

CONNECT



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Building Learning Webs – A Decade or Two Later

BY MARTIN BUCK

“The alternative to dependence on schools is not the use of public resources for some new device which ‘makes’ people learn; rather it is the creation of a new style of educational relationship between man and his environment. To foster this style, attitudes toward growing up, the tools available for learning, and the quality and structure of daily life will have to change concurrently” (Ivan Illich, 1971).

For the last two decades I have been researching and implementing educational tools to improve the quality and structure of the learning experiences in my instructional practice. In the early 1980’s I brought an Apple IIe and educational software into my French 8–12 classrooms. In the late 80’s I piloted a Pathfinder Computer Managed Learning system in my college Adult Basic Education classroom. In the early 90’s, I completed a Masters in curriculum

and design with a focus on the use of technology to assist adult upgrading learners.

The resulting thesis project hypothesized that adult educators could use the tools provided by the rapidly growing worldwide connection of communities called the Internet to support the development of independent, self-directed, lifelong learners (Buck, 1995). Furthermore, these tools could be harnessed to help

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CONNECT Launches a New Website

We are happy to announce the launch of a new and improved CONNECT website. With the assistance of the National Adult Literacy Database we are now able to provide readers with easy access to over two hundred articles contained in previous issues of CONNECT.

Our website continues to provide readers with a freely accessible online version of CONNECT. You can peruse all of the 5 volumes of CONNECT in our online archive.

The newest feature of our website is a search tool that allows you to quickly select articles of interest to you. Articles can be selected based on title, date, author, keyword or subject. We often receive questions about what software we would recommend. You can now find

a list of the software we have reviewed by doing a search based on the subject “Software Reviews”. This feature is available for our website reviews, lesson plans and technical tips articles. To visit our website, go to www.nald.ca and click on CONNECT. We’re in the bottom left corner.

As we wrap up this volume of CONNECT, I’d also like to take time to thank all the people who have helped to make this publication possible. Thank you to our funders, the National Literacy Secretariat, the National Adult Literacy Database for their web services, our Advisory Committee members, our contributing writers and our staff at the Ottawa-Carleton District School Board. All of your hard work was much appreciated and we couldn’t have done it without you!

Diane McCargar, Editor

the college develop partnerships with literacy learning communities to create for our learners and ourselves a “world made transparent by true communications webs” (Illich, 1971).

To put theory into practice, the Learning Webs project came into being in 1996. The project goal was to use Internet tools to enhance community access to learning opportunities beyond the walls of Camosun College in Victoria, British Columbia. To that end the project developed partnerships with community literacy learning centres to develop and deliver hybrid online/face-to-face, literacy and Adult Basic Education upgrading programs. As of the spring of 2003 project partners include [Project Literacy Victoria](#), the [Songhees First Nation Employment Centre](#) and [Bridges for Women](#).

As project leader and college instructor, I play two roles. The first is to interact face-to-face with community learning centre partners and their learners. Our goal is to establish good working relationships that can be maintained at a distance via an online classroom for each centre and subject area. Students can then work through three upgrading levels of math and four of English to gain the skills required for success in post-secondary programs. Most of this latter activity takes place online, with the community learning centre partners providing face-to-face support to enable learners to interact with me from the comfort and convenience of their own community. Further face-to-face interactions with learners in their communities or on campus are scheduled as necessary. The second role is to assist the partners with their own Internet literacy needs. At the beginning of the project, basic Internet literacy was the major requirement. More recently the focus has shifted to developing skills

with Internet tools to create the centre’s own online literacy materials.

The literacy centre partners have their own Internet connected computer labs as well as staff and/or volunteers to support the whole range of functional literacy skills for their learners. Project Literacy Victoria solicits computer donations, refurbishes them and then makes them available to qualified learners to take home. In the last year, as prices for used Internet capable machines have fallen, learners have been able to purchase their own used systems to connect from home.

Demographics and the Internet made for interesting dynamics of online learning. Most of the volunteers, staff and instructors are my age – fifty-plus. Many in this age group have their own literacy issues when it comes to the technology of the Internet. According to Alan Kay, “What people mean by the word technology is anything invented after they were born.” For this generation the telephone and the printed word are not technology, while anything computer related most definitely is. The demographer, [Ian Foot \(2002\)](#), explains:

“While Statistics Canada’s data on Internet use shows increasing penetration of new technology in Canada’s workplaces and households, they also contain more ominous information: Internet use plummets in households headed by people over age 50. This suggests that, since a growing proportion of the population is 50-plus, the greying of the population has not been kind to North America’s new technology revolution.”

For our younger literacy learners, however, the Internet is just part of their everyday experience. They know all about chat groups, web browsing, online community and Google searches. So when it comes time to interact online, many in this group are functionally more literate

than the typically older staff, volunteers and instructors who are there to guide them. In this case the learners can become the teachers, if they are allowed to do so.

So the younger learners have taken to online learning as if they were made for it. The older learners soon pick up the necessary skills with the appropriate supportive environment that literacy learning centres know so well how to provide. Once over their initial fear, they are quite ‘teachable’ and soon come to enjoy the flexibility, convenience and power the Internet provides them. However, faculty and board members come from a more powerful position that allows them to be resistant to change. This can provide some challenges.

Almost a decade after the project’s first envisioning, I have come to believe even more passionately that Internet tools must play an important role in promoting and developing literacy. The literacy community’s wise use of these tools can support the lifelong and just-in-time learning needs critical to the adult learners’ ability to take, and maintain their places as fully functioning members of society.

Martin Buck is an Adult Basic Education instructor at Camosun College in Victoria, British Columbia. For more information see the links above as well as <http://lwebs.camosun.bc.ca/buck> or email buck@camosun.bc.ca. The project homepage is located at <http://lwebs.camosun.bc.ca>.

References

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- Illich, I. (1971). Deschooling society. Retrieved July 13, 2003 from <http://philosophy.la.psu.edu/illich/deschool/chap6.html>.

“with Side-Effects”

Students who are learning English with the help of computers are in fact learning more than you might think. At Delview Adult Centre in Delta, BC, computers are used daily by dozens of learners. There are some activities taking place that could be referred to as the “side effects” of English learning on computers. I believe they warrant recognition.

