ICDL Certified Training Professional
Portfolio of Trainer Evidence
For CTP Certification

Robert Power
June 2006

Executive Summary

This portfolio contains documents created as part of the International Computer Driving License Certified Training Professional (ICDL CTP) certification process. These documents were created in June 2006, following participation in a three-day seminar hosted by the ICDL Gulf Cooperative Council (GCC) Foundation in Dubai, United Arab Emirates. The purpose of this portfolio was to provide evidence to both the ICDL GCC Foundation, and an independent assessor, of the fulfillment of all requirements for Certified Training Professional Designation. This portfolio was submitted for evaluation along with a videotape of a sample instructional session.

Contents:

Introduction to the ECDL/ICDL
Rob Power

Introduction:

Personal Introduction:
- Greet class and introduce self;
- Mention that I'm from Canada, and that it looks like the class has a wide international mix;
- Ask the class a few introductory questions;
- Use that point as a launching point for the overview;

General Overview:
- ECDL/ICDL is not a haphazardly designed standard;
- It is not just another gimmick to get money out of consumers;
- It is a standard that is recognized around the world, and that has benefits to candidates and employers the world over.
- It is a way of helping candidates make sure that they have the computer skills they need to get a job and survive in the workplace, and helping employers make sure they have a workforce that is capable of meeting today's technological demands.
- ECDL/ICDL is internationally recognized and ==accredited.==

So where does it come from?
- Originated in Finland in 1994;
- The Council of European Professional Informatics Societies (CEPIS) took notice in 1995, and liked what it saw;
- The ECDL was developed by improving upon the Finnish design.
- The ECDL was publicly launched ten years ago (August 1996)

Objectives (Just what does the ECDL/ICDL strive to accomplish?)
- The primary objective is to establish international standards of technology skills;
- Level the playing field for employers and employees around the globe;

- Do this by:
    - Promoting computer literacy;
    - Raise the general level of IT knowledge and skills;
    - Ensure all computer users understand and use best practices and advantages of a PC;
    - Increase employee productivity when using computers;
    - Enable better returns for investments in IT;
    - Provide a level playing field through a basic qualification level for everyone;

Benefits (to Individuals and Employers):
- Standard level of qualification for everyone;
- Innovative and easily usable method of measuring IT skills;
- Model of IT training;
- Increased public awareness of the importance/benefits of IT;

Role of the ECDL Foundation and the Local Licensee:

The ECDL Foundation:
- **The ECDL Foundation has its HQ in Dublin;**
- **It oversees the use of the ECDL/ICDL program in countries throughout the world;**
- **It is a not-for-profit organization that works to guarantee the high standards of the ECDL/ICDL;**
- **It is responsible for:**
    - **Syllabus and test maintenance;**
    - **Quality Control;**
    - **Relationships with service providers;**
    - **The ECDL/ICDL Trademark;**
    - **Communication;**
    - **Marketing;**

Local Licensees:
- **Countries or regions join the ECDL Foundation through license agreements;**
- **The local licensees must conform to Quality and Standards procedures;**
- **Responsible for:**
    - **Training testers;**
    - **Keeping required records for inspection by ECDL auditors;**
    - **Accrediting testing centres;**
    - **Auditing testing centres;**

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ICDL National Operations Manual:
Key Points Related to Trainers and Testers

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The following sections of the ICDL GCC Foundation Approved Test Center Operations Manual apply specifically to Trainers/Testers:

Chapter 3: Test Administration
Selecting Administering and Marking a Test
- All candidates are free to take the test in any order
- ICDL testers are responsible:
    - To make that candidates are carrying valid skills card.
    - To read instructions to candidate at start of each module
    - Testing and Grading
    - Authenticate that candidate did test on their own
    - Test computers are functioning
    - Only original and licensed software is the be used for testing
    - Not to test candidates who he trained or he was involved in their training
    - Test length is set to 45 minutes (50 minutes for Arabic)
    - Make sure there are no exceptions to the rules
    - To tell candidates the that
        - No books, notes or manuals are allowed to be at test station
        - No help is to be provided during the test.
        - They are not allowed to talk to other candidates
        - They cannot talk to tester
        - May not leave room unattended during test
- The ICDL center is responsible:
    - Use only Certified ICDL Testers
    - To receive ICDL GCC approval
    - Use either
        - MQTB – Manual question test bank based on ICDL Syllabus version 3
        - ATS – Automated testing system based on ICDL Syllabus version 3 and 4.
    - That there are no exceptions to the rules
- Tester cannot test or grade students that they taught.

Chapter 8: Frequently Asked Questions:

Tester Leaving an Approved Test Centre:
- Must be reported immediately to the ICDL GCC Foundation so that database information can be appropriately updated.

Chapter 10: Tester/Trainer Application:
- Form must be completed for all staff who wish to be certified as Testers/Trainers.

Chapter 12: ICDL Equal Opportunities Statement:
- Although all staff should be familiar with the entire statement, paragraph 4 applies specifically to testers/trainers:
    - All staff at approved ICDL Training and/or Testing Centers handling administrative support, conducting training, performing technical support, overseeing or marking exams are aware of the principles of the eliminating gender, race or disability discrimination in the workplace.

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ICDL Test Administration

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The following is a list of sections from the ICDL GCC Foundation Approved Test Center Operations Manual, which is used by our center in the selection, administration and marking of tests:

Chapter 3: Test Administration

Selecting Administering and Marking a Test
- All candidates are free to take the test in any order
- ICDL testers are responsible:
  - To make that candidates are carrying valid skills card.
  - To read instructions to candidate at start of each module
  - Testing and Grading
  - Authenticate that candidate did test on their own
  - Test computers are functioning
  - Only original and licensed software is the be used for testing
  - Not to test candidates who he trained or he was involved in their training
  - Test length is set to 45 minutes (50 minutes for Arabic)
  - Make sure there are no exceptions to the rules
  - To tell candidates the that
    - No books, notes or manuals are allowed to be at test station
    - No help is to be provided during the test.
    - They are not allowed to talk to other candidates
    - They cannot talk to tester
    - May not leave room unattended during test
- The ICDL center is responsible:
  - Use only Certified ICDL Testers
  - To receive ICDL GCC approval
  - Use either
    - MQTB – Manual question test bank based on ICDL Syllabus version 3
    - ATS – Automated testing system based on ICDL Syllabus version 3 and 4.
  - That there are no exceptions to the rules
- Tester cannot test or grade students that they taught.

2.3 Sample Skills Card

ICDL Internal Audit

The areas for an audit and who is responsible are stated in Chapter 4 Audit and Quality Assurance System:

- Test centers can be audited anytime but must be done before a test center can be renewed
- The primary object of audit is to confirm that test are being done according to procedures
- Centers will receive notice of audits unless of exceptional circumstances.
- Tester cannot test or grade students that they taught.
- Test Centers are required to complete a two part report two weeks before the audit
  - o Test Center Activity Report which checks:
    - ▪ Hardware and software
    - ▪ Local administration and ICDL Documentation
  - o Test Center Procedures report which checks
    - ▪ Marking of test
    - ▪ Registration of candidates and record keeping
- Audit is normally done by Quality Assurance Officer
- The auditor shall produce a formal report
- If the report is substandard the test center will not be allowed to operate till concerns are fixed.

International Computer Driver's License
Client Organization Questionnaire

Name of Organization:

Contact Name:

Contact Information:

1. How many employees do you have in your organization? _____

2. Approximately what percentage of your workforce uses a computer on a regular basis?
(*Circle the most appropriate level*)

0-20%   **21-40%**   **41-60%**   **61-80%**   **81-100%**

3. Which of the following types of software are used in your organization?:
(*Check any appropriate responses*)

_____   **Word Processors**
_____   **Spreadsheets**
_____   **Databases**
_____   **Presentation Software**
_____   **Internet Browsers**
_____   **Email**
_____   **Other (Please Specify):**
              _____

4. Which software application suite is used most often in your organization (ex: Microsoft Office Suite, Corel WordPerfect Suite, etc)?: _____

5. What is your impression of the overall general skill level of your workforce with each of the following areas of Information Technology?:
(*Circle the most appropriate response*)

Computer Hardware:	**Poor**	**Below Average**	**Good**	**Excellent**
Operating Systems:	**Poor**	**Below Average**	**Good**	**Excellent**
Word Processors:	**Poor**	**Below Average**	**Good**	**Excellent**
Spreadsheets:	**Poor**	**Below Average**	**Good**	**Excellent**
Databases:	**Poor**	**Below Average**	**Good**	**Excellent**
Presentation Software:	**Poor**	**Below Average**	**Good**	**Excellent**
Internet Browsers:	**Poor**	**Below Average**	**Good**	**Excellent**
Email:	**Poor**	**Below Average**	**Good**	**Excellent**
Other (Please Specify):	**Poor**	**Below Average**	**Good**	**Excellent**

_____

6. Which of the following IT resources does your company use?

____   **Local Area Network**
____   **Wide Area Network**
____   **Organizational E-Mail**
____   **IT Support Personnel/Department**
____   **Other (Please Specify):**
         _____

7. What are your training goals/requirements?:

8. Is / Will ICDL Certification be a requirement for employment with your organization? **Yes** / **No**

9. When would your employees need to receive training?;
(*Circle the most appropriate*)

   During Business Hours   **Evenings**   **Weekends**

10. What other special training requirements do you foresee?

ICDL: Client Organization Training Needs

For each of two learning groups, list three examples of needs that could be addressed through an ICDL training programme.

