cuando digo “haz clic,” quiere decir “haz clic izquierdo”.

• Usamos el clic izquierdo para abrir programas, archivos, y carpetas, abrir enlaces en internet, y colocar el cursor cuando tenemos que escribir en un formulario o documento.

Clic derecho es para usar el botón de opciones. Si haces clic derecho, abrirá un menú. Las opciones disponibles en el menú cambiarán según el contexto – por ejemplo, el menú de clic derecho es diferente en IE que en el escritorio (mostrarles la diferencia) – por eso, este menú se llama “el menú de contexto.”

• No vamos a usar el clic derecho hoy, pero lo que es importante recordar es que, si oprimes el botón derecho sin querer, no te preocupes. Simplemente haz clic con el botón izquierdo en cualquier parte de la pantalla y el menú del contexto desaparecerá.

También, tienes la opción de hacer un solo clic o un doble clic.

• En la mayoría de los casos, un clic es suficiente. Si un solo clic no funciona, prueba el doble clic.

• Usamos el doble clic para abrir programas, carpetas, o archivos.

Es importante hacer los dos clics con rapidez – que no haya mucho tiempo entre los dos clics. Imagina que estás tocando la puerta de un amigo: “toc toc”

Nota la flechita en la pantalla. Esto representa la ubicación del ratón. Se llama el puntero. El puntero se cambia de forma según el contexto.

Normalmente el puntero aparece en la forma de una flechita blanca.

Cuando el puntero está colocado encima de un enlace en internet, sale la manita. La manita significa que puedes hacer clic e ir a otra página web.

A veces, el puntero cambia de forma a una “I” – esto significa que puedes seleccionar texto o que hay un espacio donde puedes escribir.

Actividades #6: Practicar con el ratón

Haz un clic en Ratoneando en la barra de tareas
http://www.pbclibrary.org/raton/mousercise.htm

Adapted from: Colorado Virtual Library, Library Creation and Learning Centers
Computacion Basica: Como Empezar
Folleto
@Two Digital Learning Center – 775-887-2244 x1025, twodlc.ccl@gmail.com
After Class Survey: http://www.surveymonkey.com/s/afterclassspanish

¿Qué necesitas para usar una computadora?

Equipo — *hardware*. Los componentes físicos del sistema.
  Ejemplos: el teclado, el monitor, la impresora, el ratón
Programas — *software*. Una serie de instrucciones que hacen una acción o tarea.
  Ejemplos: Microsoft Word, Microsoft Excel, Internet Explorer
Sistema operativo — el programa principal que traduce entre el equipo y las personas.
  Ejemplos: Windows XP, Windows 7, Mac OS X

Escritorio
El escritorio es lo que ves cuando la computadora enciende. Consiste en las partes siguientes:

**Iconos:**
un símbolo que representa un programa o archivo; un doble clic en el ícono abrirá el programa o archivo.

**Botón de inicio:**
para encontrar un programa o apagar la computadora.

**Barra de tareas:**
Es la barra ubicada en la parte inferior de la pantalla. Cada vez que se abre un programa, un fólder (carpeta) o una ventana, aparece un botón que la representa.

--

Las ventanas y como controlarlas
Los programas abren en ventanas, áreas rectangulares que representan el espacio de trabajo del programa. Cada ventana tiene los mismos tres botones en la esquina derecha superior:

Minimizar: para achicar la ventana.

Maximizar: hace que la ventana ocupe toda la
  O Restaurar: hace que la ventana a un tamaño menor.

Cerrar: para salir del programa.
El puntero
El puntero es la flecha que aparece en la pantalla de la computadora cuando mueves el ratón. Puede tomar diferentes formas:

- **señalar:** Colocar el puntero del ratón en un sitio específico.
- **clic:** Señalar y oprimir una vez rápido el botón izquierdo del ratón.
- **doble-clic:** Señalar y oprimir dos veces rápido el botón izquierdo del ratón.
- **arrastrar:** Mover el ratón mientras mantiene pulsado el botón izquierdo del ratón y luego soltar el botón al llegar al punto donde quiere dejar el objeto.

El clic izquierdo:
El botón izquierdo del ratón es el botón de acción, el que vas a utilizar más. Vas a usarlo para selecciones, abrir programas, pulsar botones, y muchas otras tareas.

El clic derecho:
El botón derecho del ratón es el botón de opciones. Al hacer clic en algo con él, te dará un menú de otras tareas que puedes hacer.

Recuerda
Pon el dedo índice sobre el botón izquierdo.
Pon el dedo anular sobre el botón derecho.
Descansa la muñeca sobre la mesa
Mantén la mano relajada.
Pulsa los botones suavemente.
Mantén la mano quieta mientras haces clic.

¿DÓNDE PUEDO ENCONTRAR MÁS AYUDA?
Practica con el ratón: www.pbclibrary.org/raton

Adapted from: Colorado Virtual Library, Library Creation and Learning Centers
Computacion Basica: Lo Basico del Internet
Plan de Instructor

Los estudiantes aprenderán a usar Internet Explorer para obtener acceso a internet y Google para encontrar información confiable.

Objetivos:
Al final de la clase, el estudiante podrá realizar las tareas siguientes:
- Identificar las partes más importantes del navegador Internet Explorer:
  - Barra de dirección
  - Barra de búsqueda
  - Botón Atrás
  - Escribir un URL e ir a la página.
  - Buscar y encontrar información general con la barra de búsqueda.
  - Abrir un navegador y realizar búsquedas por su propia cuenta
  - Evaluar la confiabilidad de sitios web

Preparar la clase:
- Imprimir folletos
- Cargar los sitios web para el video

Resumen de la clase
Introducción
1) Presentarse instructor y estudiantes (nombre y lo que quiere hacer por Internet)
2) Lluvia de ideas en la pizarra – temores, dudas. Asegurarles que no es posible romper la computadora, y que cualquier problema puede ser arreglado.
3) Explicar los objetivos de la clase y lo que vamos a aprender hoy.

Actividades #1: Introducción al World Wide Web
- ¿Qué es el Internet?: una red global de computadoras interconectadas que tiene información, entretenimiento y recursos para los usuarios. Puede ser pasivo o interactivo.
- Un sitio web es un grupo de páginas interconectadas por Internet
- Todos los sitios web tienen una dirección o URL
  - Metáfora: todos los edificios del mundo tienen direcciones, y los sitios web también.
- Páginas están conectadas por enlaces- imágenes o textos en que puedes hacer clic para ir a otra página web.
  - Demostrar el vocabulario en http://espanol.denverlibrary.org
    (es un sitio con muchas páginas conectadas por enlaces. Mirar el URL)

Actividades #2: Navegador – Internet Explorer
- Abrir Internet Explorer
- Un navegador es un programa que te permite ver páginas por internet.
  - Actividad: Los estudiantes abren Internet Explorer (a denverlibrary.org) y hacen clic en Español
Botón Atrás
Botón Adelante
Barra de dirección
  Repetir: todos los edificios del mundo tienen direcciones, y los sitios web también. La barra es donde puedes leerlas.
Barra de Búsqueda - escribe lo que buscas y oprime el botón “enter” en el teclado.
Botón de Actualizar (refresh) – carga la página otra vez si hay problemas
Botón de Inicio (home)- todos los navegadores tiene una página de inicio

Actividades #3: Direcciones y Búsquedas
A veces tú sabes la dirección del sitio que quieres visitar pero otras veces tienes que buscarla.
Metáfora: sabes la dirección de tu carnicería favorita, pero si estás buscando una nueva carnicería, necesitas buscarla porque no sabes dónde queda.

Direcciones
  Actividad: Ir a zapatos.org, una dirección que ya sabes.
  Las partes de una URL/dirección web (también mira el folleto)
  http
  www
  nombre del sitio
dominio (.org, en este caso, es una organización no-gubernamental)
  Repasar los otros dominios en el folleto (.mx es de México)

¿Es legítimo? La fiabilidad de un sitio web
  Con todos los sitios, pregúntate:
  Quién, por qué, qué y cuándo (ver el folleto)
  Si esta información no existe, es posible que el sitio no sea legítimo.
  Demostrar cómo evaluar la confiabilidad de un sitio
  Actividad: ir a www.seguridadesocial.com- ¿Qué puedes descubrir? El dominio es .com (comercial), los enlaces son extraños – no es lo que se espera encontrar

Búsquedas y resultados
  Actividad: Buscar “Univisión Denver”
  Escribir “Univisión Denver” en la barra de búsqueda
  Los resultados de la búsqueda
  Título del sitio primero, después dirección y una descripción del sitio
  Haz clic en el título
  Si no es lo que buscas, usa el Botón Atrás para regresar a los resultados

Cómo realizar búsquedas en español
  Ir a google.mx (está en el folleto)
  Actividad: buscar Denver Salud y escoge ‘páginas en español’
  Conversación: ¿Qué puedes concluir sobre estos resultados? ¿Cuáles son los títulos de los sitios que aparecieron en la lista de resultados?

Presented by: Carson City Library
Your Knowledge and Discovery Place
@Two Digital Learning Center
Todos los estudiantes explorarán 2 de los resultados y en 5 minutos, compartirán con la clase lo que aprenden.

Pistas: cómo hacer mejores búsquedas
Usa palabras simples que definan lo que buscas.
No uses palabras como “la” “el” etc.
¿Qué palabras se usarán en el sitio que buscas?
Ejemplo: Tiempo Denver v. ¿Va a llover mañana?
Actividad: Encuentra el calendario de tu equipo favorito (o Chivas, o cualquiera)

Actividades Final
¿Hay preguntas?
Gracias por venir, ojalá que vengas a las otras clases de la serie.

Adapted from: Colorado Virtual Library, Library Creation and Learning Centers

Presented by: Carson City Library
Digital Learning Center
Computacion Basica: Lo Basico del Internet

Folleto
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After Class Survey: http://www.surveymonkey.com/s/afterclassspanish

Vocabulario

**Internet/World Wide Web:**
Red global de computadoras interconectadas.

**Navigador:**
Programa que te permite ver páginas por internet. Algunos navegadores son Internet Explorer, Firefox y Chrome.