When a student uses a computer for the very first time, even for so simple a task as using the keyboard or mouse to choose 1, 2, or 3, there is an instant noticeable improvement in their self-esteem. Although apprehensive at first, as long as the student can manage the task, they go home thinking “I can use a computer!” Regular users are also proud of their knowledge and skill. They are proud to be able to help less computer literate students. This eases their frustration over language, and also provides opportunities to meet people.

Students acquire computer skills even without direct instruction. We have never taught students about opening various programs at the same time, and seeing them on the Taskbar. Recently I noticed that this

information is being shared amongst our students. Some students who want to read the newspaper on the Internet or open their e-mail while the teacher isn’t nearby, know how to flip to and from their designated task at will. (Now the teachers have all had to learn to look at the Taskbar to see how many programs are running!)

On the Internet, students learn how to use the address bar, and the need for absolute accuracy in addresses and search phrases. Searching for information on the Internet is a challenge, if you are not looking for a specific title. We use some question cards on Canada, and the students have to learn how to construct searches to find the answers that they need. There is a feeling of great accomplishment when they actually discover the answer to a question.

We are also fostering outreach teaching. I’ve discovered that when a teacher takes the time to teach one student a skill, such as scanning a photo, the skill is then passed on to others, and new knowledge is quickly spread. Sometimes people from the community come in and ask for information on what a student has told them at home.

There are a wide variety of computer programs to assist English development, both as installed software and on the Internet. Some of our programs are for DOS or Windows 3.1, along with many for modern versions of Windows. Students must learn to innovate, as there are different ways of using these programs. Students become familiar with the desktop, programs in the Start menu and Internet bookmarks. Both keyboard and mouse skills are being acquired, along with experience using different cursors.

In our centre students really value their computer time, and without conscious thought about it, many are overcoming their initial fear of the computer, and more importantly learning how to manipulate a variety of programs. Students are able to progress at their own pace, so that they all feel that their time is well spent. They enjoy the different environment to the classroom, and they take great pride in what they have learned.

Yvonne Chard is an ELSA Coordinator for the Delta School District in British Columbia.

Computer Guides for Adult Learners

Kathy Burnett of the The Halifax Immigrant Learning Centre has produced a series of four computer guides that teach adults how to use popular word processing and Internet software. The four guides are titled: *Corel Word Perfect 8*, *Microsoft Word 97*, *Microsoft Word 2000* and *The Internet: Using Microsoft Explorer*. The guides could be used by instructors in a classroom or used by learners independently. Each guide covers a series of specific skills such as Saving on a Disk, Fonts, Alignment, and Spell Check. The skills are presented in sequence and range from the very basic to fairly difficult skills such as creating labels and envelopes. Each skill is introduced by simple instruction sheets that contain lots of graphics. They are followed by practice activities. Some of the activities are directly related to being a new Canadian in Halifax but the majority of the activities are general in nature. The Internet guide contains the most ESL/Halifax specific material.

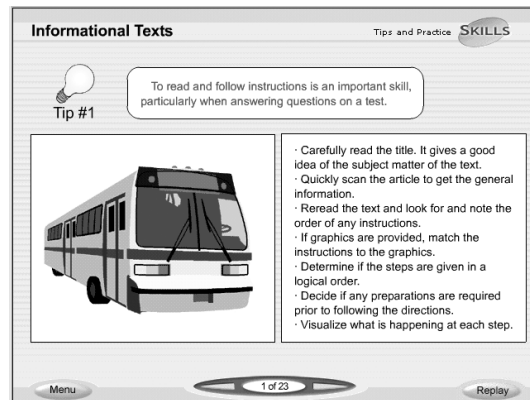
All of the guides are freely available in PDF format on NALD’s website (<http://www.nald.ca>). Go to NALD’s [Literacy Collection](#) and search for the title “*ESL Computer Book*”. This project was funded by the Nova Scotia Department of Education.

Reading and Writing for Life

Reading and Writing Strategies

Reading and Writing for Life from the Nectar Foundation, is a multimedia program which presents skills and strategies for reading and writing a variety of text types which are encountered in day-to-day life. The material is presented in a very academic manner, and would probably be most useful for learners preparing for the GED. While the scope of this program is impressive, the denseness can make it overwhelming at times.

The software is divided into two parts—Reading and Writing. Reading has four sections to choose from which cover different types of text, such as informational, literary, and graphical. The sections are comprised of an Introduction, Tips and Practice, and Reading Selections. Tips and Practice outline a number of strategies and skills for reading each type of text. Detailed explanations are accompanied by a reading selection with questions to illustrate what has been taught. Reading Selections contain several reading passages with questions. Pre-reading questions will get the learner thinking about the topic, and a Reading Strategies button provides additional help. The text for Introduction and Tips is always accompanied by audio and, in many cases, graphics. The learner may click on an optional button to hear the reading selections. These selections are quite long, and once the audio has begun, I haven't found a way to stop it except by going back to the main menu. The text for the reading selections is in a box on the left side of the screen, while a box with



questions is on the right side. Only a few paragraphs of the selection can be viewed at a time, which can make it difficult to find answers to the questions. Although there are some multiple choice questions, most of the answers need to be typed in by the learner. The learners' answers can be compared with the answers generated by the computer, but in many cases the two sets of answers will not match exactly. Therefore, the learners will need to decide if their answers correspond closely enough to the computer's answers.

The Writing part of the program has seven sections, including such text types as summaries, news reports, and correspondence. Each section has an Introduction, Tips and Practice, and some appropriate writing tasks. The Tips and Practice section thoroughly introduces the topic in a step-by-step approach, and usually includes some samples of student writing with assessment forms, which can be filled out and then compared with a teacher's assessment. The writing tasks provide not only a scenario and a task, but the learner is steered through each step of the composition

process and given a great many prompts and tips on the way to the finished product.

Reading and Writing for Life contains an exhaustive list of strategies to help literacy learners cope with today's world. It contains thorough explanations and good samples of different types of text. If you have advanced learners who wish to pursue further education, this is an excellent program for a moderate cost.