Example Learner Group 1: Hospital Administrators

Three needs of a group of hospital administrators that could be addressed through an ICDL training programme include:

1. Preparing form letters and using mail merge to create standardized letters to remind patients of upcoming appointments.
2. Creating and maintaining a database of patient information.
3. Using a spreadsheet application to manage and report on budgets for a hospital ward or department.

Example Learner Group 2: High School Students

Three needs of a group of high school students that could be addressed through an ICDL training programme include:

1. Using word processor applications to prepare assignments or reports for a high school course.
2. Using presentation software to prepare a multimedia presentation for a class project.
3. Using Internet web browsers and search engines to do research for a class project.

ICDL: Client Organization Training Needs

List examples of adaptations that could be made to a standard ICDL training course to make it specific to each of the learning groups mentioned in Portfolio Reference 3.2.

Example Learner Group 1: Hospital Administrators

Examples of adaptations that could be made to a standard ICDL training course in order to make it specific for a group of learners comprised of hospital administrators might include:
- Re-arranging the order of the modules so that the basic IT concepts, Internet, and e-mail applications are covered last, and modules such as word processor, spreadsheet, and database applications are covered first (because these would be more relevant to the daily working experiences of the learners).
- Spending more time on advanced features in the modules that would be the most relevant to the work experiences of the learners (above the minimum ICDL syllabus objectives, if time permits), and spending just enough time on the other modules (those less likely to be used day-to-day by the learners) to cover the ICDL syllabus objectives.
- Using demonstration examples and practical activities based on work scenarios that a hospital administrator might encounter (ex: databases of patient information, appointment reminder letters, departmental budget spreadsheets, etc).
- Providing practical assignments that require the learner to actually use the skills they are learning on-the-job as homework, and then bringing samples of their work back for evaluation.

Example Learner Group 2: High School Students

Examples of adaptations that could be made to a standard ICDL training course in order to make it specific for a group of learners comprised of high school students might include:
- Re-arranging the order of the modules so that the topics of greatest initial interest to the students (Internet and Email applications) are covered first, in order to build up motivation and confidence, then covering modules that would be used most frequently by high school students in their academic careers next (such as word processor and presentation software).
- Using demonstration examples and practical activities based on the daily experiences and needs of high school students (such as creating and formatting essays and resumes, or creating multimedia presentations in PowerPoint for a class project).
- Coordinating with other teachers to providing practical assignments that require the learners to actually use the skills they are learning to complete projects or assignments for other courses.
- Coordinating with other teachers in order to integrate instruction and practice for some of the ICDL objectives and topics into classes in other subject areas, as appropriate (ex: covering some of the Internet objectives, such as using a web browser and search engine, into a Language Arts or Social Studies class, as students work on a class project).

3.4   Reporting Mechanisms

ICDL: Client Organization Reporting Needs

Suggest appropriate mechanisms for reporting to the client on the training program.

Some suggestions of appropriate reporting mechanisms are:
- E-mail memos between pre-specified personnel from the training center and the client organization, as needed, to provide general updates such as scheduling changes, cancellations, upcoming events, etc.
- Weekly or bi-weekly attendance reports (by e-mail or fax).
- Formal incident reports (by e-mail, fax, or mail/courier) to report disciplinary and/or emergency/medical incidents.
- Module-by-module progress reports, per group, showing pass/fail rates, the range of scores, and the topics of difficulty.
- Module-by-module progress reports, per learner, showing the score on the module test, the breakdown of the test results, and anecdotal comments from the instructor.
- Course completion reports, per learner, showing the scores for all modules, anecdotal comments, and the learner's status towards receiving ICDL certification.
- Post-course summary report, providing:
  - An executive summary of the training course;
  - Overall achievement statistics;
  - A summary of the general strengths and weaknesses of the learner group, by module;
  - A summary of any unforeseen issues that arose during the course, with descriptions of how the issues were resolved.
  - Recommendations for follow-up with the learner group, or for further training for the learner group.
  - Suggestions and recommendations for changes to the training course for future learner groups from the client organization.
  - Suggestions and recommendations for additional training programs that the client organization may find beneficial.

ICDL: Client Organization Reporting Needs

Design a report template, which could be used to report to the client on a module-by-module basis.

ICDL Module Report Card

Candidate Information	
Candidate's Name:	
Employee ID # (*If Applicable*):	
Score Card #:	

Module Information			
Module:			
Date:			
Test Score:		**Pass/Fail?**	
# of Sessions Missed:			
Attendance %:			

Anecdotal Report	
Objective: (List any objectives that apply)	**Summary of Strengths and Weakness:**

Additional Comments

Instructor's Name:	
Signature:	

ICDL: Learner's Needs

Describe three methods of gathering information about individual learners' experience and skills.

Three methods of gathering information about individual learners' experience and skills are:

1. Pre-testing: Have learners complete manual or automated pre-tests for each of the modules of the ICDL program. This will produce a breakdown of strengths and weaknesses specific to each module of the training course, and may provide indications as to whether individual learners need training in specific modules before attempting the actual module tests.

2. Questionnaires or Surveys: Have learners complete a questionnaire or survey with questions about their prior computer training, experience, and skills. This method should be used in conjunction with other methods, as some respondants may have a tendency to over-estimate or over-state their skills and experience. Other respondants may have a tendency to under-estimate their skills and experience. And other respondants (depending on the social climate) may have a tendency to answer in the most affirmative method possible, regardless of their actual skill levels or prior experiences.

3. Induction Interviews: Interviewing each potential learner when applying for admittance to an ICDL training course, or after enrollment in a program, can help in gathering useful information about experiences and skills. Again, using this method should be combined with other, more formal methods, if the results are to be used to determine appropriate training methods.

ICDL Training Group Information Summary Form

Training Center:	
Trainer Name:	
Date:	

Training Group Description:
Please provide a brief description of the training group (ie: mixed group/open class, group from a client organization, etc.)

Training Group Overview:	
Total # of Candidates:	
# of Native English Speakers	
# of EFL Speakers	
# of Candidates with prior computer training	
# of Candidate who use a PC at work (on a daily basis)	
# of Candidates who use a Word Processor application at work	
# of Candidates who use a Spreadsheet application at work	
# of Candidates who use a Database application at work	
# of Candidates who use Presentation Software at work	
# of Candidates who use the Internet at work	
# of Candidates who use an E-Mail application at work	

Pre-Testing Results:				
Module:	**# Pass:**	**# Fail:**	**Avg Score:**	**Objectives of Difficulty** (*please note*)
1. Basic Concepts of IT				
2. Operating Systems				
3. Word Processor Applications				
4. Spreadsheet Applications				
5. Database Applications				
6. Presentation Software				
7. Internet/E-Mail Communications				

4.3   **Learning Objectives**

ICDL: Learning Objectives

List four examples of learning objectives, which might be set for each of the learning groups identified in Element 3 (Portfolio References 3.2, 3.3), reflecting the range of organizational and individual needs to be accommodated.

Example Learner Group 1: Hospital Administrators

Four examples of learning objectives which might be set to meet the range of organizational and individual needs for a group of hospital administrators are:

1. Use the mail merge features of a word processor application to create a form letter for distribution to hospital patients.
2. Use a spreadsheet application to create a chart illustrating the breakdown of a hospital department's budgetary expenses by expense category.
3. Use a database application to create a simple database to record patient personal information, and patient admittance and discharge dates.
4. Integrate a worksheet and/or a chart from a spreadsheet application into a multimedia presentation, using presentation software, in preparation for a report on budgetary expenses by hospital department.

Example Learner Group 2: High School Students

Four examples of learning objectives which might be set to meet the range of organizational and individual needs for a group of high school students are:

1. Use the format painter feature in a word processor application to apply paragraph formatting to an essay/report for a class project.
2. Use an Internet Search Engine to find sources of information for a class project.
3. Insert pictures/graphics from an Internet-based information source into a multimedia presentation using presentation software.
4. Use the file attachment features of an e-mail application to exchange files with another student while collaborating on a class project.