**Sitio web:**
Un grupo de páginas interconectadas por internet.

**Dirección de la red/URL:**
El nombre único para una página web, mostrada en la barra de dirección del navegador.

**Enlace:**
Una imagen o texto en que puedes hacer clic para ir a otra página web.

**Buscador:**
Sitio web que busca información por internet.

---

**Botón Atrás**
Regresar a la última página que has visto.

**Botón Adelante**
Avanzar página por página en sitios que has visitado.

**Botón de Actualización**
Cargar la página otra vez si hay problemas.

**Botón de Inicio**
Regresar a la página de inicio de su navegador.

**Pestañas**
Pestañas te permite abrir múltiples sitios web en la misma ventana. Puedes abrir páginas web en pestañas nuevas, cambiar entre ellas haciendo clic en las pestañas.

**Barra de búsqueda**
Para buscar por internet. Escribe el de lo que buscas y oprime el botón “Enter” en el teclado.

**Barra de dirección**
Muestra la dirección (URL) del sitio web que ves.
Computacion Basica: Aprender Word
Plan de Instructor

Objetivos:
Los estudiantes comprenderán y lograrán las tareas siguientes:
- Copiar y pegar texto.
- Usar las funciones de hacer y rehacer
- Formatear la letra por medio de tipo, tamaño, y color, y además usarán las herramientas para subrayar, resaltar y convertir la letra en negrita, itálica, etc.
- Formatear los párrafos de un documento por medio de la alineación, las viñetas, la numeración, y el espaciado.
- Cambiar los márgenes del documento.
- Guardar documentos.
- Abrir documentos nuevos y ya existentes.

Preparar la clase:
- Probar el equipo para fallas o problemas
- Encender e iniciar sesiones en todas las computadoras
- Mover el archivo “Word 2007 Básicos 1 Resume Ejemplar.docx” a My Documents en cada computadora.
- Imprimir los folletos

Resumen de la lección
La lección dura 90 minutos
Introducción
- Recordarles de la encuesta
- Presentarse el/la instructor/a y estudiantes
- Lluvia de ideas: temores, incertidumbres, dudas, dificultades, el peor de los más posibles. Tranquilizarles que todo está bien y cualquier problema puede ser arreglado.
- Decírles los objetivos de la lección.
- Mostrar el orden de la clase

Actividades
Parte 1: La ventana inicial
- Mostrar los elementos claves:
  - El botón Office – Contiene las instrucciones básicas de Word tales como New (Nuevo), Open (Abrir), Save (Guardar) y Close (Cerrar).
  - La barra de títulos – Contiene el título del documento en que estás trabajando.
  - El listón – Contiene las selecciones del menú para las diferentes barras de herramientas y los íconos de las herramientas que se usan para hacer un comando o una instrucción.
  - Las herramientas se dividen en grupos – “cajas” de herramientas, las cuales tienen el mismo tema o propósito.
  - El área para texto (o la página) – Es el área en que escribesy pones imágenes.
- Mostrar cómo alternar entre menús diferentes
- Enfócate en el menú home y el menú page layout.
Computacion Basica: Aprender Word...

Explícarles que pueden aprender sobre los otros menús en la clase Word 2. Mostrar cómo minimizar y restaurar el listón.

Parte 2: Cómo escribir texto
Coloca el puntero dónde quieres escribir y haz clic
¡Teclea!
Para empezar un párrafo nuevo, oprime el botón “Enter”

Parte 3: Formatear la letra
¿Qué es la letra/fuente? Metáfora de letra de mano – diferentes personas tienen diferentes estilos de escribir, y podemos escoger diferentes estilos de letra cuando se escribe a máquina.
Discutir los componentes de la caja de letra – por orden de izquierda a derecha
- Tipo de fuente/letra
- Tamaño de fuente/letra
- Negrita/Itálica/Subrayado
- Color – para resaltar texto o cambiar el color de la letra

Parte 4: Formatear el párrafo
- Viñetas/numeración/lista de niveles
- Cambiar sangría
- Alineación del texto – a la izquierda, al centro, a la derecha, justificado
- El espaciado: la opción automática es 1.15, mostrar como cambiarlo al doble espacio, espacio sencillo

Parte 5: Formatear la página
- Márgenes: normal, estrecho
- Orientación de la página – vertical o horizontal
- Columnas – resalta el texto y escoge la cantidad de columnas

Parte 6: Copiar y Pegar
Explicar y mostrar cómo abrir un documento nuevo.
Explicar y mostrar cómo copiar CV (currículo vitae o resumé en inglés) de la plantilla y ponerlo en el documento nuevo.
Seleccionar (o resaltar) el texto que quieres copiar en la plantilla.
Hacer clic derecho encima del texto seleccionado.
Hacer clic en “Copy”.
Mover al documento nuevo.
Hacer clic derecho en la página. Hacer clic en “Paste”.
Repetir 2 o 3 veces.

Conclusión
Repasar el folleto y el contenido de la lección, poner énfasis en la información de contacto y los otros recursos en el folleto.
¿Hay preguntas? ¿Comentarios?
Recordarles que practiquen, asignarles práctica para hacer en casa, y recordarles que siempre pueden pedirnos ayuda.
Recordarles que completen la encuesta.

Adapted from: Colorado Virtual Library, Library Creation and Learning Centers
Computacion Basica: Aprender Word

Folleto

@Two Digital Learning Center – 775-887-2244 x1025, twodlc.ccl@gmail.com
After Class Survey: http://www.surveymonkey.com/s/afterclassspanish

Inserting Spanish Characters in Word

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<tr>
<th>Symbol</th>
<th>Instructions</th>
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<td>ALT+SHFT+CTRL+?</td>
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<td>í</td>
<td>ALT+SHFT+CTRL+!</td>
</tr>
</tbody>
</table>
Computacion Basica: E-Mail
Plan de Instructor

Objetivos:
Al final de la clase, el estudiante podrá realizar las tareas siguientes:
- Distinguir entre una dirección email y un dirección web
- Escribir y enviar un email nuevo
- Abrir y leer un email recibido
- Responder a un email
- Usar la barra de búsqueda a encontrar un email específico
- Entrar su cuenta de email sin ayuda

Preparar la clase:
- Imprimir folletos y colocar uno en cada escritorio
- Crear una cuenta de Yahoo! Email para el uso del instructor.

Resumen de la clase
Introducción
- Presentarse instructor y estudiantes (preguntarles su nombre y lo que quieren aprender)
- Lluvia de ideas en la pizarra – temores, dudas. Asegurarles que no es posible romper la computadora, y cualquier problema puede ser arreglado.
- Explicar los objetivos de la clase y lo que vamos a aprender hoy.

Crear cuentas de email
- Ayudar a los estudiantes a crear cuentas nuevas (si es que las quieren)
- Sugerir que usen una combinación de su nombre y apellido para crear un nombre de usuario. La letra inicial de su nombre, el año de nacimiento, o un apodo pueden ser útiles también.
- Recordarles que es importante elegir una contraseña fuerte y fácil de recordar. Es preferible usar letras mayúsculas, minúsculas, números, y símbolos (como el signo de exclamación o signo del dólar), con 6 caracteres como mínimo.
- Decirles que escriban su nombre de usuario y contraseña en el folleto.

Actividades
- ¿Qué es email?
  - Explicar metáfora: dirección de sitio web vs. dirección de email es como el correo vs. un apartado postal. Yahoo.mx es el correo – el sitio general donde quedan todas nuestras direcciones personales. Antes de poder abrir nuestro apartado postal, tenemos que ir el correo – y antes de abrir nuestro buzón de email, tenemos que ir al sitio web del proveedor.

Entra en/Salir de tu cuenta
- Tu nueva cuenta no vale nada si no puedes entrar en ella. Vamos a practicar entrando en y saliendo de nuestra cuenta de email.
- Mira la parte superior de la página. A la izquierda, dice “hola su nombre”, y al lado de esto dice “salir”. Haz clic en “salir”.

Presented by: Carson City Library
Your Knowledge and Discovery Place
Regresemos a la página donde escribiste tu nombre de usuario y contraseña. Escribe tu información y entra en tu cuenta.
¿Quién logró entrar a su cuenta? ¡Ok, vamos a repetir esto hasta que todos lo logremos! Por favor, ayuden a sus compañeros.
Ejercicio: entra en y sal de tu cuenta de email (3x)

Componentes básicos de Yahoo

Enfócate en las partes claves:
El buzón (inbox) – esta es nuestra página principal. Aquí podemos ver todos nuestros mensajes. Los nuevos son en letra negrita, los que hemos leído son en letra más fina (los que acaban de crear sus cuentas solamente van a tener un par de mensajes de email).
Para cada mensaje, podemos ver el remitente a la izquierda y el asunto al derecho.
Mensajes – para abrir un mensaje, haz clic encima del asunto del email. El mensaje se abrirá y verás todo el contenido.
A la izquierda de la pantalla, vemos diferentes categorías de email, organizados por carpetas – el buzón contiene email recibido.
“Boradores” contiene email que has escrito, pero no has enviado.
“Enviados” contiene copias de email que has enviado.
“Spam” contiene mensajes de email que Yahoo ha determinado son puro publicidad o correo no solicitado. (A veces, Yahoo equivocará y designará que un email es “spam” cuando no lo es. Si esperas un email pero no llega, búscaelo en la carpeta “Spam” a ver si fue mal clasificado.)
“Papelera” tiene email que has borrado. La carpeta va a vaciarse automáticamente cuando sales de su cuenta.

Más tarde vamos a regresar a las otras partes de la página y examinarlas con más detalle, pero ahora les voy a indicar los partes claves:
Botones de acción – en la parte superior del buzón, puedes encontrar los botones de acción. Borrar
Responder
Reenviar
Spam
Barra de búsqueda
Botón de salir

Leer/Escribir email

Encuentra el botón “escribir mensaje”
Nota que hay dos partes del botón. Si haces clic en la frase “escribir mensaje”, se abrirá un mensaje en blanco.
Si haces clic en la flechita, puedes escoger entre escribir un email nuevo o un mensaje instantáneo.