Just the facts

Theme:

Reading and Writing Skills

User Level:

Advanced

System Requirements:

Windows 95, 98, 2000, XP or NT

Macintosh: System 7

66 Mhz

16 MB of RAM

CD-ROM drive

Colour monitor

Cost:

\$49 CDN for a single user

\$200 CDN site license

Ordering:

Nectar Foundation

130 Lotta Avenue

Nepean, ON K2G 2B9

613-224-3031

<http://www.nectar.ca>

Software Review

par Susan Verret

Tap'Touche 3.0

Apprentissage du clavier

Tap'Touche 3.0 est un logiciel d'apprentissage du clavier qui pourrait s'avérer utile pour les intervenants et intervenantes dans le domaine de l'alphabétisation. Distribué par la société De Marque à Québec, Tap'Touche offre des activités didactiques permettant aux apprenants de progresser à leur propre rythme.

Les modules du logiciel sont organisés à l'aide d'onglets et l'utilisateur sélectionne l'activité désirée tout simplement en cliquant sur l'onglet. Dans les exercices d'apprentissage, une séquence de lettres est affichée à l'écran et l'apprenant tape cette même séquence. Ces exercices sont accompagnés d'une animation humoristique, quoiqu'il n'y a pas de représentation du clavier à l'écran pour appuyer cette activité. Cependant, l'affichage est bien présenté et l'animation offre une touche parfois comique lorsque l'on fait des petites erreurs, ce qui rend l'activité agréable pour le débutant.

Au niveau des jeux, Tap'Touche 3.0 offre deux jeux didactiques dont l'un des deux, Balle Cosmik, est disponible avec la version démo du logiciel. Ce jeu est exceptionnellement facile d'apprentissage et très amusant comme outil de pratique.

Le logiciel comprend aussi un module de pratique offrant une sélection de textes sur divers sujets. Le texte choisi est affiché dans la partie supérieure de l'écran et l'apprenant tape ce même texte au bas de l'écran. Une fois l'exercice terminé, un rapport de pratique est affiché indiquant le taux d'erreur et le corrigé du texte. Ce module de pratique pourrait être avantageux pour certains apprenants dans nos programmes.

Par contre, le module de dictée serait moins utile dans le domaine de l'alphabétisation des adultes. Les textes dictés à l'oral sont un peu longs et demandent une bonne connaissance

Thème : Apprentissage du clavier

Niveau d'utilisation :
Intermédiaire ou avancé

Spécifications :

Pentium 200 MHz ou plus
Windows 95, 98, 2000, Me, NT, XP
Mo RAM (64 recommandés)
Millier de couleurs
Résolution 800 X 600
Carte de son
Lecteur cédérom

Prix unitaire :
34,95 \$

Renseignements pour
commander :

De Marque
www.demarque.com
1-888-458-9143

de la grammaire française.

Globalement, les activités d'apprentissage du clavier offertes par Tap'Touche 3.0 seraient un ajout intéressant dans le cadre des programmes d'alphabétisation des adultes.

Software Review

by Diane McCargar

Type & Talk

Adaptive Word Processing Software

Type & Talk is word processing software by textHELP designed specifically for people with learning disabilities. The software assists learners with the reading and writing process by providing tools such as text-to-speech, a phonetic spell checker, word prediction, homonym support, a thesaurus and a word wizard. The text-to-speech feature

reads letters, words, sentences or paragraphs. The text is highlighted as it is read. The word predication feature provides a list of suggested words based on what the learner has typed. This software is a relatively inexpensive adaptive tool that could help to foster confidence amongst learners with reading and writing difficulties.

Just the facts

Theme: Word Processing
User Level: Beginner to Advanced
System Requirements:
PC and Mac
Cost:
\$199.00 each
Site license available
Ordering :
Aroga Group Inc.
1-800-561-6222
www.aroga.com

TV411

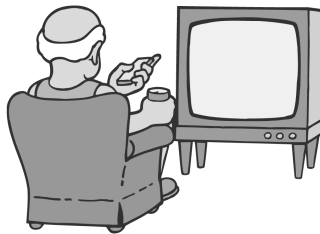
<http://www.tv411.org>

TV411, sponsored by The Adult Literacy Media Alliance, is an interactive website where adults can strengthen their literacy and math skills while reading about practical topics. The reading level is intermediate to advanced.

The learner first selects a general skill to work on. The choices are reading, writing, vocabulary, math or learning. For each of these main topics, there is a list of more specific skills. Some of the skills covered under reading are: scanning, reading maps, summarizing, and using context clues. The writing topic includes such skills as filling out a job application and writing a business e-mail, an autobiography, or a cover letter. The math section is largely money-related, dealing with budgets, using a calculator, figuring out interest and percentages. The learning section includes lessons on such diverse skills as preparing for the GED, how to use a library, time management, and using a table of contents. A slide show introduces each lesson. Flash version 6 is required to view the slides, but there's an option to skip the slide show. Each lesson has several activities. These activities are introduced with written information and explanations, and are often supported by graphics and/or charts. The learners are asked to respond in many different formats. There may be a series of multiple choice questions, a drag and drop exercise for categorizing, or learners may be asked to type their own information. If there is only one correct answer, a feedback box provides immediate feedback. The learner can also

choose to focus on one of four topics—health, parenting, people, and money. Each topic has several articles to read, but aside from some short polls, there aren't any interactive exercises to accompany these readings.

One drawback to this site is that it's quite high-end, so those with older computers may have difficulty using it. Otherwise, TV411 is an impressive site. It contains a large amount of useful information which is presented in an interesting, user-friendly manner.



The Study Place

<http://thestudyplace.org>

The Study Place is a unique online tool designed specifically with adult learners in mind. This tool allows instructors to create online lessons made up of multiple activities that are grouped together in courses. An instructor can register learners and enroll them in any of the courses available at The Study Place.

Instructors are able to create the following types of online activities: Read Text, Multiple Choice Quiz, True/False Quiz, Cloze, Writing Assignment, View Picture, Visit a Website, and Listen to a Sound File. The range of activities is impressive. The only disappointment here is that the cloze activity is really just a variation of multiple choice. It isn't

necessary to know anything about web design to create these activities. You follow a clearly outlined set of steps that involves defining the activity, creating the instructions and/or the questions, recording the answers, reviewing your activity and then saving it. Each course is catalogued by Theme, Skill Area, Level and Activity Type. You have the option of making your course available to others. The collection of ready-made lessons is somewhat lacking at present but is worth a quick look.