4.4   Special Needs

ICDL: Assurance of Equality for All Learners

Describe how training and testing sessions could be adjusted to accommodate learners with special needs.

The range of special needs that learners may have, and for which the training/testing centre may need to make accommodations, is extremely varied. However, some common and easily implemental accommodations might include:
- Using the Accessibility Options provided by the Windows Operating System to display larger fonts and images, different color schemes, or audio support for candidates with visual and/or hearing difficulties.
- Providing specialized mouse and/or keyboard support.
- Providing workstations that can accommodate wheelchairs.
- Locating the training sessions in more easily accessible rooms, such as rooms on a ground floor.
- Providing text materials on colored paper, or in larger fonts, for students with visual challenges.
- Providing an extra staff member to assist the learner on an individual basis.
- Providing a tester to read the questions on a test to the candidate (with prior approval from the ICDL GCC), of required for learners with reading difficulties or visual challenges.
- Providing specialized software to supplement practical activities, and providing extra access to computer laboratories for learners who need extra time to complete practical assignments.
- Providing extra time, outside of the training session, for the learner to receive individualized instruction/help from the trainer.
- Providing copies of training materials in another language, for learners who speak English as a second language.

There are countless other possibilities for the nature of adaptations. However, listing these would require an individualized understanding of the nature of the special needs of the learner, and the development of an individualized special needs plan.

ICDL: Assurance of Equality for All Learners

Describe the areas in which equality must be ensured in the training process, as specified by the ICDL GCC *Equal Opportunities Statement* in the Approved Test Centre Operations Manual.

The ICDL GCC Equal Opportunities Statement in the Approved Test Centre Operations Manual outlines the principles for ensuring equality in five major areas. Basically, equality must be ensured with regards to physical disabilities or challenges, gender, race, age, and marital status. The training center must ensure equal consideration of all applications, regardless of the criteria just noted. It must ensure that there are no physical barriers restricting accessibility to persons with physical disabilities or challenges. It must ensure that the centre is free from any overt or covert discriminatory practices pertaining to the criteria listed above. It must ensure that all staff are aware of the principles noted in the Equal Opportunities Statement. And the centre must make copies of the Equal Opportunities Statement available to anyone upon request.

ICDL Course Plan

Course Overview:

This ICDL training course will be conducted on a contractual basis for a group of ten students from Hamad Hospital Corporation, Doha, Qatar. The course will be conducted over a fifteen week period during the Fall 2006 semester (August 23 – November 15, 2006, approximate). The course will be conducted in a computer laboratory at the School of Information Technology, Building 10, Main Campus (Duhail), College of the North Atlantic-Qatar. The ICDL training program will be completed over one complete term (15 weeks), and modules will be taught in two week blocks, with two 2-hour class/laboratory session per week. Sessions will consist of a combination of lecture and demonstration, along with hands-on use of computer applications as appropriate. Testing will be conducted at the end of each two week block, with an opportunity for re-testing during the final week of the program (week 15) if necessary.

Training Group:

The target training group for this ICDL training course consists of ten hospital administrators from Hamad Hospital Corporation. The candidates are all working as administrative assistants for various departments at the hospital's main location on al Rayan Road in Doha, Qatar. The group consists of eight (8) females and two (2) males, ranging in age from 25-40. No special requests for separate training and/or testing have been submitted.

Course Aims and Objectives:

The primary aim for this training group is to improve their working knowledge and skills in three of the modules covered by the ICDL program (Word Processing, Spreadsheet, and Database Applications). Information forwarded from the employer indicates that all ten candidates have basic computer literacy skills, and are familiar with Internet and e-mail communications applications. However, the employer has indicated a desire for the candidates to improve their skills in all seven modules of the ICDL. In addition, the employer has indicated that it is studying the possibility of implementing ICDL certification as a requirement for all current and new employees, and that it will be examining the results of this training course with that aim in mind. Hamad Hospital Corporation uses Microsoft Office Suite.

Course Materials:

Textbooks for this course will consist of ICDL approved learning materials, and will be selected by the ICDL Certified Training Professional prior to commencement of the semester. Computer workstations with the full Microsoft Office Suite will be available to all students in the classroom/laboratory designated on campus for this course.

Testing and Evaluation:

Testing will be conducted at the end of each two-week block (completion of each module). Tests will be computer-based, with random questions drawn from the ICDL approved test bank. Evaluation will be conducted by the computer-based testing program, and will be administered by the ICDL Certified Training Professional. Test scores will be verified and recorded by the ICDL Certified Training Profession on each candidate's ICDL score card, in accordance with the Standards of the ICDL GCC Foundation.

Course Schedule:

Dates:	Module(s):	Topics:	Methods:
Week 1	2	Overview of the ICDL. Overview of the course outline. Overview of the scorecard and testing procedures. Basic operating system concepts and file management: ■ Desktop; ■ Managing files;	■ Lecture ■ Demonstration ■ Hands-on Practice
Week 2	2	Basic operating system concepts and file management, cont…: ■ Viruses and virus protection; ■ Print Management; Test #1: Module 2 (Operating Systems)	■ Lecture ■ Demonstration ■ Hands-on Practice
Week 3	3	Word Processing: ■ Main operations; ■ Creating tables to organize patient information; ■ Using charts and diagrams to report patient statistics; ■ Using graphics;	■ Lecture ■ Demonstration ■ Hands-on Practice
Week 4	3	Word Processing, cont…: ■ Creating forms and form letters; ■ Using mail merge with form letters for patients; ■ Preparing outputs; Test #2: Module 3 (Word Processing)	■ Demonstration ■ Hands-on Practice
Week 5	4	Spreadsheet Applications: Using the application; Working with cells and worksheets; Using formulas and functions to organize and analyze patient data;	■ Demonstration ■ Hands-on Practice
Week 6	4	Spreadsheet Applications cont…: Formatting spreadsheets of patient data for distribution to other staff and use in other applications; Using charts and graphs to view and analyze patient data; Preparing outputs to distribute to other staff, or integrate into other applications; Test #3: Module 4 (Spreadsheets)	■ Lecture ■ Demonstration ■ Hands-on Practice

Date	Module(s)	Topics	Methods

Week 7	5	Database Applications:
		Using the application;
		   ▪ Working with tables of patient information;
		   ▪ Creating and working with forms for entering and viewing patient information;
		   ▪ Creating queries/retrieving specific patient information from a database;
			▪ Lecture
			▪ Demonstration
			▪ Hands-on Practice

Week 8	5	Database Applications, cont…:
		   ▪ Creating queries/retrieving specific patient information from a database;
		   ▪ Creating and viewing reports of patient information;
		   ▪ Preparing output of tables, queries, forms and reports for printing, sharing with other staff, and distribution;
		Test #4: Module 5 (Databases)
			▪ Lecture
			▪ Demonstration
			▪ Hands-on Practice

Week 9	6	Presentation Software:	▪ Lecture ▪ Demonstration ▪ Hands-on Practice
Week 10	6	Presentation Software, cont…: Test #5: Module 6 (Presentation Software)	▪ Lecture ▪ Demonstration ▪ Hands-on Practice
Week 11	7	Internet and E-mail Communications:	▪ Lecture ▪ Demonstration ▪ Hands-on Practice
Week 12	7	Internet and E-mail, cont…: Test #6: Module 7 (Internet and E-mail)	▪ Lecture ▪ Demonstration ▪ Hands-on Practice
Week 13	1	Basic Concepts of IT:	▪ Lecture ▪ Demonstration ▪ Hands-on Practice
Week 14	1	Basic Concepts of IT, cont…: Test #7: Module 1 (Basic Concepts of IT)	▪ Lecture ▪ Demonstration ▪ Hands-on Practice
Week 15	n/a	Extra tutoring as required. Re-testing of modules, as required.	▪ Demonstration ▪ Hands-on Practice

Resources Required:

Instructor:
- Computer laboratory with instructor's computer, electronic podium, and printer.
- Class time scheduled for two 2-hour training sessions per week.
- LCD projection system.
- Whiteboard with markers, erasers, etc.
- Instructor's copy of any selected ICDL approved text books and training resources.
- ICDL Computer-based test bank.

Students:
- Access to a computer laboratory with printer for each class session.
- Access to a personal computer workstation with the full Microsoft Office Suite.
- College student computer account.
- College student e-mail account.
- Internet access.
- ICDL approved text book and learning resources, as selected by the instructor.
- ICDL Score Card.
- Sample Module Tests.

5.2   **Module Plan**

ICDL Module Plan:
Module 5 (Database Applications)

Module Aims:

Module 5 (Databases) requires the candidate to understand the main concepts of databases and demonstrate the ability to use a database on a computer.