Ejercicio: escribe un email

los estudiantes escribirán y enviarán un email a la dirección del instructor.
Haz clic en “escribir mensaje”
En el cuadro “para”, escribimos la dirección de la persona con quien estamos comunicando.
Escribe la dirección del instructor.
En el cuadro “asunto”, escribimos de que trata el email. Escribe “mi primer email”
En el cuadro en blanco más abajo, escribimos nuestro mensaje. Escribe “Hola!” y tu nombre.
Haz clic en “enviar” y ¡ya! Has enviado tu primer email.
El cuadro que dice “cc” es para cuando quieres enviar una copia de un email a otra persona, pero no es necesario que ellos responden.

Ejercicio: responder a un email
- Responder a los emails de los estudiantes
- Vuelve al buzón. Para hacer eso, haz clic en “buzón” en el menú izquierdo.
- Los estudiantes responden a tu email

Otras acciones
- Ejercicio: leer un email y volver al buzón
- Ejercicio: borrar un email
- Buscar en email
- Ejercicio: buscar en email y encontrar nombres y asuntos específicos.

Conclusión
- Repasar el folleto
- ¿Preguntas?
- Recordarles que tomen la encuesta
Fill in TWO possible user names
Example: aehaber@gmail.com; cupcakemom@gmail.com

1. @yahoo.com
   OR
2. @gmail.com

After verifying, what is your user name?
__________________________@______________.com

3 Tips for passwords!

* At least 8 characters long
* No familiar names, places or people
* Create a password you can commit to memory and type quickly.

Please create an 8 character password featuring several of the following:
Example: DoGBoY!23

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

1 2 3 4 5 6 7 8 9 0

! @ # $ % ^ & *

Password: ________________________

**Remember to update your password every 6-8 months.
Folleto de Computacion Basica: E-Mail...
Microsoft Office
Beginning Microsoft Word
Instructor Outline

Class length: 60 minutes
Description: Flyers, letters, and memos, oh my! Get an overview of Microsoft Word and learn how to create and edit documents using basic formatting tools.
Audience: People should already have basic computer skills. If they have a USB flash drive, they should bring it to class.

Learning Objectives:
Students will:
1. Open the program and learn how to find basic program functions
2. Enter text into a document
3. Save a document
4. Practice using basic text and page formatting skills such as font size, style, and page justification
5. Practice using Cut/Copy/Paste
6. Insert an image into a document (optional)
7. Use the spell check tool (optional)
8. Print a document

Class Materials:
• Link to evaluation before/after class
• MS Word 2010 Handout (from customguide.com)
• Worksheet
• Image folder (on flash drive)

Introduction
Time: 10 minutes
Content: Introduction, announcements, agenda, analogy (Word/typewriter)
Activity: Brainstorm ways to use MS Word

Learning Objective #1 Open the program and learn how to find basic functions
Time: 15 minutes
Content: Give an overview of program features, including the following:
  o Title bar of window
  o Ribbons (go into each ribbon briefly)
  o Help Menu
  o Document display
  o Undo button
Activity: Ribbon scavenger hunt
Beginning Microsoft Word Continued...

Learning Objective #2 Enter text into a document
  Time: 5 minutes
Content: Demonstrate how to enter text into a document
Activity: Have participants enter text into their document

Learning Objective #3 Save a document
  Time: 10 minutes
Content: Explain saving on library computers, home computers, and portable storage devices. Demo with flash drive.
Activity: Have everyone save their documents using a unique name.

Learning Objective #4 Practice using basic text and page formatting skills
  Time: 20 minutes
Content: Explain some of the ways you can edit text, and why this is useful. Go back to the typewriter analogy, and add in the printing press.
Activity: Guided practice through several formatting options.

Learning Objective #5 Practice using Cut/Copy/Paste
  Time: 10 minutes
Content: Explain how cut/copy/paste works. Use whiteboard and draw it.
Activity: Demonstrate and guide people through.

Learning Objective #6 Insert an image into a document (optional)
  Time: 10 minutes
Content: Give examples of how to use images in documents. Typewriter analogy, with tape. Demonstrate adding an image.
Activity: Practice adding an image. Use images from flash drive.

Learning Objective #7 Use the spell check tool (optional)
  Time: 5 minutes
Content: Explain how spell check works, demonstrate
  Activity: Practice using spell check

Learning Objective #8 Print a document
  Time: 10 minutes
Content: Explain printing at home, at the library. Charges at library?
Activity: Practice printing, guided practice.

Conclusion
  Time: 10 minutes
Content: Questions? Continued learning options.
Activity: Practice planning exercise. Write down two things you will use MS Word for to create documents, beginning in the next week.
Formatting Tools
Write down three formatting tools used today, and describe what they do.

1.
2.
3.

Cut, Copy, and Paste
Describe cut, copy and paste using your own words.

Learn More
Web:
GCF Learn Free; www.gcflearnfree.org/word Microsoft Office Training; office.microsoft.com/training
Books:
Microsoft Word 2010: Plain and Simple by Katherine Murray
Beginning Microsoft Excel
Instructor Outline

Length: 60 Minutes
Description: Take the mystery out of Excel. Learn how to create a simple budget using formulas and formatting.

Audience: Students who can comfortably navigate a Windows environment and want to learn how to use basic workbooks and spreadsheets.

Learning Objectives:
Students Will
1. Be able to create a basic workbook and navigate between worksheets.
2. Become familiar with the Excel ribbon and menus.
3. Be able to format columns, rows, and cells.
4. Be able to create and use formulas.

Materials needed:
• MS Excel Handout
• Worksheet
• Link to evaluation before/after class

List any special considerations for delivering training or dealing with audience:
• Excel 2007/2010

Introduction
Time: 5 Minutes
Content: Introduction, announcements, agenda, ice breaker.
• Bathrooms, Cell phones
Activity: What do you most hope to learn. What way will you use Excel.

Learning Objective #1: Students will be able to create a basic workbook and navigate between worksheets.
Time: 5 minutes
Content: Explain difference between workbook and worksheet. A workbook can have many worksheets. Demonstrate how to name a worksheet.
• Workbook (Save, show name)
• Worksheet Name
Activity: Have students open Excel and view title bar “Book 1” headline. Navigate to file menu and “save as” practice. Note new headline in title bar. Have students tab between “worksheets” in bottom left-hand corner of window. Double-click on “sheet 1” and name it “Personal Budget”.

Presented by: Carson City Library
Your Knowledge and Discovery Place
Learning Objective #2: Students will become familiar with the Excel Ribbon and Menus.
   Time: 10 minutes
Activity: Students will type row and column headings from practice file into worksheet. Have students create a simple budget spreadsheet. Label rows “Expenses” and columns “May, June, July, August, September.”

Learning Objective #3: Students will be able to format columns, rows, and cells.
   Time: 10 minutes
Content: Explain and demo formatting cells, rows columns using auto format and my moving cell grids.
Activity: Students should center text in the columns, bold the column headings and adjust rows/columns to fit the text size.

Learning Objective #4: Students will be able to create and use formulas.
   Time: 20 minutes
Activity: Students will enter data (numbers) into cells. Students will create simple formula to add columns and rows. Have students enter various types of expenses beneath the row heading such as, mortgage, car insurance, groceries, fuel etc. Have students enter amounts ($) beneath the month headings. Students will add the column and row amounts to figure the monthly expense for each given month.

Conclusion
   Time: 10 minutes
Content: Review objectives and what we learned in the class. Ask for questions.
Activity: Students share one thing they learned as a result of the class.
Beginning Microsoft Excel
Handout
@Two Digital Learning Center – 775-887-2244 x1025, twodlc.ccl@gmail.com

Before Class Survey: www.surveymonkey.com/s/beforeclass
After Class Survey: www.surveymonkey.com/s/attwodlcafterclass

### Match Game

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cell Address</td>
<td>The work area, containing rows &amp; columns, aka spreadsheet.</td>
</tr>
<tr>
<td>Ribbon</td>
<td>A spreadsheet program file created in Excel.</td>
</tr>
<tr>
<td>Workbook</td>
<td>The numbers or text in a cell.</td>
</tr>
<tr>
<td>Formula Bar</td>
<td>Enter or edit formulas here at the top of the Excel window.</td>
</tr>
<tr>
<td>Cell</td>
<td>The intersection of a row and cells.</td>
</tr>
<tr>
<td>Worksheet</td>
<td>The strip of buttons and tabs above the work area.</td>
</tr>
<tr>
<td>Data</td>
<td>The location of a particular cell, consisting of a column letter &amp; row number</td>
</tr>
</tbody>
</table>

### Create a Simple Formula

- **Add (+)**
- **Subtract (-)**
- **Multiply (*)**
- **Divide (/) Forward Slash**
- **Add Numbers = 87+23**
  - Add Cells = B2+B3
  - Add a Series of Cells = SUM(B2:B10)

### For Fun! Create a Chart (not covered in Beginning Excel)

1. Select/highlight all the data and headings in the worksheet you created.
2. Click on the **Insert** tab on the **Ribbon**.
3. In the Charts group, click on the type of chart you want (pie, bar, graph).
4. From the drop-down menu, select how you want your chart to look like.
Practice Activities

Working with Cells

- Copy and paste information from one cell to another cell.
- Use the Cut command to remove information from one cell and then paste it into another cell.
- Use the fill handle to fill 2 or more cells.
- Drag and drop information from one place in the spreadsheet to another location.