Once learners start to try the activities, the instructor has the ability to track their progress. Remember when you register yourself or learners in The Study Place or similar resources on the Internet it is wise not to provide personal information. Generic names such as Student1 are always an option.

The final part of this website is the Resource section. Here you will find documentation related to the site along with information about Adult Learning Principles, Adult Learning Strategies and Assessment Types. This information is a testament to the credentials of the authors of this site.

The Study Place was produced by the Instructional Technology Learning Resources Division of the Sacramento County Office of Education. The Study Place is one of several projects created by the Cyberstep partners, a partnership of six literacy groups addressing the challenges of creating and distributing virtually cost-free multimedia learning materials for the hardest-to-serve adult learners. The Study Place is free to instructors and learners but you must register before you can fully access the site. Their online tour gives you a great overview of what this site has to offer.

Math Goodies

www.mathgoodies.com

This is an excellent site which provides interactive lessons, worksheets, flashcards, and puzzles for learners, as well as forums and articles for teachers. Math concepts are clearly presented with examples should a learner need to review before practising with the wide range of worksheets.

The level of lesson difficulty ranges from single digit basic math facts, fractions, percentages, decimals, and money up to geometry and pre-algebra skills. Most of the basic math activities can be found in the worksheet section under the Math Fact Cafe. Some of the worksheets have 100 practice questions that can be printed off for use away from the computer, or used online by typing in the answers. Immediate feedback is given to learners for checking their answers. Learners can also view questions in flashcard format. A basic calculator is included with the site to be used as needed. Although the lessons are categorized as “grade one, two” and so on, the format is not inappropriate for adults in its presentation. The site avoids use of juvenile clipart and topics for word problems, and so is extremely suitable for adult learners.

A helpful feature for instructors is the option to “build your own worksheets” with clear instructions to create interactive worksheets. Within this feature is the option to adjust font size, a feature particularly helpful for learners with vision limitations.

The site provides support for learners and instructors, as well as a section for help with homework and

home schooling. Various links to similar sites are also provided.

Math Goodies advertises the option of buying a CD of 70 math lessons. However, unlike some sites whose main focus is selling a product, this site offers numerous interactive lessons and games which are easy to use and free.

Grammar and Business English

www.better-english.com/exerciselist.html

Looking for a website where learners can work independently, reviewing and practising a variety of grammar points and some vocabulary? Here is an interesting one.

This site is set up by English International Lyon and is mostly written by Pearson Brown, who is also advertising his book on the site. It is called Business Partners and the focus of the site is business English.

There are activities on a wide range of grammar topics from basic, such as simple present to more advanced, such as conjunctions. Many of these exercises are fill-in-the-blank with 4 or 5 multiple choice answers to choose from. The answers are marked immediately in most cases and the ongoing score is shown at the top of the screen. There are vocabulary topics such as business language and telephone. Some of the sections titled Missing Words and Find the Pairs need Macromedia Shockwave version 7 to run, and a section on Business English Hangman can only be downloaded for \$8.00. For teachers,

the site advertises mini and maxi lessons available by e-mail as well as an extensive resource list of other sites and a book sale section.

Although some of the grammar exercises are very simple and geared to ESL, these are grouped together in a list called Easier Exercises. Overall, the site provides many opportunities for independent practice as the corrections are done quickly and clearly for the learner. The focus is definitely on business and workplace English and could be very valuable for literacy learners.

Many Things

www.manythings.org

Although this site is geared towards ESL learners, many of the quizzes and games could be useful for literacy learners. It is very diverse, and contains such word games as crossword puzzles, scrambled words, scrambled sentences, concentration, drag and drop puzzles, and quiz shows. There is something for all levels. There are some easy vocabulary quizzes for beginners where the learner matches a word with the correct picture. Or the learner can select a topic such as parts of the body, and drag scrambled letters into a box to form correct words. For advanced learners, there are proverbs, grammar quizzes and crossword puzzles that are challenging. Hints and feedback are always given.

If you're looking for a site with a variety of activities where learners can work independently, as the title implies, Many Things has a lot to offer.

The following lessons teach learners how to use Tables and change the Page Setup to deal with large documents. Once again we have chosen to use the menus as opposed to the toolbars in order to provide reading practice. We did choose to use the Formatting Toolbar to teach about borders since the corresponding menu command is considerably more difficult. Lesson 17 requires learners to be provided with a Word file that they have to edit. This file, *handout17-2.doc*, can be downloaded from the CONNECT website at <http://www.nald.ca/connect.htm>. We have suggested that both Lesson 19 - Resumes and Lesson 20 - Creating a Newsletter offer learners opportunities to review the skills they learned in previous lessons. Learners often require frequent repetition and practice of new skills, more than we have provided here. Our processing skill sheets were designed so that learners can use them for reference purposes in the future. As we wrap up this series of lessons we hope that you have found this information useful for you and your learners. Your comments and/or suggestions are always welcome at connect@ocdsb.edu.on.ca.

Lesson 17

Using Tables

by Elyse Schwartz
and Diane McCargar

Computer Objective 17-1: Learners will be able to create a table and type information consecutively into cells.

17-2: Learners will be able insert and delete rows and columns in a table. Learners will be able to format the rows, columns and cells in a table. This includes borders, size, fonts and alignment.

Literacy Objective: 17-1: Learners will categorize a list of words according to parts of speech. **17-2:** Learners will be able to organize a list of names in alphabetical order.

Materials: Word Processing 9 skill sheet, Lesson 17 – Handout 1, Lesson 17 – Handout 2 and computer file *Handout17-2.doc*.

Introduction: Tables can be used in many ways to categorize information. They are easy to set up, and eliminate the need to set tabs and/or columns. Before beginning this lesson ensure that learners are familiar with the following vocabulary: table, row, column, cell and headings.

Procedure: Be sure the learners are familiar with the procedure for creating a table. Have them practise by creating two or three tables with varying numbers of columns and rows. Show them how to move from cell to cell by using the Tab key. Be sure they understand that they shouldn't hit the Enter key at the end of a row. Ask for examples of nouns, verbs, adjectives and adverbs to ensure that the learners know the difference. If not, a review of the parts of speech may be necessary before doing Handout 1. Give the learners Handout 1, and encourage them to write the words in the correct columns on their handouts before they attempt to do the table on the computer.