Module Objectives:

The candidate shall be able to create and modify tables, queries, forms and reports and prepare outputs ready for distribution. The candidate shall be able to relate tables and retrieve and manipulate information from a database by using query and sort tools available in the package.

Units of Training:
- Using the application (Objective 5.1);
- Working with tables of patient information (Objective 5.2);
- Creating and working with forms for entering and viewing patient information (Objective 5.3);
- Creating queries/retrieving specific patient information from a database (Objective 5.4);
- Creating and viewing reports of patient information (Objective 5.5);
- Preparing output of tables, queries, forms and reports for printing, sharing with other staff, and distribution (Objective 5.6);

Resources Required:

Instructor:
- Computer laboratory with instructor's computer, electronic podium, and printer.
- Class time scheduled for two 2-hour training sessions per week.
- LCD projection system.
- Whiteboard with markers, erasers, etc.
- Instructor's copy of any selected ICDL approved text books and training resources.
- ICDL Computer-based test bank.

Students:
- Access to a computer laboratory with printer for each class session.
- Access to a personal computer workstation with the full Microsoft Office Suite, including MS Access.
- College student computer account.
- College student e-mail account.
- Internet access.
- ICDL approved text book and learning resources, as selected by the instructor.
- ICDL Score Card.
- Sample Module 5 Test(s).

Training Timetable:

Date	Objectives	Topics	Methods

Week 7, Session 1 (2 hours)	5.2 – 5.2	■ Using the application (Obj. 5.1);
		■ Working with tables of patient information (Obj 5.2);
		    o Creating, deleting, formatting tables;
		    o Defining keys;
		    o Creating and defining relationships between tables;
			■ Lecture
			■ Demonstration
			■ Hands-on Practice

Week 7, Session 2 (2 hours)	5.3 – 5.4	■ Creating and working with forms for entering and viewing patient information (Obj 5.3);
		    o Opening, creating and saving forms;
		    o Using forms to enter, modify, or delete patient data;
		    o Navigating between patient records using forms;
		    o Formatting forms;
		■ Creating queries/retrieving specific patient information from a database (Obj 5.4);
		    o Using searches and filters to find and display specific patient records/information;
		    o Creating and saving queries using single and multiple tables of patient data;
		    o Using criteria to refine queries;
		    o Hiding and displaying table fields in queries;
		    o Sorting patient data in tables, forms, and queries;
			■ Lecture
			■ Demonstration
			■ Hands-on Practice

Date	Objectives	Topics	Methods
Week 8, Session 1 (2 hours)	5.4 – 5.6	▪ Creating queries/retrieving specific patient information from a database (Obj 5.4) (continued from previous session); ▪ Creating and viewing reports of patient information (Obj 5.5); o Creating reports based on patient data tables and queries; o Formatting reports; o Grouping data in reports; o Presenting specific fields according to groupings; o Using headers and footers in reports; ▪ Preparing output of tables, queries, forms and reports for printing, sharing with other staff, and distribution (Obj 5.6);	▪ Lecture ▪ Demonstration ▪ Hands-on Practice
Week 8, Session 2, Part 1 (1 hour)	5.6	▪ Preparing output of tables, queries, forms and reports for printing, sharing with other staff, and distribution(Obj 5.6) (continued from previous session);	▪ Demonstration ▪ Hands-on Practic
Week 8, Session 2, Part 2 (1 hour)	n/a	Test #4: Module 5 (Databases)	▪ Computer-Based Test

6.1   Session Plan 1

ICDL Session Training Plan:
Module 5, Objective 5.5: Session 1
Creating and Viewing Reports of Patient Information

Session Aims:

The aim of this session is for the candidate to learn what a report is, and how to create and view reports from a table or query in a database application. Candidates will be able to use the skills learned in this session to prepare reports using required data from a database of patient information.

Session Objectives:

Objective 5.5.1.1:   Candidates will be able to create and save a report based on a table or query from a database of patient information.

Objective 5.5.1.7:   Candidates will be able to close and save a report.

Session Structure:

This session will encompass approximately 20 minutes of instructional time, and will be conducted in a computer laboratory environment. The session will include the following elements:

- Introductions;
- Overview of the topics and how the skills can be used in the workplace;
- Demonstration by the instructor of how to use the Reports Wizard in MS Access to create a simple report using a table of patient data;
- Hands-on practice creating a report from a table of patient data in a sample database provided on a data disk;
- Review of the topics covered and skills learned;
- Assignment of follow-up hands-on practice.

Training Methods:

This session will use a combination of three training methods: Lecture; Demonstration; and Practical Activities. The rationale for the use of each method is as follows:

Lecture:	Most effective means for introducing a new topic and providing general background information.
Demonstration:	The instructor will demonstrate the practical skills that candidates will be expected to perform. This is the most effective method for showing students exactly how to accomplish desired tasks using a software application.
Practical Activities:	The use of practical activities is meant to help students integrate and master the skills that have been demonstrated. Completion of practical activities is the most effective way to actually learn how to perform tasks using a software application. It is also the most effective means of building candidate confidence in their newly learned skills. The assignment of follow-up practical activities is an effective means of reinforcing material covered and skills practiced during the training session.

Resources Required:

Instructor:
- Computer laboratory with instructor's computer and electronic podium.
- Microsoft Office Suite, including MS Access.
- LCD projection system.
- Whiteboard with markers, erasers, etc.
- Data disk with sample database of patient information
- Instructor's copy of any selected ICDL approved text books and training resources.

Students:
- Access to a computer laboratory.
- Access to a personal computer workstation with the full Microsoft Office Suite, including MS Access.
- Data disk with sample database of patient information
- ICDL approved text book and learning resources, as selected by the instructor.

Session Outline:
Total Time: Approximately 20 minutes

Time:	Task:	Methods:
2 minutes	Introductions and administrative tasks.	*Introduction of Instructor; Introduction of Students*;
2 minutes	Overview of topics to be covered.	Lecture: *Explain to candidates what a form is, what kind of data can be included in a report, and how reports can be useful in their job environment*
8 minutes	Demonstrate how to create a simple report using data from a table of patient mailing information: - Create a report in MS Access using the Report Wizard. - Select data table. - Select fields to be included.	Demonstration: *Demonstration using an instructor's PC, MS Access software, a sample database of patient data, and an overhead projection system.*
5 minutes	Practice creating a simple report using data from a table of patient mailing information.	Practical: *Students will complete the same tasks just demonstrated by the instructor, using a sample database provided on a data disk.*
Less than 1 minute	Demonstrate how to save and close a report in MS Access.	Demonstration: *Demonstrate how to save a report using the 'Save' icon on the toolbar, and by using the 'Save' or 'Save As' options under the 'File' menu.*
Less than 1 minute	Practice saving and closing a report.	Practical: *Have students save their report using the 'Save' icon on the toolbar.*
1-2 minutes	Review of Session	Lecture: *Review the objectives of the lesson, and describe what candidates should now be able to do.*
Time permitting	Follow-up	Practical: *Advise students to follow-up the session by creating a new report, showing patient names, date of admittance, and date of discharge from the second table (Patient_Dates) in the sample database provided on the data disk.*

6.2   **Session Plan 2**

ICDL Session Training Plan:
Module 5, Objective 5.5: Session 2
Creating and Viewing Reports of Patient Information

Session Aims:

The aim of this session is for the candidate to learn how to format a report in design view, including changing the arrangement of data fields and headings within the layout of a report, and adding and modifying text in Headers and Footers in a report. Candidates will also learn how to save, close, and delete reports.

Session Objectives:

Objective 5.5.1.2:   Candidates will be able to change the arrangement of data fields and headings within a report layout.

Objective 5.5.1.5:   Candidates will be able to add and modify text in Headers and Footers in a report.

Objective 5.5.1.6:   Candidates will be able to delete a report.

Objective 5.5.1.7:   Candidates will be able to close and save a report.

Session Structure:

This session will encompass approximately 30 minutes of instructional time, and will be conducted in a computer laboratory environment. The session will include the following elements:

- Introductions and administrative tasks.
- Overview of topics to be covered.
- Demonstrate how to re-arrange the layout and appearance of a report in MS Access by using 'Design View'.
- Practice re-arranging the layout and appearance of a report in MS Access by using 'Design View.'
- Demonstrate how to add and modify text in Headers and Footers in a report in 'Design View.'
- Practice adding and modifying text in Headers and Footers in a report in MS Access using 'Design View.'
- Demonstrate how to save and close a report in MS Access (review from previous lesson)
- Practice saving and closing a report in MS Access.
- Demonstrate how to delete a report in MS Access.
- Practice deleting a report in MS Access.
- Review of the topics covered and skills learned;
- Assignment of follow-up hands-on practice.