Formulas

- Write a simple addition formula.
- Write a simple subtraction formula using the point and click method.
- Write a simple multiplication formula using cell references.
- Write a simple division formula.
- Create at least one complex formula that uses the addition and division operations.
- Create at least one complex formula that uses parentheses and a multiplication operation.
Beginning Microsoft PowerPoint
Instructor Outline

Length: 60 minutes
Title: Beginning Microsoft PowerPoint
Description: Students will learn how to create a basic PowerPoint Presentation.
Prerequisites: Basic Computer, keyboard and mouse skills, and familiarity

Learning Objectives:
Students Will:
1. Navigating the PowerPoint Interface and ribbon.
2. Opening a new presentation and using a theme.
3. Creating, adding and removing slides.
4. Working with text.
5. Adding an image.
6. Reviewing your text.
7. Running your PowerPoint.

Materials Needed:
• Link to evaluation before/after class
• Instructor Outline
• Introduction PowerPoint for instructor

Introduction
Time: 5 minutes
Content: Introduction, announcement, agenda, ice breaker (ask what they help to get out of the class if it is small. Give the short PowerPoint presentation about what a PowerPoint is used for.

Learning Objectives #1: Navigating the PowerPoint Interface and ribbon.
Time: 10 minutes
Content: Go through and explain the contents of the Home, Layout, Documents, Tables, Charts, SmartArt, Transitions, and Animations, Slide Show, and Review.
Activity: Give the students the PowerPoint and have them take note of the different elements.

Learning Objectives #2: Opening a new presentation and using a theme.
Time: 5 minutes
Content: Go To open a new presentation. Demonstrate how to choose a theme and change the color scheme.
Activity: Have students choose their own theme and color scheme.
Learning Objectives #3: Creating, adding, duplicating and removing slides.
  Time: 10 minutes
Content: Show how to add different slides, change the layout, and delete a superfluous slide.
Activity: Have students follow along as you add, change the layout, and delete slides. Add at least 3 and delete one.

Learning Objectives #4: Working with text.
  Time: 15 minutes
Content: In the three new slides, add text to the title page, second page, and third.
Activity: Have the students follow along. Enter in the text, change the font bold the titles, etc. Show how to change

Learning Objectives #5: Adding an image.
  Time: 5 minutes
Content: In the third slide, add an image from clipart
Activity: Have students follow along and add an image from clip art. Adjust the size of the image.

Learning Objectives #6: Reviewing your text.
  Time: 5 minutes
Content: Show how to spell-check and review your text.
Activity: Show students how to look through the slides.

Learning Objectives #7: Running your PowerPoint.
  Time: 5 minutes
Content: Go to Review, Explain the different ways you can practice your PowerPoint. Time each slide, etc.
Activity: Have each student run their PowerPoint and show how to return to the previous slide, next slide, and how to stop the show.

Conclusion: Ask for any questions; refer the students to any other questions.
<table>
<thead>
<tr>
<th>Title Page</th>
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Beginning Microsoft PowerPoint Handout...
Job Skills and Searching
Job Skills and Searching
Instructor Outline

Length: 60 minutes
Title: Job Skills and Searching
Description: Students will learn the basics of online job searching and developing and identifying personal
skills for the workplace.
Prerequisites: Basic computer, keyboard and mouse skills, and familiarity

Learning Objectives:
Students Will:
1. Identify your skills and goals
2. Using marketplace trends for a more effective job search
3. Begin to prepare resumes and cover letters
4. Starting your job search
5. Networking
6. Staying motivated

Materials Needed:
• Link to evaluation before/after class
• Instructor Outline
• Handouts

Introduction
Time: 5 minutes
Content: Introduction, announcement, agenda, ice breaker (ask what they help to get out of the class if it is
small.

Learning Objectives #1: Identify your skills and goals
Time: 10 minutes
Content: Think about the jobs you have had in the past. Define what is most important to you. Analyze your
skills. Consider your future career focus. Talk with a career counselor.
Activity: Job Skills Handout

Learning Objectives #2: Using marketplace trends for a more effective job search
Time: 5 minutes
Content: Organizations are increasing operating on a global level. Companies are hiring and downsizing at
the same time. Increasing workforce diversity.
Activity: Talk about and show “local” companies that are global. Ex: Apple.
Learning Objectives #3: Begin to prepare resumes and cover letters  
Time: 7 minutes  
Content: Resumes should contain: Your name, address, phone, email address, summary of your work experience, summary of your educational background, summary of skills or accomplishments. Cover letters should be tailored to each job and include: contact name at the company, a few sentences about why you are interested in the position, and a polite closing that tells the contact person how to get in touch with you.  
Activity: Remind them of the Resume Basics class we teach.

Learning Objectives #4: Starting your job search  
Time: 15 minutes  
Content: Regularly check jobs on the internet. Visit online job resources. Post your resume online. Read job listings in newspapers and professional and trade journals. Contact potential employers directly. Request an “informational interview” with a company you would like to work for. Attend job fairs. Check to see if your state participates in the federally funded One-Stop Career Center. Research companies on the Internet at the library. Contact your college placement office and alumni association. Read business magazines and newspapers.  
Activity: Practice looking for jobs on the internet.

Learning Objectives #5: Networking  
Time: 10 minutes  
Content: Develop a short networking introduction. Send a brief letter or an email announcing your job search to friends, family, acquaintances. Join a professional networking group or job-hunting club. Network at workshops. Network via the internet. Network with former co-workers.  
Activity: Explore networking options.

Learning Objectives #6: Staying motivated  
Time: 5 minutes  
Activity: Remind students to stay positive and motivated in their search for a job.

Adapted from: Colorado Virtual Library, Library Creation and Learning Centers
Job Skills and Searching

Handout

@Two Digital Learning Center – 775-887-2244 x1025, twodlc.ccl@gmail.com

Before Class Survey: www.surveymonkey.com/s/beforeclass
After Class Survey: www.surveymonkey.com/s/attwodlcafterclass

List the jobs that you held?
1. 2.
3. 4.
5. 6.

Which job was your favorite? Why?
Which job was your least favorite? Why?

List any special training that you received on the job (certifications, courses, etc.)
1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________
4. ______________________________________________________________
5. ______________________________________________________________

List 10 of the most valuable skills you gained from your jobs?
1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________
4. ______________________________________________________________
5. ______________________________________________________________

What are skills you would like to obtain?

Use Google and look up a job posting you would like to have.
• What are some of requirements or skills that the job is asking for?
• For this job posting, write down the requirements/skills that you have for this job.
• What are the requirements/skills that you don't have?

What changes have you noticed in job postings in your field over time?
1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________

List three ways the Carson City Library Job Resources can help you obtain this skills.
1. ______________________________________________________________
2. ______________________________________________________________
3. ______________________________________________________________
1. **Be Prepared**  
Bring with you the information you’ll need to fill in: dates, addresses, social security number, etc.

2. **Do Your Homework**  
In the real world, try to research the company before you apply for a job. You can tailor your application for a particular job by highlighting the work experience and education you think are most appropriate.

3. **Bring Your Resume**  
You might need to provide a copy of your resume with your application. Complete all the information requested on the application, even if you know it’s on your resume, too.

4. **Follow Directions**  
Most job applications are very clear. Follow instructions closely. Answer all the questions, but if you don’t know the data requested and can’t go away to research it, just draw a line in the field -- don’t invent!

5. **Be Tidy**  
When filling in a real application, always use a pen and PRINT your responses to fit in the spaces provided. A sloppy-looking page and spelling mistakes are severely frowned on. Be careful and thoughtful as you write your information down. Make sure you proofread carefully before handing in your application.

6. **Be Positive and Truthful**  
If asked, find a brief and positive way to explain not-so-good parts of your work history, and save the details for an interview if they want to know more. Be truthful -- never lie on a job application. But you can leave out brief employment periods that didn’t go well if there are better work experiences you can cite.
Resume Basics
Instructor Outline

Length: 120 minutes
Title: Resume Basics
Description: Learn how to create a resume with Microsoft Office Word using a template.
Prerequisites: Basic Computer, keyboard and mouse skills, and familiarity with computers, email address.
Need to Bring: Flash Drive

Learning Objectives:
Students Will:
1. Use a template in Word 2007
2. Write compelling work statements
3. Save resume as .doc and .pdf (understanding the difference)
4. Attach a resume to an email (student must have email address and know how to login)

Materials Needed:
• Link to evaluation before/after class
• Instructor Outline
• Handouts
• Resume Examples

Introduction
Time: 10 minutes
Content: Introduction, announcement, agenda, ice breaker (ask what they help to get out of the class if it is small. Have students introduce themselves and say what fields they are applying for and what experience they have had looking for work so far. Explain objectives.

Activities
Section 1: What is a resume and why do you need one?
Time: 10 minutes
Content: Communicates professionalism. Gives power and an opportunity to represent yourself. Demonstrates computer and information skills.

Section 2: Good Resume, Bad Resume
Time: 15 minutes
Content: Look at bad examples or resumes, as the students what is wrong with it and discuss (font, formatting, etc.) Define chronological and skills based or functional resumes. Look at examples of each. Discuss visual elements and language.

Section 3: Resume Language
Time: 10
Content: The point of a resume is to paint yourself in the best light possible. Use action words and start sentences with action verbs. Brevity and spinning will help make your resume look good, and in turn make you look good for a potential position. Do not lie. Always proofread, you dont want spelling mistakes.
Resume Basics Continued...

Section 4: Templates
    Time: 20 minutes
Content: Define what a template is. Model how to open a preloaded template. Define how to modify a template.
Activity: Have all students open a template and practice filling it out. Have students change the title headings to suit their needs.

Section 5: Saving Your Resume
    Time: 20 minutes
Content: Demo how to save a template as a .docx for standard formatting and the ability to edit after the fact. Demo how to save a .pdf copy to send out to employers. REMIND them that a PDF cannot be edited. It will also protect someone else (you are sending it to) from editing your resume and the employer may not have word or the same version - PDF can be viewed on any computer with a free program. Discuss Save vs. Save As.
Activity: Have students save their files on a flash drive. If they don't have one save it on the desktop.