Next, provide learners with the Word document for Lesson 17 – Handout 2. This document can be downloaded from our website (www.nald.ca/connect.htm). Have learners make the editing and formatting changes listed in the instructions. Learners could do this as a group first without saving the changes and then try again on their own. Learners will need to have experience with alphabetical order before attempting Lesson 17 – Handout 2.

Lesson 18

Page Setup

by Catherine Hodgins

Computer Objectives: Learners will be able to change the orientation, margins and paper size of a document.

Literacy Objective: Learners will be able to choose and record appropriate information in a table format.

Materials: Word Processing 10 skill sheet, Lesson 18 – Handout 1.

Introduction: Learners should already be familiar with creating and formatting tables. Creating a table to record an inventory or list of resources is a practical application of these skills. A table such as this is often too wide for a normal page. As learners create a list of resources, they can practise using Page Setup to change the paper orientation, margins, and size.

Procedure: Explain the terms portrait and landscape and the reason to use a landscape orientation so there is more space

for a table with many columns. Have learners change the margins to 0.5” so there is more space to enter information. Learners could also change the paper size if it is possible to print on legal size paper. Next, have learners create a table similar to the one in the handout. The purpose of the table is for learners to create a table of books or resources that could help them to practise English. Learners can print a copy of the blank table, use it to do the resource list manually and then enter it into their table on the computer. The research could be done at a library or bookstore or within the classroom depending on the program. Possible related activities could be alphabetical order, the Dewey Decimal system and searching for materials in a library.

Variation: This table exercise could be adapted to do an inventory of computer equipment in a classroom or an inventory of personal possessions for insurance purposes. The headings could include serial numbers, age and approximate value.

Lesson 19

Resumes

by Diane McCargar

Computer Objective: Learners will be able to type a simple resume.

Literacy Objective: Learners will be able to write their job skills, work experience and educational experience in a simple resume.

Materials: Lesson 19 – Handout 1 and Lesson 19 – Handout 2.

Introduction: One of the most practical tasks that learners should be able to do on a computer is create documents needed for job searches. Most instructors can attest to the difficulties students have with this kind of task. In this lesson, learners use tables to help them organise and type information in a resume.

Procedure: Provide learners with the sample resume (Handout 1). Discuss the main parts of the resume and the way it is formatted. Make learners aware that the lines shown in the handout are just to help learners type the resume in a table. The borders should be removed before the resume is printed. Have learners type this sample resume for practice.

Next, provide learners with the blank resume contained in Handout 2. Have them write their personal information in this form. Learners should edit this written version several times before attempting to type it on a computer.

Adaptations: A resume may not be appropriate or necessary for some beginner readers. Learners may only need to provide their contact information to potential employers or customers. These learners could produce simple “business” cards instead of complete resumes. Business cards can be typed in a table with 2 columns and 5 rows. Each cell should be 3 1/2” X 2”. Have learners type one business card and copy and paste it into the other cells. The final result can be printed on cardstock paper.

Lesson 20

Creating a Newsletter

by Elyse Schwartz

Computer Objective: Learners will have the opportunity to reinforce the word processing skills they have learned.

Literacy Objective: Learners will use the literacy skills they have acquired to write an information or opinion article.

Introduction: A collaborative class newsletter would be an excellent wrap up activity for this series of word processing lessons. It is a good opportunity for meaningful class interaction, and the results will be a keepsake the learners can be proud of. (The following websites contain examples of newsletters by adult learners that could be used for writing and formatting ideas: <http://www.northbayliteracycouncil.ca/news.htm> and <http://sabes.necc.mass.edu/ilc/news02pg1.pdf>)

Procedure: The learners choose from a list of types of articles provided by the instructor; for example: class or world news, recipes, travel, health, etc. The learners may work individually or in pairs or groups to write the articles. The instructor provides directions on how the articles should be formatted. Each learner or group types their own article. They may include graphics or tables, and should be encouraged to be creative. The learners should check their spelling using the Spelling Tool. Putting this project together will entail some work for the instructor. The files will have to be merged into one document from learners’ disks or a network folder. The instructor can then put the newsletter into columns, add page numbers and headers/footers if desired. Finally, the newsletter can be printed and photocopied for each learner.

Table

Headings	Last Name	First Name	Address	City	Province	Postal Code
Row	Hamelin	Martin	2351 Park Road	Halifax	NS	B3J 2S9
	Thorn	Teresa	76 Spring Garden Road	Halifax	NS	B3J 5M5

Column

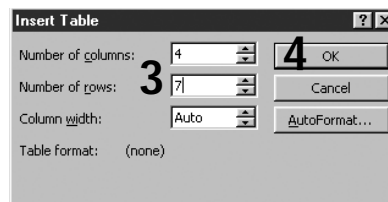
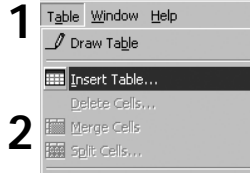
Cell

Border

Gridline

Create a Table

1. Click on **Table**.
2. Click on **Insert Table**.
3. Type number of rows and columns.
4. Click on **OK**.



Enter Information

1. Click in a cell.
2. Click on the text entry icon.
3. Press **Tab**.

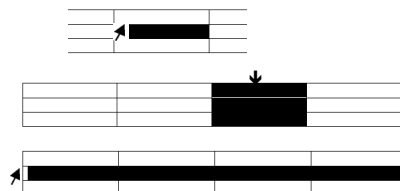
Change Height or Width

1. Point to line.
2. Drag line when you see two arrows.



Last Name	First Name	Address	Phone Number
Chen	Chi	20A Meadlands Drive	765-8795
Chen	Gerald	187 James Crt.	872-3542

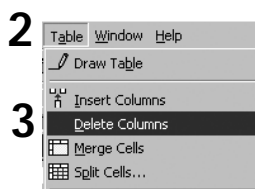
Highlight

- Cell Click on the left edge of the cell.
- Column Click above the column.
- Row Click to the left of the row.