Training Methods:

This session will use a combination of three training methods: Lecture; Demonstration; and Practical Activities. The rationale for the use of each method is as follows:

Lecture:	Most effective means for introducing a new topic and providing general background information.
Demonstration:	The instructor will demonstrate the practical skills that candidates will be expected to perform. This is the most effective method for showing students exactly how to accomplish desired tasks using a software application.
Practical Activities:	The use of practical activities is meant to help students integrate and master the skills that have been demonstrated. Completion of practical activities is the most effective way to actually learn how to perform tasks using a software application. It is also the most effective means of building candidate confidence in their newly learned skills. The assignment of follow-up practical activities is an effective means of reinforcing material covered and skills practiced during the training session.

Resources Required:

Instructor:
- Computer laboratory with instructor's computer and electronic podium.
- Microsoft Office Suite, including MS Access.
- LCD projection system.
- Whiteboard with markers, erasers, etc.
- Data disk with sample database of patient information
- Instructor's copy of any selected ICDL approved text books and training resources.

Students:
- Access to a computer laboratory.
- Access to a personal computer workstation with the full Microsoft Office Suite, including MS Access.
- Data disk with sample database of patient information
- ICDL approved text book and learning resources, as selected by the instructor.

Session Outline:
Total Time: Approximately 30 minutes

Time:	Task:	Methods:
2 minutes	Introductions and administrative tasks.	*Introduction of Instructor;* *Introduction of Students;*
2 minutes	Overview of topics to be covered.	Lecture: *Explain to students that they can alter the layout and appearance of their reports in 'Design View,' by moving objects such as labels and data fields. They can also add, modify, or delete text from headers and footers. They will be learning how to make changes to the layout and appearance of a report in 'Design View.'*
5 minutes	Demonstrate how to re-arrange the layout and appearance of a report in MS Access by using 'Design View'. ▪ Open an existing report in Design View; ▪ Move data fields and labels in Design View; ▪ Preview Changes;	Demonstration: *Demonstration using an instructor's PC, MS Access software, a sample database of patient data (including the 'Patient Addresses' report created in the previous session, and an overhead projection system.*
5 minutes	Practice re-arranging the layout and appearance of a report in MS Access by using 'Design View.'	Practical: ▪ *Students will complete the same tasks just demonstrated by the instructor, using the 'Patient Addresses' report they created in the previous session.'* ▪ *Students will re-arrange additional data fields and labels (to their own liking) using the 'Patient Addresses' report they created in the previous session.'*
5 minutes	Demonstrate how to add and modify text in Headers and Footers in a report in 'Design View.' ▪ Add titles, other text to headers and/or footers; ▪ Add objects such as date/time and page number to headers and/or footers;	Demonstration: *Demonstration using an instructor's PC, MS Access software, a sample database of patient data (including the 'Patient Addresses' report created in the previous session, and an overhead projection system.*

Time:	Task:	Methods:
5 minutes	Practice adding and modifying text in Headers and Footers in a report in MS Access using 'Design View.'	Practical: Students will complete the same tasks just demonstrated by the instructor: ▪ Add titles, other text to headers and/or footers; ▪ Add objects such as date/time and page number to headers and/or footers;
1 minute	Demonstrate how to save and close a report in MS Access (review from previous lesson)	Demonstration: *Demonstration using an instructor's PC, MS Access software, a sample database of patient data (including the 'Patient Addresses' report created in the previous session, and an overhead projection system.*
1 minute	Practice saving and closing a report in MS Access.	Practical: *Students will save and close the 'Patient Addresses' report they have been working on in MS Access.*
1 minute	Demonstrate how to delete a report in MS Access.	Demonstration: *Demonstration using an instructor's PC, MS Access software, a sample database of patient data (including the 'Patient Addresses' report created in the previous session, and an overhead projection system.*
1 minute	Practice deleting a report in MS Access.	Practical: *Students will delete the 'Patient Addresses' report they have been working on in MS Access.*
2 minutes	Review of Session.	Lecture: *Review the objectives of the lesson, and describe what candidates should now be able to do.*
Time Permitting	Follow-up.	Practical: ▪ *Advise students to practice re-arranging the layout of labels and data fields in 'Design View,' using the second report they created as a follow-up to the previous session (The Patient_Dates Report).* ▪ *Advise students to practice adding text and objects such as date/time and page numbers to Headers and Footers in MS Access, using the second report they created as a follow-up to the previous session (The Patient_Dates Report).*

ICDL Session Training Resources:

ICDL Lab Activities:
Module 5: Objective 5.5 (Creating and Viewing Reports of Patient Information)

Student Name: _____
Student ID #: _____
Date: _____

Session 1 Follow-Up Activities:

1. Open the Patients.mdb Database.
2. Click on 'Reports' on the Object Bar.
3. Create a new report, based on the 'Patient_Dates' table, using the Reports Wizard.
4. Show the patients' surnames, first names, date of admittance, and date of discharge, in your report.
5. Use a 'Columnar' layout.
6. Apply any style format to your report, other than the 'Corporate' style used during the class session.
7. Call your report 'Patient Dates.'
8. Preview your report.
9. Save and Close your report.

Session 2 Follow-Up Activities:

1. Open the Patients.mdb Database.
2. Click on Reports on the Object Bar.
3. Open the 'Patient Dates' report you created in the previous activity, in Design View.
4. Re-arrange the layout of the labels and data fields in Design View.
5. Add a title for your report on the left side in the 'Header.'
6. Add the page number to the right side of the 'Header.'
7. Add your name to the left side of the 'Footer.'
8. Add the date to the right side of the 'Footer.'
9. Use Save As to save the Patient Dates report as 'Patient Discharges.'
10. Delete the Patient Dates report.

7.2   Handout of Session Content

ICDL Training Session Notes and Activities:
Module 5, Objective 5.5: Session 1
Creating and Viewing Reports of Patient Information

Overview of the topics and how the skills can be used in the workplace;
- The aim of this session is for the candidate to learn what a report is, and how to create and view reports from a table or query in a database application. Candidates will be able to use the skills learned in this session to prepare reports using required data from a database of patient information.

Creating a simple report using a table of patient data:

Step 1: Click on Reports on the Objects Bar.

Step 2: Double-Click on 'Create report using wizard.'
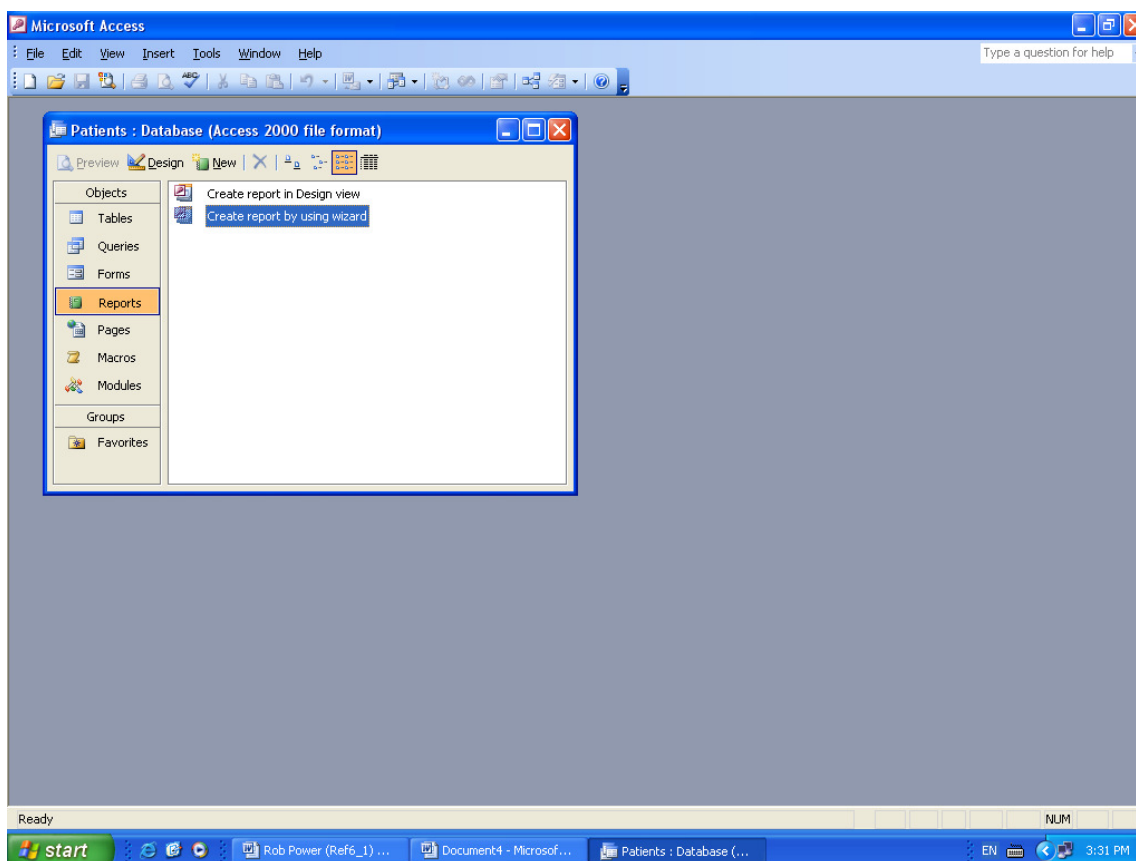
Step 3: Select the table (source) of your report's data.