Section 6: Uploading your Resume
    Time: 5 minutes
Content: Explain that many employers want them to 1) have an email and 2) upload their resume.
Activity: Have students practice uploading their template to http://resumepractice.com/

Section 7: Emailing your Resume
    Time: 20 minutes
Content: Explain that it is a good idea to send a current resume to employers or yourself. Once sent it will automatically go into your sent folder. Etiquette: Title of the job you are applying for in the subject field, body of email serves as short version of a cover letter - this is your opportunity to convince the recipient to open the attached resume. Demostrate emailing a resume. Explain that saving a resume in email is NOT the best way to save and keep your resume safe (flash drive). Verbalize that they will always be looking for a paperclip no matter what email they have.
Activity: Have everyone email their template to themselves. If students do not have email, just have them watch.

Conclusion
    Time: 10 minutes
Content: Review handouts and give them further learning information. Let the, know what books may be helpful in the library for resume building. Have them take the after class survey.

Adapted from: Colorado Virtual Library, Library Creation and Learning Centers
Resume Basics
Handout
@Two Digital Learning Center – 775-887-2244 x1025, twodlc.ccl@gmail.com

Before Class Survey: www.surveymonkey.com/s/beforeclass
After Class Survey: www.surveymonkey.com/s/attwodlcafterclass

How do you transform this:

I drove from Nevada to California a few times a month carrying stuff for Wal-mart.
…Into a shorter sentence?
• Monthly interstate transport for Wal-mart
…Into a shorter, more flattering sentence?
• Ensured timely delivery of interstate goods for Wal-mart, Inc.

Take 2 sentences from your resume and transform them.

Sentence 1
How do you transform this:

Into a shorter sentence?

Into a shorter, more flattering sentence?

Sentence 2
How do you transform this:

Into a shorter sentence?

Into a shorter, more flattering sentence?
Social Networking
Beginning Facebook
Instructor Outline

Course Title: Social Media: Facebook
Length: 60 minutes
Prerequisites: Student must have basic computer skills and experience using the Internet. It is REQUIRED that the student has an active email account to verify Facebook.
Description: The Facebook course will show students how to set-up a Facebook account. However, the class will be suitable for students who have an account, but are not as skilled in Facebook. The course will cover setting up an account, privacy settings, notifications, uploading photographs, setting a profile and cover photo, in addition to posting statuses, etc.
Materials Needed: Student must have an e-mail address to create an account. There will not be time in the class to set-up an e-mail account. It is recommended that the student have a flash drive with photographs to upload to their Facebook page.

Instructor Needs:
1. E-mail address
2. Facebook account (made up for this class) Insert Instructor login for class.
3. Flash drive with 2 photos.

Learning Objectives:
Students will:
1. What is Facebook? How does it work?
2. Setting up a Facebook account.
3. Find your friends
4. Upload Profile Information
5. Uploading profile photo,
6. Account Settings.
7. Privacy Settings and Facebook security.
8. Facebook tool bar.
9. Posting a status and deleting a status.

Instructor Materials needed:
• Facebook Worksheet
• An e-mail address and fake Facebook account
• Flash drive with image for uploading
• Link to before/after class evaluation.

List any special considerations for delivering or dealing with audience:
• Internet Browser, preferably Firefox Mozilla.
• Students must have an e-mail address before registering for this class.
SOCIAL NETWORKING

Beginning Facebook Continued...

Introduction
Time: 5 minutes
Content: Introduction, announcement, agenda, ice breaker (ask what they help to get out of the class if it is small.

Learning Objectives #1: What is Facebook? How does it work?
Time: 5 minutes
Content: Explain the history of Facebook, who created it, and it's uses today. Or show YouTube video: http://www.youtube.com/watch?v=xk6GndSBDO4

Learning Objectives #2: Setting up a Facebook account.
Time: 5 minutes (depending on size of the class.
Content: Walk through the steps of entering name, e-mail address, password, birthday, and gender.
Activity: Have patrons follow you along.

Learning Objectives #3: Find your friends
Time: 5 minutes
Content: Explain how you can contact your e-mail to Facebook and look up friends by their e-mail addresses.
Explain the pros and cons.

Learning Objectives #4: Enter Profile Information
Time: 10 minutes
Content: Explain that you can add your hometown, birthday, and educational/ work information

Learning Objectives #5: Uploading profile photo,
Time: 5 minutes
Content: Show the students how to upload a photo and make it a profile photo. Explain cover photo.
Activity: After you've explained to students have them try themselves. If they don't have a photo, have them look through the process.

Learning Objectives #6: Account Settings.
Time: 5 minutes
Content: Show the how to change their password in account settings or the language.
Activity: NONE. Encourage a student to make changes as they see fit.

Learning Objectives #7: Privacy Settings and Facebook security.
Time: 10-15 minutes
Content: Privacy settings are some of the most misunderstood on Facebook. Walk the through the privacy setting options and explain each one.
Activity: Have the students select the privacy choices of their choosing, regarding how people can find them on Facebook or the Internet then have them look at their profile as an outsider searching for their name.

Presented by: Carson City Library
Your Knowledge and Discovery Face

Digital Learning Center
Beginning Facebook Continued...

Learning Objectives #8: Facebook tool bar.
   Time: 10-15 minutes
Content: Explain each icon on the homepage and their function.
Activity: Have the patron create a fake event, create a group of their choosing, and finally have them like the Carson City Library and/or @Two space.

Learning Objectives #9: Posting a status and deleting a status.
   Time: 10 minutes
Content: Explain how to post to their own wall and a friend’s wall. Explain the difference between sending a private message and posting a status on someone’s wall. Show patrons how to customize a post so certain parties cannot see their posts.
Activity: Have the patrons post a comment to their wall and

Conclusion:
   Time: 5 minutes.
Content: Ask for any questions. Tell students about other social media classes or more advanced Facebook classes.
Social Networking: Pinterest
Instructor Outline

Course Title: Social Networking: Pinterest
Length: 60 minutes
Description: Pinterest is a place to organize and share online images that you find interesting or inspiring.
Audience: Basic computer skills, internet, and an email address or Facebook account are required for this course. If you have a USB flash drive, please bring it to this course.

Materials Needed:
• Email address or Facebook account for setting up a Pinterest account
• Link to before/after survey

Learning Objectives—Students will:
1. Learn the basics of what Pinterest is and what it is used for
2. Learn what “pins” and “boards” are and how to create boards and pin images to boards
3. Learn about private versus public boards and how to choose which one to use
4. Learn how to become an expert on a subject on Pinterest
5. Be able to install the “pin it” tool on their bookmarks bar and start creating boards and pinning
6. Learn how to connect Pinterest to other social media like Facebook and Twitter
7. Learn how to interact on Pinterest and how to become part of the community through follows, likes, comments, and mentions
8. Learn about some other Pinterest features such as mobile pins and how to find other pinners as well as some tips for whether or not to follow a certain pinner or board
9. Learn some cheats for promoting your Pinterest boards, Pinterest etiquette, and how to get more of your pins repined

Introduction/Learning Objective #1: What is Pinterest and what is it used for?
Time: 5 minutes
Content: Gauge everyone’s knowledge of Pinterest. Have they heard of it before? Why are they interested in learning about it?
Describe what Pinterest is (course notes #1) and what it is used for (course notes #2)
Activity: Have a discussion based on the questions above as well as the information presented about Pinterest.
Have them sign up for a Pinterest account if they haven’t already using an email address or their Facebook account.

Learning Objectives #2: Learn what “pins” and “boards” are and how to create boards and pin images to boards
Time: 10 minutes
Content: Go over “How Do I Pin Stuff?” “What’s the Social Angle?” and “Anything Else I should Know?” from course notes.
Activity: Show students how to create a board and pin. Show students examples of boards and pins from other users. (They will start practicing on their own during learning objective #5).
Learning Objective # 3: Learn about private versus public boards and how to choose which one to use
   Time: 5 minutes
   Content: Private boards are boards that other users and people who are following you cannot see. They are great for things that you want to be just for you: Inspirational quotes, wedding planning, etc. Choosing which type of board to use all depends on what you might want to keep for just yourself and what you may want to share with others.

Learning Objective # 4: Learn how to become an expert on a subject on Pinterest
   Time: 5 minutes
   Content: Go over the portion of the “Pinterest Tips and Tricks” from the course notes #1 titled “Become an Expert.”

Learning Objective # 5: Be able to install the “pin it” tool on their bookmarks bar and start creating boards and pinning
   Time: 5 minutes
   Content: Go over the portion of the “Pinterest Tips and Tricks” from the course notes #2 titled “Use the Browser Extension”
   Activity: Have students install the “Pin In” button onto the Bookmarks bar if it is not there already. Have students start creating boards and web searching for things to pin.

Learning Objective # 6: Learn how to connect Pinterest to other social media like Facebook and Twitter
   Time: 5 minutes
   Content: Go over the portion of the “Pinterest Tips and Tricks” from the course notes #3 titled “Connect to Social”
   Activity: None, unless students have various social media and want to connect them.

Learning Objective # 7: Learn how to interact on Pinterest and how to become part of the community through follows, likes, comments, and mentions
   Time: 10 minutes
   Content: Go over the portion of the “Pinterest Tips and Tricks” from the course notes #4 through #6.
   Activity: Have them keep these things in mind as you move onto the next objective.

Learning Objective # 8: Learn about some other Pinterest features such as mobile pins and how to find other pinners as well as some tips for whether or not to follow a certain pinner or board
   Time: 10 minutes
   Content: Go over the portion of the “Pinterest Tips and Tricks” from the course notes #7 through #13.
   Activity: Have students practice finding users to follows and repining other pins.

Learning Objective # 9: Learn some cheats for promoting your Pinterest boards, Pinterest etiquette, and how to get more of your pins repined
   Time: 5 minutes
   Content: Explain some basics for pinterest etiquette and how to get more of your pins repinned. Give students other resources for learning pinterest.
Gaming on Facebook
Instructor Outline

Length: 45 Minutes
Description: Learn how to add game apps to your existing Facebook page.
Audience: Students who can comfortably navigate Facebook and want to learn how to add game apps and play games.