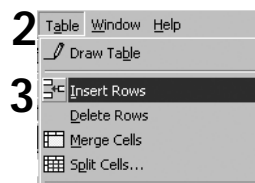
Delete Rows and Columns

1. Highlight Row or Column.
2.  on **Table**.
3.  on **Delete Columns** or **Delete Rows..**




Insert Rows and Columns

1. Highlight Row or Column.
2.  on **Table**.
3.  on **Insert Columns** or **Insert Rows..**



Borders

1. Highlight Cells.
2.  on arrow beside Border button.



3.  on type of border.



Format Cells

1. Highlight Cells.
2.  on a format (Bold, Centre, 18 point, etc.)

Adjectives	Nouns	Verbs	Adverbs
happy	cats	eat	quickly
young	boys	speak	loudly

Instructions:

1. Write each word below in the correct column of the table (six words for each column).
2. Insert a table with 4 columns and 7 rows.
3. Type the headings.
4. Type one word in each cell.

drank

beautiful

sing

think

quickly

backyard

always

engineer

flowers

hungry

run

did

go

tennis

song

sunny

yesterday

strong

never

softly

blue

happily

Canada

three

Adjectives	Nouns	Verbs	Adverbs

Instructions:

- Put borders around all of the cells in the table.
- Make the headings bold.
- Make all the last names bold.
- Centre all of the phone numbers.
- Make the Address column wider so the addresses fit on one line.
- Insert a City column before the Phone Number column.
- All of the people live in Ottawa. Type Ottawa in the City column.
- Add a Postal Code column after the City column.
- Type the following postal codes: Chi – K5B 1R1, Gerald – K0S 4X2, Ben – K0A 2T1, Manuel – K0S 3T8, Tina – K7V 3S4
- Insert a row to add Pierre Azar to the table. The names should be in alphabetical order.
- Type Pierre's information

Azar	Pierre	15 Woodridge Cr.	Nepean	749-2342
------	--------	------------------	--------	----------

- Insert the following names in the table in alphabetical order.

Gratton	Marie	2453 Kent Ave.	Ottawa	643-2762
---------	-------	----------------	--------	----------

Dana	Walid	167 Aspen Way	Orleans	837-8756
------	-------	---------------	---------	----------

Tessier	Jean	873 Emperor Ave.	Nepean	756-9257
---------	------	------------------	--------	----------

Tennant	Ivan	7545 Carson Road	Ottawa	753-8754
---------	------	------------------	--------	----------

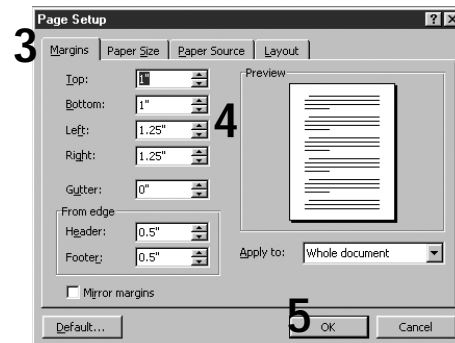
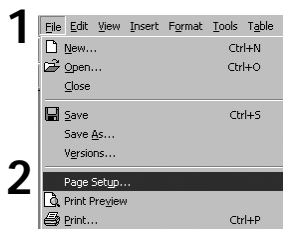
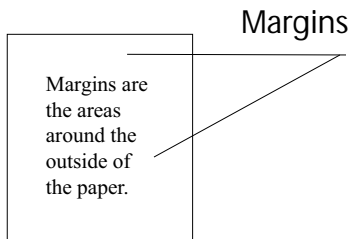
- Delete Gerald Chen from the table.

Last Name	First Name	Address	Phone Number
Chen	Chi	20A Meadowlands Drive	765-8795
Chen	Gerald	187 James Crt.	872-3542
Green	Ben	234 Main St.	231-2387
Rodriguez	Manuel	78 Pearson Ave.	453-7855
Van Walraven	Tina	252 Cedarbank Drive	364-9876

Word Processing 10 Page Setup

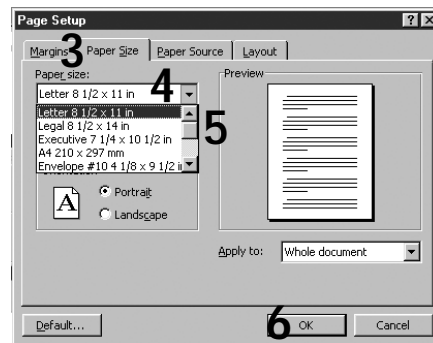
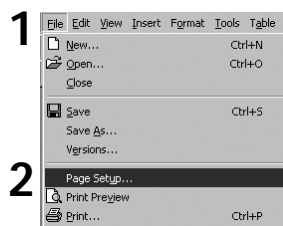
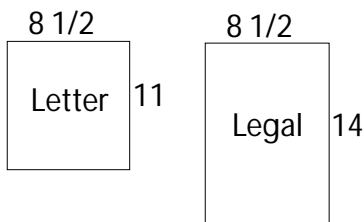
Change Margins

1. Click on **File**.
2. Click on **Page Setup**.
3. Click on **Margins**.
4. Enter size of margins.
5. Click on **OK**.



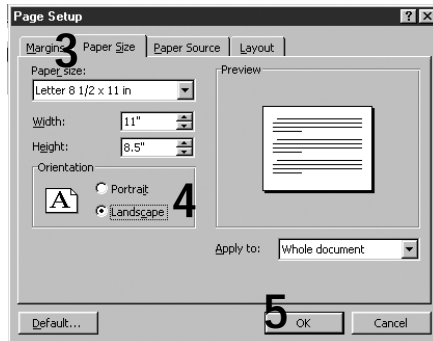
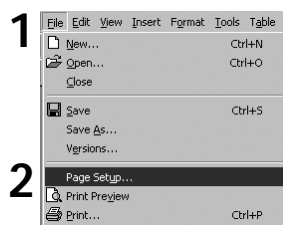
Change Paper Size

1. Click on **File**.
2. Click on **Page Setup**.
3. Click on **Paper Size**.
4. Click in the box below **Paper Size**.
5. Click on a paper size. (*Letter or Legal*)
6. Click on **OK**.