Step 4: Select the fields to be displayed.
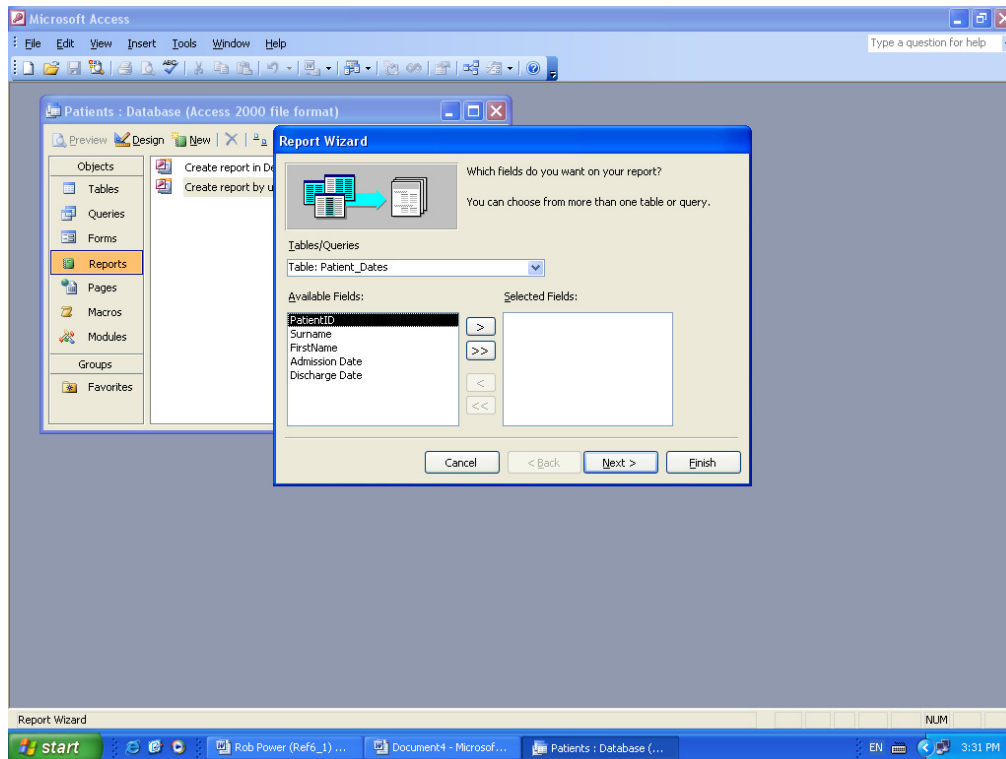
Step 5: Select how you would like to organize your report (ex: By Surname).
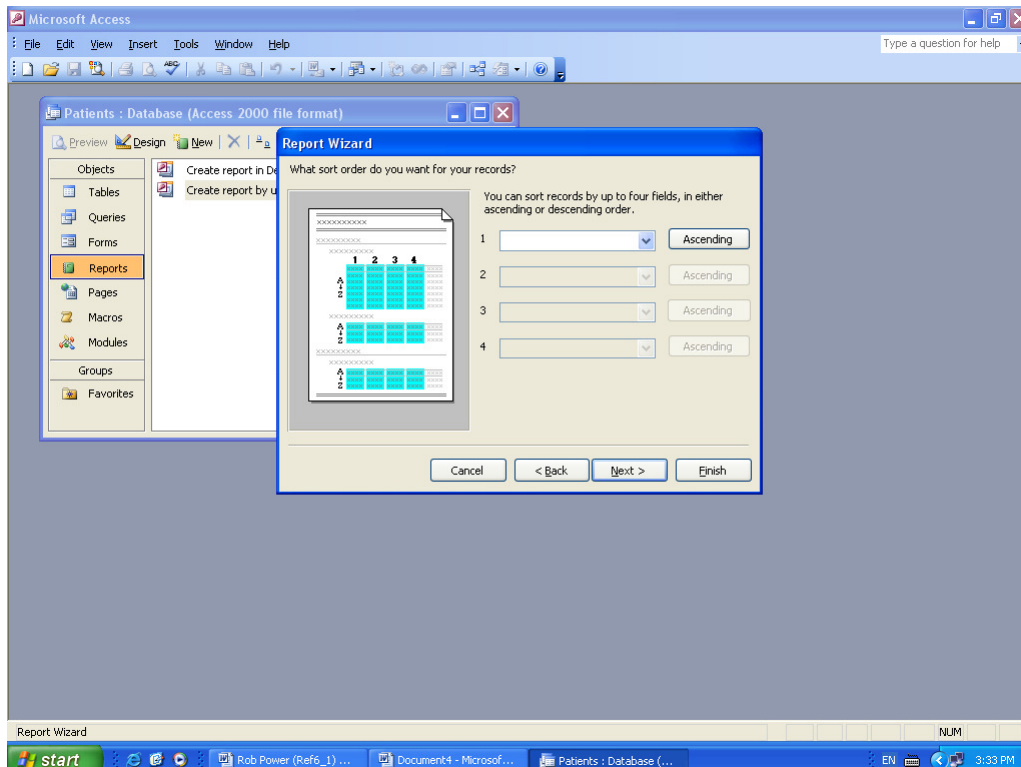
Step 6: Choose a second level of organization.
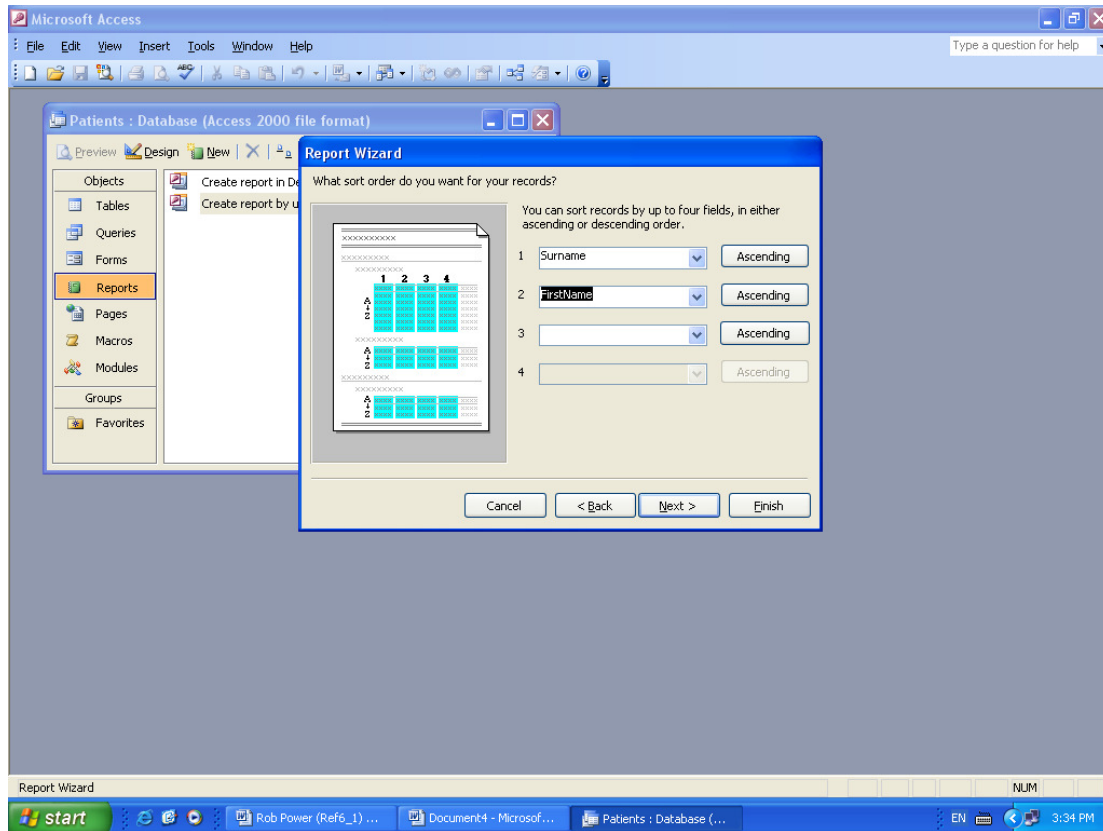
Step 7: Choose how you want to display your data in your report (Columnar).