Learning Objectives:
Students Will
1. Search for a game app once logged into Facebook.
2. Add a game app to your Facebook profile with the App Center and search functions.
3. Accept invitations from friends for game apps.
4. Give proper permissions to the game app from your Facebook page.
5. Navigate the FarmVille2 game.
6. Remove game app from your Facebook page.

Materials needed:
• Student needs to have an existing Facebook
• Handout
• Link to evaluation before/after class

List any special considerations for delivering training or dealing with audience:
• MUST have an existing Facebook account.

Introduction
Time: 5 Minutes
Content: Introduction, announcements, agenda, ice breaker.
Activity: What is your favorite board game? Connect the idea of board game to games on Facebook.

Learning Objective #1: Search for a game app once logged into Facebook.
Time: 5 minutes
Content: Have all students login to their Facebook page. Talk about how to find the App Center.
   o App Center
   o Search
   o Game apps vs. apps
Activity: Search for the FarmVille2 App.

Learning Objective #2: Add a game app to your Facebook profile with the App Center and search functions.
Time: 5 minutes
Content: Once they have found the game app show students how to add the game app to their Facebook page.
Activity: Have students add the game app.
Gaming on Facebook Continued...

Learning Objective #3: Accept invitations from friends for game apps.
Time: 5 minutes
Content: Show where app invitations appear on your Facebook notification tab.
Activity: Have them accept or reject an invitation.

Learning Objective #4: Give proper permissions to the game app from your Facebook page.
Time: 5 minutes
Content: Explain security in giving an app permission or access to your information.
Activity: Give FarmVille2 permission based on what the individual is comfortable with.

Learning Objective #5: Navigate FarmVille2 game.
Time: 15 minutes
Content: Take students through the first 10 minutes of the game, assisting them with items along the way.
Activity: PLAY!

Learning Outcome #6: Remove game app from your Facebook page.
Time: 5 minutes
Content: Show students how to remove game apps from their Facebook account.
Activity: Practice removing game from page if wanted.

Conclusion
Time: 5 minutes
Content: Questions? Continued learning options
Activity: Take after class survey.
Computer Skills Survey

Computer Class Participant Feedback – Before Class

Q1: What class are you taking?
Q2: What do you hope to accomplish from taking this class?
Q3: Would you like to be contacted about future classes?
Q4: Would you be willing to be surveyed in the next 6 months regarding computer/technology skills?

Computer Class Participant Feedback – After Class

Statement:

The Carson City Library received a Broadband Technology Opportunities (BTOP) grant for providing accessible public computing and training to Carson City residents. Our grant is being used for increasing public computing resources and training their users and the use of the Internet.

These questions will allow you to assess the trainer, class and library program. In the final part of the survey we will also ask you to provide some demographic information. Providing this information is optional.

Q1: Class Name
Q2: Trainer Name
Q3: Date

CLASS EVALUATION

Please indicate if you agree or disagree with each statement.
Options:
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

Q4: I learned a valuable skill in this class.
Q5: I am confident I’ll be able to use what I learned in this class.

Write out your response to:

Q6: What part of this training was MOST helpful to you?
Q7: What part of this training was the LEAST helpful to you?
Q8: This class was…
Too Hard
Too Easy
Just About Right

TRAINER EVALUATION

Please indicate if you agree or disagree with each statement.
Options:
Strongly Agree
Agree
Neutral
Disagree
Strongly Disagree

Q9: The trainer was well prepared.
Q10: The trainer encouraged participants.
Q11: The trainer was skilled in the subject.
Q12: The trainer presented the information clearly.

OVERALL EVALUATION

Please indicate which one of these apply.
Excellent
Very Good
Good
Fair
Poor

Q13: Content.
Q14: Objectives clearly stated.
Q15: Organization

DEMOGRAPHICS: Optional

Q16: What is your gender?
Female
Male
Q17: What is your age?
17 or younger
18-24
25-34
35-44
45-54
55-65
65-74
74 or older

Q18: Is there a computer in your household?
Yes
No

Q19: Do you currently have internet in your household?
Yes
No

Q20: What is your primary language?
English
Spanish
Other (please specify)

Q21: What is the highest level of school you have completed or the highest degree you have received?
Less than high school degree
High school degree or equivalent
Some college but no degree
Associate degree
Bachelor degree
Graduate degree
Other (please specify)

Q22: How would you classify yourself?
Asian/Pacific Islander
Black
White
Hispanic
Latino
Multiracial
Would rather not say
Q23: What is your current household income?
Under $10,000
$10,000-$19,999
$20,000-$29,999
$30,000-$39,999
$40,000-$49,999
$50,000-$74,999
$75,000-$99,999
$100,000-$150,000
Over $150,000
Would rather not say

Q24: Are you employed?
Yes
No
Other (please specify)

THANK YOU FOR FILLING OUT THIS SURVEY

Q25: Thank you for filling out this survey! If you have any other comments you would like to add please do so below:

SPANISH

Participante de Clase de Computadoras – Información Antes de Clase

Antes de empezar su clase, por favor llene esta breve encuesta. Abrá otra encuesta al final de la clase para evaluar al enrenador d la clase y el program de la biblioteca. Muchas gracias en avance por su participación.

Q1: Qué clase esta tomando?
Q2: Qué espera lograr al tomar esta clase?
Q3: Le gustaría que le informemos de clases en el future?
No
Sí: Por favor entre su nombre y correro electronico o número de tel´fono:
Q4: Le gustaría que lo encustaramos en los próximos 6 meses de computadoras/habilidades de tecnología?
No
Sí: Por favor entre su nombre y correro electronico o número de tel´fono:

Participante de Clase de Computadores – Información Después de Clase

La Biblioteca de Carson City ha recibido una beca para un Programa de Oportunidades en Tecnología (Broadband Technology Opportunities Program (BTOP) grant) Ofreciendo computación y entrenamiento public, accessible a los residentes de Carson City. Nuestra beca ha sido usada para incrementar recursos de computación pública y entrenamiento en su uso y el uso de la Internet.
COMPUTER SKILLS SURVEY

Estas preguntas le van a permitir a Ud. evaluar a su entrenador, clase y programa de la biblioteca. Al final de esta encuesta, le vamos a pedir que nos proporcione alguna información demográfica. Proveer esta información es opcional.

Q1: Nombre de la Clase
Q2: Nombre del Entrenador/a
Q3: Fecha

EVALUACIÓN DE LA CLASE

Por favor, indique si está de acuerdo o en desacuerdo con cada declaración.

Totalmente de acuerdo
Estar de acuerdo
Neutral
En desacuerdo
Totalmente en desacuerdo

Q4: Aprendí una valiosa habilidad en esta clase.
Q5: Estoy seguro/a de que seré capaz de utilizar lo que aprendí en esta clase.

Q6: Qué parte de esta capacitación fue de gran ayuda para usted?
Q7: Qué parte de esta capacitación fue el menos útil para usted?

Q8: Esta clase fue...
Demasiado Difícil
Demasiado fácil
Casi perfecta

EVALUACIÓN DEL ENTRENADOR

Por favor, indique si está de acuerdo o en desacuerdo con esta afirmaciones.

Totalmente de acuerdo
De acuerdo
Neutral
En desacuerdo
Totalmente en desacuerdo

Q9: El entrenador estaba bien preparado.
Q10: El entrenador estimuló la participación.
Q11: El/La entrenador/a era un/a esparto/a en el tema.
Q12: El/La entrenador/a presentó la información de manera clara.

EVALUACIÓN GENERAL
Su evaluación general del curso/clase:
Excelente
Muy bien
Bueno
Regular
Pobre

Q13: Contenido
Q14: Los Objectivos
Q15: Organización

INFORMACIÓN DEMOGRÁFICA

Proveer esta información is opcional.

Q16: Cual es su sexo?
Femenino
Masculino

Q17: Cuál es su edad?
17 o menor
18 a 24
25 a 34
35 a 44
45 a 54
55 a 64
65 a 74
75 o mayor

Q18: Hay una computadora en su hogar?
Sí
No

Q19: Actualmente tiene internet en su casa?
Sí
No

Q20: Cuál es su primer idioma?
Inglés
Español
Otro (por favor especificar)
Q21: Cuál es el nivel escolar más alto que has completado o el grado más alto que ha recibido?
Grado de secundaria/bachillerato o equivalente.
Algunos años de Universidad pero sin título
Carrera asociada
Licenciatura
Postgrado
Otro (por favor especificar)

Q22: Cómo se clasifica usted?
Asiático / de las islas del Pacífico
Negro
Blanco
Hispano
Latino
Multiracial
Prefiere no decir

Q23: Cuál es su ingreso familiar actual en dólares de los Estados Unidos?
Menos $10,000
$10,000-$19,999
$20,000-$29,999
$30,000-$39,999
$40,000-$49,999
$50,000-$74,999
$75,000-$99,999
$100,000-$150,000
Mayor de $150,000
Prefiere no decir

Q24: Está usted trabajando?
Sí
No
Other (por favor especificar)

MUCHAS GRACIAS POR LLEVAR NUESTRA ENCUESTA!

Q25: Si usted tiene cualquier otro comentario que le gustaría añadir por favor, hágalo a continuación:
Supplimental Information
Assisting patrons with technology is an increasingly common responsibility for public service library staff. However, simply knowing how to use technology is not enough. The nature of this assistance often involves instruction, whether in a classroom or on a one-on-one basis. Involving instruction in this process helps improve the technology skills of library patrons thereby improving their technological and information literacy skills. It is important that library staff be equipped with the skills and knowledge to effectively assist patrons with technology.

These competencies outline the skills and knowledge necessary for library staff to be effective technology trainers. They are grouped into sections based on their application. Library staff may need all competencies or they may only need some of them, depending on their job description.

We have included a description of each section, as well as a recommendation for who might need that set of competencies as a guide to help plan for training and staff development. Training programs will be developed to meet each set of competencies, and will be offered to all BTOP locations, as needed. Training will also be made available to library partners and volunteers, as needed.