Change Paper Orientation

1. Click on **File**.
2. Click on **Page Setup**.
3. Click on **Paper Size**.
4. Click on **Portrait** or **Landscape**.
5. Click on **OK**.



Instructions:

1. Change the Margins to 0.5 inches.
2. Change the Orientation to landscape.
3. Create a table with 6 columns and 11 rows.
4. Type the headings given.
5. Fill in the table with a list of books that will help you study.

TITLE	AUTHOR	ISBN NO.	SUBJECT	PUBLISHER	PRICE

Instructions:

1. Change all the margins to 0.5 inches.
2. Insert a table with 3 columns and 9 rows. Remove the borders.
3. Make the first column 2 inches, the second column 3 1/2 inches and the third column 2 inches.
4. Type the resume below. Type each section in a different row.
5. Format the information. Make the headings, the name, and the job titles bold. Make the company names italics. Centre the name, address and phone number. Right align the job addresses and dates. Use bullets for the job duties.

	Frank Wendover 34 Main street, Apt. 231 Edmonton, Alberta T5T 2X9 (613) 746-0583	
GOAL:	To obtain employment as a heavy equipment operator or a labourer	
QUALIFICATIONS:	<ul style="list-style-type: none"> • Hardworking and reliable • St. John's Ambulance first-aid training • Class 3 driver's licence • Experience using heavy equipment 	
EXPERIENCE:	<i>Habitat for Humanity</i> Volunteer <ul style="list-style-type: none"> • Framed windows • Installed drywall • Installed asphalt shingles 	Edmonton, Alberta July 2003
	<i>Johnson Construction</i> Heavy Equipment Operator <ul style="list-style-type: none"> • Operated heavy equipment to move, load and unload building supplies • Operated backhoes and bulldozers to excavate, move and load earth 	Winnipeg, Manitoba 1995-2002
	<i>City of Winnipeg</i> Labourer <ul style="list-style-type: none"> • Operated street cleaning equipment • Spread sand/salt for snow and ice control • Repaired road surfaces • Operated mowers to cut lawns and roadsides 	Winnipeg, Manitoba 1985-1995
EDUCATION:	Manford Secondary School Secondary School Diploma	Winnipeg, Manitoba 1975
INTERESTS:	<ul style="list-style-type: none"> • Fishing • Antique Cars 	
REFERENCES:	Available upon request	

	<p>_____ (name) _____ (address) _____, _____ _____ (phone no.)</p>	
GOAL:	To obtain employment as a _____	
QUALIFICATIONS:	<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ 	
EXPERIENCE:	<p>_____ (company) _____ (job) • _____ (duties) • _____ • _____</p>	<p>_____, _____ (address) _____ to _____ (date)</p>
	<p>_____ (company) _____ (job) • _____ (duties) • _____ • _____</p>	<p>_____, _____ (address) _____ to _____ (date)</p>
	<p>_____ (company) _____ (job) • _____ (duties) • _____ • _____</p>	<p>_____, _____ (address) _____ to _____ (date)</p>
EDUCATION:	<p>_____ (school) _____ (course) _____ (school) _____ (course)</p>	<p>_____, _____ (address) _____ to _____ (date) _____, _____ (address) _____ to _____ (date)</p>
INTERESTS:	<ul style="list-style-type: none"> • _____ • _____ • _____ 	
REFERENCES:	Available upon request	

Technical Tips

Buying a New Computer - Part V

by Diane McCargar

In this final instalment of *Buying a Computer* we are going to briefly touch on the multitude of add-ons you can buy for your computer. As discussed in the last issue of CONNECT, before purchasing a peripheral you should always ensure that you will be able to connect it to your computer. Does the device use USB, FireWire, parallel, serial or SCSI cables?

The most common peripheral that is often automatically included with a new computer system is a **printer**. There have been some recent improvements in printer technology, although the major choice remains the same – laser or inkjet. Laser printers use technology similar to photocopiers. Inkjet printers spray ink onto the page in small dots.

Quality, price and speed are the main factors to consider when comparing printers.

Printer prices have dropped recently, although a large range in price still exists. The prices on Inkjet printers range from approximately \$80 to \$350. Laser printer for the home market have dropped under \$500 but laser printers for networked business settings can still cost over \$1000. Inkjet printers now print colour as well as black and white as a standard feature. Colour laser printers are just now becoming available but cost several thousand dollars.

When comparing costs of printers you need to also consider the cost of ink cartridges. Although inkjet printers are considerably cheaper than laser, ink for inkjet printers is more expensive. Inkjet cartridges cost approximately \$50. All inkjet printers should have separate colour and black cartridges, black cartridges being cheaper. Laser ink cartridges can cost from \$100 to \$200, which seems more expensive but should last much longer. On a per page basis, ink for laser printer is several cents cheaper. If you are purchasing laser printer cartridges look for a company that sells rebuilt/recycled cartridges. You can also buy refill kits for some inkjet cartridges.

Once you've used price to help narrow down the choices, consider quality. Quality is usually measured in terms of resolution or dots per inch (dpi). This type of comparison can sometimes be confusing. Laser printers can print up to 1200 x 1200 dpi, whereas some new inkjet printers can print up to 4800 x 1200 dpi. This isn't the whole story though. Factors inherent in the different technologies make laser printers better at printing text and line graphics. Inkjets are best for printing photographs.

Comparing printer speeds is also a little problematic. Printer speed is measured in pages per minute (ppm). This information is usually prominently displayed for consumers but is often based on very simple documents or draft mode. Generally speaking laser printers are faster than inkjet printers and are therefore more suited to printing large documents or multiple copies. The buffer size or the amount of memory in the printer can help to increase the speed of the printer.

There are several other features that you may want to consider. Do you want several computers to share the printer? Inkjet printers very rarely come with a network (Ethernet) port. Will you be using the printer to print large documents on varying sized paper? If so, you will probably want a printer with several trays, one of which is for legal paper. In this case, laser is the best option. Inkjet printers can often only store small amounts of paper at one time. If you want to be able to print photographs, you may want the added advantage of being able to connect your digital camera to your printer. Inkjet printers now come with USB ports or memory card slots. Finally, you might want to consider the new all-in-one inkjet printers that have the ability to scan, photocopy and fax documents. These printers definitely save on space and costs but be aware that if one thing breaks everything will be tied up at the repair shop.