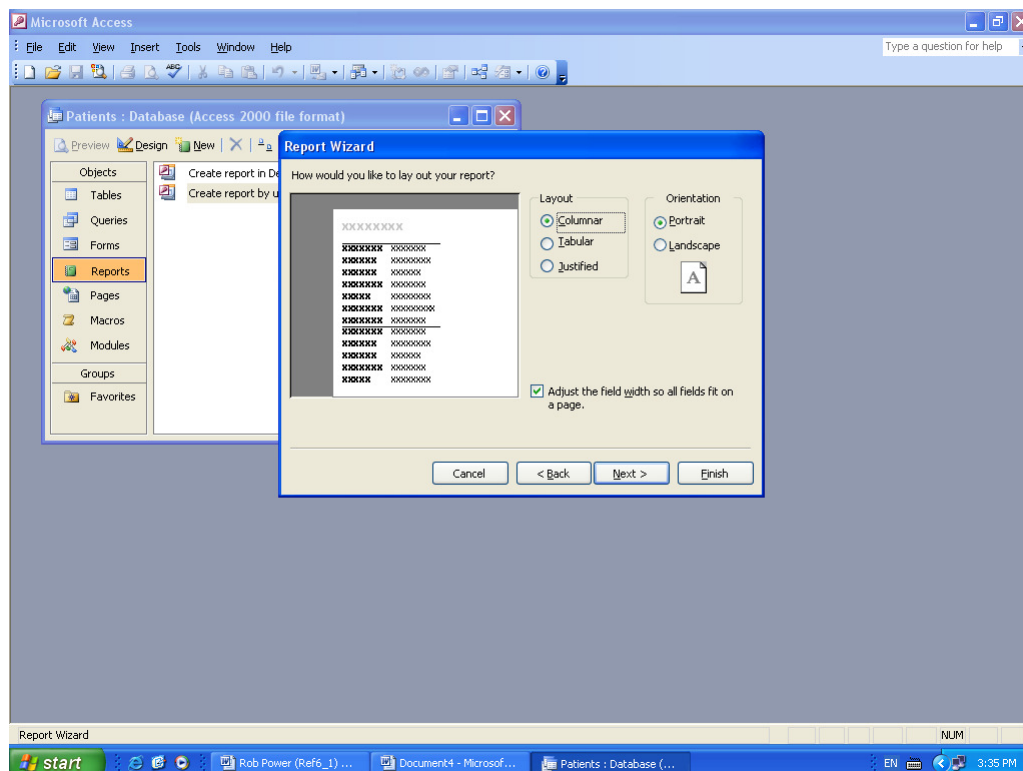
Step 8: Select a Report Template (You can modify the template later… which you will learn in a later lesson)
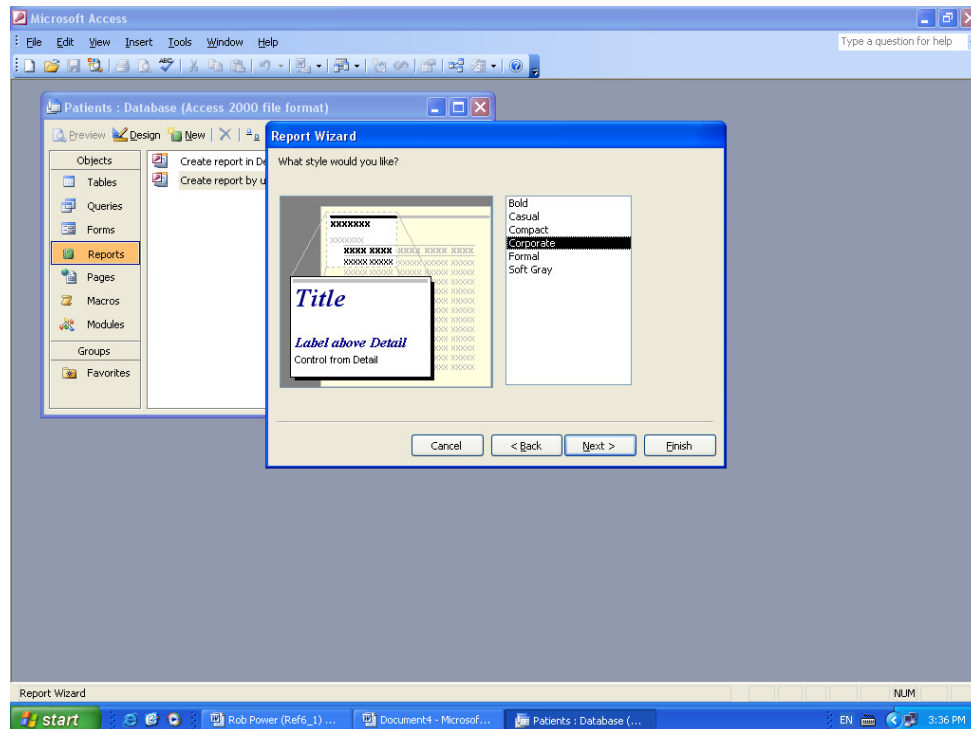
Step 9: Give your report a Name (Patient Addresses).
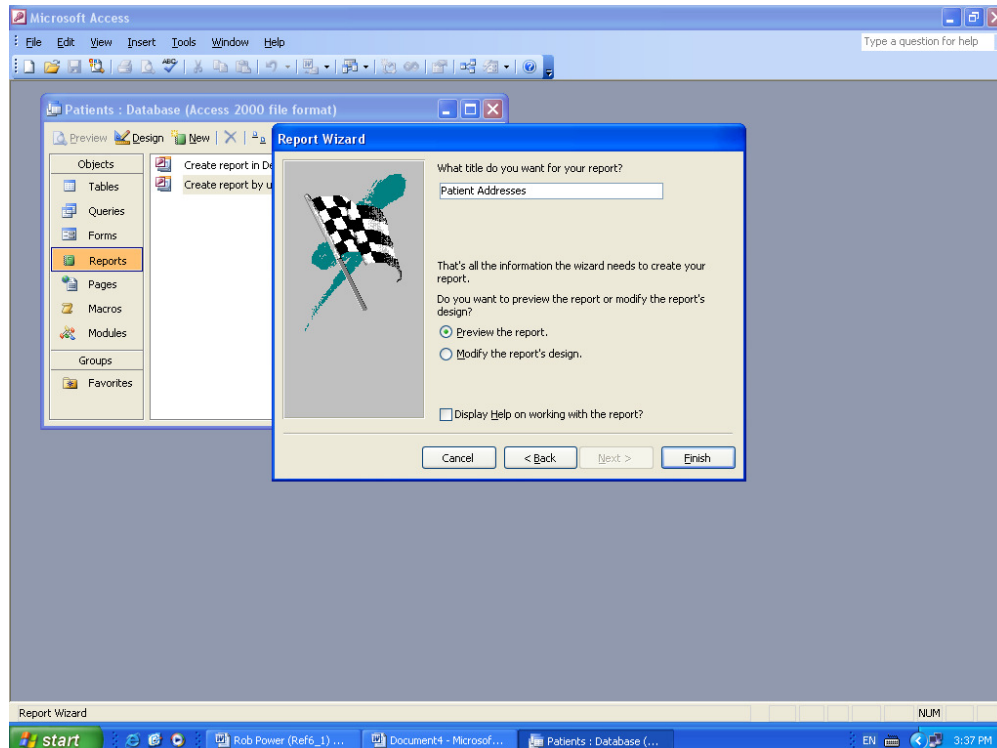
Step 10: Preview your report. Then save your work.