**Competency Sections:**

- **Technology Skills:** Applying knowledge of 21st century literacy skills, being prepared to answer technology questions, and adapting to the limitations of library computing.
- **Adult Learning Environment:** Creating the unique environment in which adult learners are involved in the learning process, being aware of adult learning theory, and respecting the diverse culture and experience of learners.
- **Communication Skills:** Using effective communication tools during training and demonstrating patience with learners.
- **Individual Instructional Skills:** Using effective training techniques for individual instruction, promoting individual practice, and assessing the needs of the learner.
- **Class Preparation Skills:** Preparing for classroom instruction and seeking opportunities to improve instructional techniques.
- **Classroom Instructional Delivery Skills:** Using effective classroom training techniques, promoting active learning, adapting instruction to meet the needs of learners, and encouraging individual practice.
- **Instructional Design Skills:** Applying instructional design principles, establishing goals and objectives, evaluating instructional tools, and developing online trainings.
- **Planning and Coordinating Skills:** Coordinating instruction using individual and classroom models, conducting needs assessments, and managing instructional resources.
- **Professional Development Skills:** Recognizing the importance of professional development with regards to technology, instruction, and learning.
Technology Skills

Applying knowledge of 21st century literacy skills, being prepared to answer technology questions, and adapting to the limitations of library computing.

Recommended for all public service staff, partners, and volunteers.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Skills/Knowledge</th>
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<tbody>
<tr>
<td>Define 21st century literacy skills and identify resources for self directed learning.</td>
<td>Use a recommended technology proficiency list as a guide for library staff.</td>
</tr>
<tr>
<td>Understand how to help patrons with questions and troubleshooting, even in areas where proficiency has not been attained.</td>
<td>Use help menus.</td>
</tr>
<tr>
<td></td>
<td>Search for online resources.</td>
</tr>
<tr>
<td></td>
<td>Use computer reference books.</td>
</tr>
<tr>
<td>Understand how to account for the restrictions and limits of library computing and adjust instruction accordingly.</td>
<td>Explain and adapt to Internet filters, security access issues, time limits, and wireless connectivity.</td>
</tr>
<tr>
<td></td>
<td>Explain recommendations for data storage on public computers.</td>
</tr>
</tbody>
</table>
Adult Learning Environment

Creating the unique environment in which adult learners are involved in the learning process, being aware of adult learning theory, and respecting the diverse culture and experience of learners.

Recommended for all instructional staff, partners, and volunteers.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Skills/Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand various learning styles and recognize differences</td>
<td>Define various learning styles, including VARK</td>
</tr>
<tr>
<td>Understand adult learning theory and utilize that knowledge in the classroom to best promote learning.</td>
<td>Understand that learning occurs through observation, interaction and experience Know how to motivate learners to increase learning</td>
</tr>
<tr>
<td>Foster a positive learning environment that respects and values diversity</td>
<td>Respect the diverse culture and experience of learners Create an atmosphere that is informal, nonjudgmental, collaborative, and supportive</td>
</tr>
</tbody>
</table>
## Communication Skills

Using effective communication tools during training and demonstrating patience with learners.

**Recommended for all public service staff, partners, and volunteers.**

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Skills/Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the importance of communication skills in teaching technology, and uses effective communication techniques during training</td>
<td>Speak clearly and with proper enunciation</td>
</tr>
<tr>
<td></td>
<td>Use appropriate vocal tone, volume, and pace</td>
</tr>
<tr>
<td></td>
<td>Use appropriate body language</td>
</tr>
<tr>
<td>Use communication techniques in the classroom to increase learning</td>
<td>Use introductions, ice-breakers, and appropriate humor</td>
</tr>
<tr>
<td></td>
<td>Maintain flexibility and adjusts lesson plans based on the learners present</td>
</tr>
<tr>
<td>Demonstrate patience and empathy for the learner’s needs and abilities</td>
<td>Listen carefully to learner’s requests</td>
</tr>
<tr>
<td></td>
<td>Respond by taking time to explain concepts and solutions</td>
</tr>
</tbody>
</table>
Individual Instructional Skills

Using effective training techniques for individual instruction, promoting individual practice, and assessing the needs of the learner.

Recommended for all public service staff, partners, and volunteers.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Skills/Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice effective training techniques</td>
<td>Present ideas clearly</td>
</tr>
<tr>
<td></td>
<td>Use a variety of approaches to accommodate learning styles</td>
</tr>
<tr>
<td></td>
<td>Actively listen to learner input</td>
</tr>
<tr>
<td></td>
<td>Be prepared to deal with difficult situations</td>
</tr>
<tr>
<td>Encourage learners to practice independently</td>
<td>Offer ideas and techniques for independent practice</td>
</tr>
<tr>
<td></td>
<td>Share tutorials and other resources for learners' self-paced learning</td>
</tr>
<tr>
<td>Assess the immediate need of the learner and provide relevant information and activities</td>
<td>Promote active learning in one on one settings</td>
</tr>
<tr>
<td></td>
<td>Collaborate with learner to identify and solve their need</td>
</tr>
</tbody>
</table>
Class Preparation Skills

Preparing for classroom instruction and seeking opportunities to improve instructional techniques.

Recommended for all instructional staff, partners, and volunteers.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Skills/Knowledge</th>
</tr>
</thead>
</table>
| Understand the importance of preparing for class | Review all class notes and curriculum  
Practice class presentation and delivery |
| Prepare the learning environment in a manner that is most conducive to learning | Copy all necessary handouts  
Set up computers and equipment  
Provide supplementary library materials |
| Seek opportunities and identify resources to improve techniques and behavior | Review and reflect upon class evaluations  
Incorporate feedback into personal development plan |
### Classroom Instructional Delivery Skills

Using effective classroom training techniques, promoting active learning, adapting instruction to meet the needs of learners, and encouraging individual practice.

*Recommended for instructional staff, volunteers, and partners.*

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Skills/Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice effective training techniques</td>
<td>Present ideas clearly</td>
</tr>
<tr>
<td></td>
<td>Use a variety of approaches to accommodate learning styles</td>
</tr>
<tr>
<td></td>
<td>Actively listens to learner input</td>
</tr>
<tr>
<td></td>
<td>Explain the goals and objectives of the class</td>
</tr>
<tr>
<td>Promote active learning in the classroom</td>
<td>Provide examples</td>
</tr>
<tr>
<td></td>
<td>Allow time for question and answer</td>
</tr>
<tr>
<td></td>
<td>Incorporate the various learning styles by using handouts, a projector, hands-on learning and small group work</td>
</tr>
<tr>
<td>Receive feedback from learners and respond by adapting instruction to meet their needs</td>
<td>Check in with learners to ensure they are understanding concepts</td>
</tr>
<tr>
<td></td>
<td>Adapt classroom activities based on individual learning preferences, level of skill, and level of support needed</td>
</tr>
<tr>
<td></td>
<td>Allow learners time to evaluate the class and the effectiveness of the trainer</td>
</tr>
<tr>
<td>Demonstrate classroom management techniques in a technology-rich environment</td>
<td>Set ground rules and boundaries in the classroom</td>
</tr>
<tr>
<td></td>
<td>Be prepared to deal with difficult situations</td>
</tr>
<tr>
<td>Encourage learners to practice outside of the classroom</td>
<td>Offer ideas and techniques for independent practice</td>
</tr>
<tr>
<td></td>
<td>Share tutorials and other resources for learners’ self-paced learning</td>
</tr>
</tbody>
</table>
# Instructional Design Skills

Understand how to design instructional materials so that they meet desired learning goals.

*Recommended for instructional staff, volunteers, and partners.*

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Skills/Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand and apply basic instructional design principles to develop training materials</td>
<td>Define and sequence the content of the class. Select the appropriate delivery method for instruction</td>
</tr>
<tr>
<td>Define desired goals for patron training programs and build a curriculum to meet those goals</td>
<td>Develop objectives to achieve goals. Develop a lesson plan or instructional outline. Create handouts to accompany in-class learning</td>
</tr>
<tr>
<td>Demonstrate the ability to select and evaluate instructional software, websites and training resources</td>
<td>Search for training resources using the Internet. Evaluate resources based on ease of use, effectiveness, and cost</td>
</tr>
<tr>
<td>Adapt to changes in technology and incorporate those changes into the curriculum</td>
<td>Keep informed about technology news, both inside and outside of your organization. Explore new technologies as time and budget allows</td>
</tr>
<tr>
<td>Understand and utilize best practices in developing online trainings</td>
<td>Design trainings to be interactive. Use presentation tools that promote learning through visual, auditory, and written means. Provide activities or assignments that promote continued learning after the online training has ended</td>
</tr>
</tbody>
</table>
Planning and Coordinating Skills

Coordinating instruction using individual and classroom models, conducting needs assessments, and managing instructional resources.

Recommended for all instructional program coordinators.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Skills/Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan and coordinate instructional services to build 21st century literacy skills and to meet other educational needs of the community</td>
<td>Identify opportunities to offer formal training in the library, including classroom and individual instruction</td>
</tr>
<tr>
<td></td>
<td>Identify community partners to involve in instructional services</td>
</tr>
<tr>
<td></td>
<td>Identify computer classes of interest to the community</td>
</tr>
<tr>
<td>Evaluate instructional services and use results to make improvements</td>
<td>Develop and use post-class evaluation forms</td>
</tr>
<tr>
<td></td>
<td>Collect feedback from trainers</td>
</tr>
<tr>
<td></td>
<td>Consider staff resources available</td>
</tr>
<tr>
<td>Conduct needs assessments to determine community needs</td>
<td>Collect patron surveys and staff input</td>
</tr>
<tr>
<td></td>
<td>Ensure feedback is gathered from the entire community, not just current library users</td>
</tr>
<tr>
<td>Identify resources for instructional services</td>
<td>Identify locations for instruction</td>
</tr>
<tr>
<td></td>
<td>Acquire new technologies (hardware, software) as needed</td>
</tr>
<tr>
<td></td>
<td>Manage class scheduling</td>
</tr>
<tr>
<td></td>
<td>Coordinate with appropriate departments as needed</td>
</tr>
</tbody>
</table>
Professional Development Skills

Recognizing the importance of professional development with regards to technology, instruction, and learning.