Ultimately, if you want to make a decision based on reputation, Hewlett Packard stands above the rest as the leading printer manufacturer. Epson is also known for being a good, cheap alternative with the inkjet market.

Scanners are another peripheral that you may consider purchasing for your computer. The role that dedicated scanners play has taken a backseat with the advent of all-in-one printers and digital cameras. Scanners have allowed users to copy pictures or documents and produce a digital version that can be used in a computer. Digital cameras now eliminate the need for this step.

Digital cameras and **digital video cameras (camcorders)** have become increasingly more popular as prices drop. Basic digital cameras can now be bought for a few hundred dollars. Digital camcorders are more expensive but can be purchased for less than \$1000. When buying a digital camera of any kind you need to consider the same things you'd consider when purchasing a "regular" camera: zoom, focus, flash/light, power supply, size/weight and ease-of-use. New concerns that are inherent in the digital format are resolution, memory connectivity/output and software. The resolution or quality of pictures is measured in megabytes (MB) or gigabytes (GB). The amount of memory limits the number of pictures you can take at one time. Once you've taken pictures you need to be able to download these pictures to our computer. In most cases this involves a USB cable or a FireWire connection in the case of a camcorder. You should also

think about how you're going to print your pictures or use our video with your DVD player or VCR. Good software can make these tasks easier and also give you the ability to edit what you have captured. Read "Digital Cameras" in [CONNECT Volume 4, Issue 4](#) or visit the website <http://www.imaging-resource.com/> if you'd like more information.

If you want to connect your computer to the Internet it must have a **modem** or a **network interface card (NIC)**. Regular "dial-up" modems connect you to the Internet at the relatively slow speed of 56 kbps. Most individuals turn to the phone company or the cable company for high speed Internet access. Each of these scenarios requires you to have an Ethernet network card inside your computer and a specialised external modem.

If you are purchasing equipment for a work setting, you may want to look into ways of connecting computers in a **local area network** in order to share resources such as files, printers and Internet connections. There are several ways in which to do this. Larger companies will probably have server/client architecture where one large computer stores common files and controls the flow of data over the network. Smaller groups of computers in businesses or homes will probably have a peer-to-peer arrangement where all the computers have the same function – there is no server.

Setting up small peer-to-peer networks is becoming more common as families start having more than one computer in their homes. Unfortunately the procedures for doing this are still somewhat complicated. You currently have four options: phone-line networking, power-line networking, Ethernet networking, and wireless networking. Ethernet is currently the most popular networking system for both home and office. An Ethernet-based network can be as simple as two computers connected together using two network interface cards and a cable, or as complex as hundreds of computers connected together using cables, hubs and routers. For more information about networks visit the site <http://computer.howstuffworks.com/home-network.htm>.

Before leaving the topic of buying a computer we should mention software, service and warranty. The software that comes with a computer can add several hundred dollars to the cost/value of your computer. Finally, you should always look for a company that is willing to clearly answer all of your questions without making you feel like you're imposing on their time. Similarly, you want a company that is going to provide you with reliable, free if you're lucky, technical support and service. Word-of-mouth is probably the best way to find out which companies have good reputations in your area. The brand name companies such as Dell are a safe bet, with long-standing reputations for providing customers with good service. For more information about buying computer equipment go to <http://pcworld.com> and click on How-To.

Technological Literacy & The Matrix: An Instructors Guide

The instructors Guide, *Technological Literacy & The Matrix*, by the Waterloo Catholic District School Board was designed as a supplement to the 1998 Ontario Ministry of Training, Colleges and Universities' Outcomes Matrix. The Outcomes Matrix defined learning outcomes for adult literacy and basic skills learners in the areas of communications, math and self-management and self-direction. This document contains some technology related learner outcomes, integrated into the three domains listed above. The document *Technological Literacy & The Matrix* expands on these learning outcomes by developing a domain specific to technology.

Technological Literacy & The Matrix divides Technology into four component outcomes: data management, Internet and e-mail, office technology and automated banking. The skill sets for each of these outcomes are defined and include: Windows and its features, Microsoft Word and Microsoft Excel (Data Management); utilizing e-mail and the Internet (Internet and E-mail); using voice mail, fax machines, photocopy machines and calculators (Office Technology); and using an automated teller machine (Automated Banking).

A lengthy initial self-assessment survey offers instructors a way of setting technology outcome levels and developing technology training plans for individual learners. The assessment is to be delivered in a one-on-one 20 to 30 minute interview. Once learners have had an opportunity to acquire the designated skill sets, the demonstrations within this document can be used to assess progress. Demonstrations such as Creating a Birthday Card, Writing a Letter and Sending an E-mail are outlined. A teacher's guide, learner sheet and evaluation sheet for each demonstration are provided.

This comprehensive, professional document is sure to be of interest to literacy instructors not only within Ontario but across the country. The document can be viewed online at <http://www.nald.ca/CLR/teclitma/cover.htm>. The document must be viewed online since no PDF version is available.

Integrating Computers into Learning Activities and Demonstrations

Look for a collection of technology-related learning activities and demonstrations from Sir Sanford Fleming College to be available on NALD's website in the coming months. These activities are for Ontario LBS levels 3, 4 and 5.

CONNECT Order Form

You can purchase the five issues that make up Volume 5 of CONNECT at a cost of \$10.00. This nominal fee helps to offset some of our distribution costs. Non-profit literacy organizations may request a free copy of CONNECT which can be freely photocopied for use within literacy programs. Issues of CONNECT can also be accessed through the NALD website at: <http://www.nald.ca/connect.htm>

To order CONNECT, enclose a cheque payable to the Ottawa-Carleton District School Board with your order form and mail it to **CONNECT, c/o Diane McCargar,
Ottawa-Carleton District School Board,
440 Albert St., Ottawa, Ontario, K1R 5B5.**

Orders can also be faxed to **613-239-2324**.

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Your feedback is always welcome. Write us and let us know how you have been able to integrate technology into your program. We'd love to hear from learners as well. How has technology impacted their lives?

PHONE: 1-613-239-2583 FAX: 1-613-239-2324 E-MAIL: connect@ocdsb.edu.on.ca
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