Recommended for all staff, volunteers, and partners.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Skills/Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refresh his/her training skills</td>
<td>Attend workshops and webinars</td>
</tr>
<tr>
<td>periodically</td>
<td>Stay current on technology training and adult</td>
</tr>
<tr>
<td></td>
<td>learning literature</td>
</tr>
</tbody>
</table>
## Technology Proficiency Checklist

Recommended technology proficiencies for Colorado Public Computer Center staff, partners, and volunteers

<table>
<thead>
<tr>
<th>Basic Computer Skills</th>
<th>Windows Operating System</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turn on &amp; shut down the computer</td>
<td>Start a program from the Start menu</td>
</tr>
<tr>
<td>Turn the monitor on and off</td>
<td>Manage computer settings from the Control Panel</td>
</tr>
<tr>
<td>Know basic parts of the computer: monitor, CPU, mouse, keyboard, CD drive, USB port, printer</td>
<td>Exit a program</td>
</tr>
<tr>
<td>Use the mouse: left-click, right-click, drag and drop</td>
<td>Save files</td>
</tr>
<tr>
<td>Know how to use the keyboard</td>
<td>Change file name or location using Save As</td>
</tr>
<tr>
<td></td>
<td>Minimize and maximize a window</td>
</tr>
<tr>
<td></td>
<td>Scroll within a document</td>
</tr>
<tr>
<td></td>
<td>Manage multiple windows using the taskbar</td>
</tr>
<tr>
<td></td>
<td>Use menus and toolbars</td>
</tr>
<tr>
<td></td>
<td>Use the Help feature in programs</td>
</tr>
<tr>
<td></td>
<td>Find and open files by browsing from within a program</td>
</tr>
<tr>
<td></td>
<td>Find file icons and open them</td>
</tr>
<tr>
<td></td>
<td>Drag files to a new location</td>
</tr>
<tr>
<td></td>
<td>Copy files and paste them into a new location</td>
</tr>
<tr>
<td></td>
<td>Understand the difference between files and folders</td>
</tr>
<tr>
<td></td>
<td>Make a new folder</td>
</tr>
<tr>
<td></td>
<td>Delete a file or a folder</td>
</tr>
<tr>
<td></td>
<td>Empty the recycle bin and restore files from the recycle bin</td>
</tr>
<tr>
<td></td>
<td>Use Ctrl-Alt-Delete and the Task Manager to end non-responsive programs</td>
</tr>
<tr>
<td></td>
<td>Tab between fields</td>
</tr>
<tr>
<td></td>
<td>Respond to dialog boxes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Troubleshooting</th>
<th>Check the various connections in the back of the computer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reboot the computer</td>
</tr>
<tr>
<td></td>
<td>Use Ctrl-Alt-Delete and the Task Manager to end non-responsive programs</td>
</tr>
<tr>
<td>Printers and Printing</td>
<td>Turn the printer on and off</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td>Load paper</td>
</tr>
<tr>
<td></td>
<td>Clear a paper jam</td>
</tr>
<tr>
<td></td>
<td>Replace toner</td>
</tr>
<tr>
<td></td>
<td>Use print preview</td>
</tr>
<tr>
<td></td>
<td>Switch between portrait and landscape printing</td>
</tr>
<tr>
<td></td>
<td>Print specific pages or selections</td>
</tr>
<tr>
<td></td>
<td>Print multiple copies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Storage Devices</th>
<th>Know the difference between floppy discs, CDs, and flash drives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Insert floppy discs, CDs, and flash drives and access the files they contain</td>
</tr>
<tr>
<td></td>
<td>Copy files to external storage devices</td>
</tr>
<tr>
<td></td>
<td>&quot;Burn&quot; or copy to a CD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>File Management</th>
<th>Understand the differences between files and folders</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Copy and paste, drag and drop within files and whole files/folders</td>
</tr>
<tr>
<td></td>
<td>Navigate in the file structure to open, save, or delete files or folders</td>
</tr>
<tr>
<td></td>
<td>Empty and or recover files from recycle bin</td>
</tr>
<tr>
<td></td>
<td>Understand file extensions (.docx, .xls., .pptx)</td>
</tr>
<tr>
<td></td>
<td>Create files and folders</td>
</tr>
<tr>
<td></td>
<td>Move files between folders or drives</td>
</tr>
<tr>
<td></td>
<td>Copy files between folders, to flash drive or other external storage device</td>
</tr>
<tr>
<td></td>
<td>Delete files and folders</td>
</tr>
<tr>
<td></td>
<td>Back up files – to a website, a USB device, to CD, to a network drive</td>
</tr>
<tr>
<td></td>
<td>Open and save a file</td>
</tr>
<tr>
<td></td>
<td>Rename a file or folder</td>
</tr>
<tr>
<td></td>
<td>Create a shortcut to a file, a folder, or program</td>
</tr>
<tr>
<td><strong>Word Processing</strong></td>
<td>Insert, edit text</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>Change font and font size</td>
</tr>
<tr>
<td></td>
<td>Align text: left, right, center</td>
</tr>
<tr>
<td></td>
<td>Bold, italic, underlined text</td>
</tr>
<tr>
<td></td>
<td>Change line spacing</td>
</tr>
<tr>
<td></td>
<td>Change margins</td>
</tr>
<tr>
<td></td>
<td>Cut, copy and paste</td>
</tr>
<tr>
<td></td>
<td>Use spell check</td>
</tr>
<tr>
<td></td>
<td>Copy text from web into Word and clean it up</td>
</tr>
<tr>
<td></td>
<td>Use Print Preview &amp; print selection</td>
</tr>
<tr>
<td></td>
<td>Understand different word processing file types (i.e. .doc, .docx, .pdf)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Internet and Web Browsers</strong></th>
<th>Understand what a web browser does</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Understand what a URL or web address is</td>
</tr>
<tr>
<td></td>
<td>Understand the difference between a search box and the address bar</td>
</tr>
<tr>
<td></td>
<td>Find and open Internet Explorer and Firefox</td>
</tr>
<tr>
<td></td>
<td>Type in a web address</td>
</tr>
<tr>
<td></td>
<td>Navigate using links</td>
</tr>
<tr>
<td></td>
<td>Use Back, Forward, Home buttons</td>
</tr>
<tr>
<td></td>
<td>View the browsing history</td>
</tr>
<tr>
<td></td>
<td>Delete history and temporary files</td>
</tr>
<tr>
<td></td>
<td>Fill out an online form</td>
</tr>
<tr>
<td></td>
<td>Add, delete and organize bookmarks or favorites</td>
</tr>
<tr>
<td></td>
<td>Use a search engine</td>
</tr>
<tr>
<td></td>
<td>Print all or part of a web page</td>
</tr>
<tr>
<td></td>
<td>Use the Find command</td>
</tr>
<tr>
<td></td>
<td>Change the text size</td>
</tr>
<tr>
<td></td>
<td>Download a file from the Internet</td>
</tr>
</tbody>
</table>

<p>| <strong>Email</strong>                           | Access webmail by typing in web address |
|                                     | Log into account |
|                                     | Read, archive, and delete messages |
|                                     | Send messages to one recipient or to multiple recipients |
|                                     | Reply to and forward messages |
|                                     | Print messages |
|                                     | Open &amp; download attachments |
|                                     | Send attachments |
|                                     | Understand basic email etiquette |</p>
<table>
<thead>
<tr>
<th>Electronic Reading Devices</th>
<th>Downloading ebook content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Connecting device and transferring content</td>
</tr>
<tr>
<td></td>
<td>Understand ebook file types and compatible devices</td>
</tr>
<tr>
<td>Digital Camera and Images</td>
<td>Taking digital pictures</td>
</tr>
<tr>
<td></td>
<td>Connecting camera and transferring photos to computer</td>
</tr>
<tr>
<td></td>
<td>Uploading photos to email, photo sharing websites, Facebook, etc</td>
</tr>
<tr>
<td></td>
<td>Managing and organizing photos on computer</td>
</tr>
<tr>
<td></td>
<td>Editing photos in photo editing software, i.e. Picasa, Microsoft Photo Manager</td>
</tr>
<tr>
<td>Social Networking</td>
<td>Familiar with social networking tools</td>
</tr>
<tr>
<td></td>
<td>Understand privacy issues</td>
</tr>
<tr>
<td></td>
<td>Edit options and settings</td>
</tr>
<tr>
<td></td>
<td>Upload content such as photos and videos</td>
</tr>
<tr>
<td>Digital Music</td>
<td>Download music</td>
</tr>
<tr>
<td></td>
<td>Understand file types (wma, mp3)</td>
</tr>
<tr>
<td></td>
<td>Manage and organize music</td>
</tr>
<tr>
<td></td>
<td>Understand file sharing and copyright infringement issues</td>
</tr>
</tbody>
</table>
Other Tech Training Resources

Colorado Virtual Library

Main URL: http://www.coloradovirtuallibrary.org/

Technology Training
Public: http://create.coloradovirtuallibrary.org/tech-training-public
Staff: http://create.coloradovirtuallibrary.org/tech-training-staff
Technology Trainer Competencies: http://create.coloradovirtuallibrary.org/technology-trainer-competencies
Technology Proficiency Checklist: http://create.coloradovirtuallibrary.org/technology-proficiency-checklist

When you see “Adapted from or Provided by: Colorado Virtual Library, Library Creation and Learning Centers” throughout these class outlines this means that we accessed this information through the above sites.

The Accidental Technology Trainer

http://www.stephaniegerding.com/accidentaltechtrainer.html

Digital Literacy Resources

http://www.digitalliteracy.gov/resources

e-Vermont Toolkits

http://e4vt.org/programs/e-vermont/toolkit

Fast Forward New Mexico

http://www.fastforwardnm.org/resources/curriculum

New York State Library Curriculum Materials


Hennepin County Library - Computer Courses and Handouts

http://www.hclib.org/extranet/#Public%20Training