Session 1 Follow-Up Activities:

1. **Open the Patients.mdb Database.**
2. **Click on 'Reports' on the Object Bar.**
3. **Create a new report, based on the 'Patient_Dates' table, using the Reports Wizard.**
4. **Show the patients' surnames, first names, date of admittance, and date of discharge, in your report.**
5. **Use a 'Columnar' layout.**
6. **Apply any style format to your report, other than the 'Corporate' style used during the class session.**
7. **Call your report 'Patient Dates.'**
8. **Preview your report.**
9. **Save and Close your report.**

ICDL Pre-Training Hardware and Software Checklist:

Testing Center: _____
Room Number: _____
Instructor: _____
Date: _____

Hardware:		
	Yes	**No**
# of PC's (1 per student)		
PC's Functional		
Keyboard		
Mouse		
Floppy Drive(s)		
CD-Drive(s)		
USB Port(s)		
Printer Access		
Network Access		
Internet Access		
Server Functional		
Chairs (1 per student)		
Deficiencies Reported?		

Software:				
	Yes	**No**		
Operating System Boots				
O/S Version (Specify):				
	Yes	**No**	**MS***	**Other**
Word Processor Software				
Spreadsheet Software				
Database Software				
Presentation Software				
Web Browser				
Email Software				
Deficiencies Reported?				

Note: MS Denotes Microsoft Office Suite Application

ICDL Training & Testing Center
Health & Safety Issues Checklist

Testing Center: _____

Room Number: _____

Instructor: _____

Date: _____

Emergency Procedures:			
	Yes	**No**	**Problem Reported:**
# of Fire Exits			
Fire Exits Clear			
Exterior Evacuation Assembly Point			
Evacuation Procedures Posted			
Evacuation Procedures Reviewed with Students			
Fire Alarm(s)			
Fire Extinguisher(s)			
Sprinkler System			
Fire Hose(s)			
First Aid Kit(s)			
First Aid Qualified Personnel			
Emergency Telephone Access			
Exterior Fire/Emergency Vehicle Lanes			

Environmental Issues:			
	Yes	**No**	**Problem Reported:**
Lighting			
Ventilation			
Air quality			
Air conditioner(s)			
Physical condition of room (damage, etc)			
Physical condition of furnishings (damage, etc)			
Adequate space per student			
Garbage receptacles			
Washroom access			
Computer wires properly secured/not exposed			

ICDL Non-Training Issues

There are a number of non-training related issues that should be announced to the group prior to the commencement of training, including:

- location of washrooms
- break times and facilities
- smoking regulations
- designated smoking/non-smoking areas
- classroom food/drink policies
- classroom dress code (if applicable)
- classroom behavior policies (if applicable)
- fire alarm/emergency evacuation procedures
- upcoming events (if applicable)
- upcoming cancellations (if applicable)

9.1 **Professional Appearance**

ICDL: Manner and Appearance

What do you understand by professional appearance? To what extent does this influence the trainer-learner relationship?

Professional appearance entails the overall presentation of the trainer, including such elements as personal grooming, professional attire, personal demeanour, preparedness, confidence, and knowledge of the course material and administrative procedures. It is important for trainers to present themselves in the most professional manner possible. While the style of attire may vary, depending upon the individual training institution, trainers should be neatly dressed in clean clothing that is either business casual, or formal business in nature. The trainer should also present him or herself in a professional manner and should avoid acting like 'just one of the gang' when in the classroom. Displaying preparedness, confidence, and knowledge of the course material is also highly important.

Professional presentation of the trainer helps to create confidence and respect with students/candidates. It also helps to promote students' personal confidence levels, in that they will be more confident that they will be able to learn what they need to learn, that they will succeed in the program, and that they have made the correct choice of training center. Failure to present a professional appearance can be detrimental to the trainer-student relationship, in that it can prevent or erode the establishment of confidence in the knowledge and skills of the trainer. It can also undermine classroom management efforts. A lack of professional appearance can also instill negative views in candidates towards the training center, the ICDL program itself, and the value of the ICDL certificate for which they are training.

ICDL Group Management:
Motivating Reluctant Learners

Some examples of strategies that could be used to help motivate a group of reluctant learners, such as learners who are participating in ICDL training on the instructions of a senior colleague, include:
- Pre-testing (to demonstrate areas where the learners do need to brush up on or develop skills);
- Discussing/presenting the importance of the ICDL certificate in their own workplace, and in the labor market in general;
- Directly relating the ICDL modules to the learners' jobs and daily lives;
- Using relevant, work-related training resources and exercises;
- Providing opportunities for the learners to direct their learning experiences by:
    - o suggesting areas of greater interest or relevance;
    - o suggesting relevant training resources or exercises;

ICDL Group Management:
Dealing with Classroom Interruptions

Situations in which one learner repeatedly interrupts the group can be difficult to deal with. The approach a trainer might use should depend upon the situation itself. However, regardless of the nature of the interruptions, it is critical for the trainer to make every effort to remain respectful when dealing with an interruptive learner.

If the learner's repeated interruptions are off-topic (not related to the training), the trainer might want to try:
- Providing a small, in-class break, or an opportunity to discuss the topic raised by the learner in a casual atmosphere, and then clearly ending the conversation by announcing a return to the topic of the training (and mentioning that it might be nice to return to the conversation at the end of the training session).
- Reminding the student, and the class as a whole, of what tasks must be completed before there is either time for a break, or time in which students may chat freely while working on practical exercises.
- Offering an impromptu coffee/smoke-break, and then discussing the interruptions privately with the learner (and asking the learner to avoid the interruptions until a more appropriate time, because it is causing the rest of the group to get behind in their training).

If the learner's repeated interruptions are on-topic (related to the training), the trainer might want to try:
- Reminding the learner, and the class as a whole, that although there are many ways to accomplish specific tasks, they are studying one method in particular.
- Asking the learner to make written notes of his or her points for later comparison to the methods or topics being studied in the training session.
- Inviting the learner to help out, by helping his or her fellow class mates who are having difficulty or are behind in their practical work.

10.1 Deal with Lack of Basic Skills

ICDL: Responding to Unexpected Training Needs

It is a good idea for any trainer to have a variety of extra practical activities ready for each module and topic. These activities can be useful for students who require or ask for additional practice or help. They can also be very useful in aiding the trainer to respond to unexpected training needs as they arise during training sessions. In cases where the trainer discovers that a small group of candidates lack the basic skills necessary to move forward with the training, having a variety of extra practical activities pre-planned can help the trainer to respond in a number of appropriate ways:

- The trainer can assign a practical review activity to the class, before moving on with the training. Those students who already possess stronger skills in the topics being reviewed can assist their classmates who are having difficulty in working through the exercises, while the trainer moves about the group offering assistance as needed.

- The trainer can use more advanced practical activities, or automated module pre-tests, to have stronger students pre-test their skills in the upcoming module/topic area. This will help the stronger students to increase their skills and confidence, and keep them occupied, as the trainer provides remedial training, or helps the weaker students to work through practical activities aimed at improving their basic skills.

- The trainer can use extra practical activities as the basis for remedial help sessions outside of the regular class time.

ICDL: Appreciation of Non-Verbal Communication

List three factors which might inhibit effective trainer-learner communication, and suggest ways to address them.

1. Use of hand gestures:
   - Many trainers use hand gestures in their day-to-day communications, but these may have cultural connotations, and may lead to misinterpretation, or confusion, of the message being delivered.
   - Any hand gestures used should be appropriate, and free from cultural meaning. Trainers should not avoid using them, rather, they should incorporate gestures that accurately draw attention to key points, or tasks being demonstrated.
   - The trainer should be aware of any negative cultural connotations that might be implied from hand gestures.

2. Lack of eye contact:
   - Eye contact is essential in order to engage the learner.
   - Lack of eye contact may cause the trainer to lose a particular learner's attention, and may even cause the learner to begin to feel alienated.
   - The trainer should make frequent eye contact with all students. This will help keep them focused, or to refocus their attention on the trainer, and the training topic. It will also help the trainer to gauge whether or not the learners comprehend the material, or are confused by it.

3. Fidgeting and lack of preparation/organization of materials:
   - If the trainer is fidgety, or if he or she is disorganized or unprepared before the start of, or during a training session, it can betray a lack of skill or professionalism.
   - This can cause the learner to lose confidence in, or respect for the trainer, leading to a failure to communicate because the learner is unreceptive.
   - Fidgeting with materials, or disorganization of materials, can also act as a distracting element, causing a training session to get off track, and creating opportunities for learner attention to stray from the topic.
   - Trainers should avoid these problems by being well versed in the session topics in advance, and by preparing and carefully organizing all materials ahead of the session.
   - Trainers should also be careful of such negative body language as fidgeting, tapping, etc, and should be conscious of these tendencies in order to avoid them during a training session.

ICDL: Importance of Listening to Assist Communication

Describe how you could determine whether learners comprehend session content.

There are several methods that could be used to determine whether learners comprehend session content, including assigning practical work, quizzes, or module practice tests, observing students as they participate in these activities, and evaluating these activities. However, these more formal methods of evaluation do not provide the instant or formative feedback needed in order to get the most out of an ongoing training session. Trainers should use additional strategies, such as making eye contact with students in order to see if they appear confused. They should also pay attention to uncharacteristic or undesirable behavior from students, which could be an indication that they have become confused, lost, or just bored. Trainers can also use a very powerful formative evaluation strategy—asking leading questions. These questions solicit appropriate responses from learners, and will provide instant feedback as to whether or not they have understood the material.

ICDL: Maintaining Learner Involvement

Write three questions which could be used to engage learners in the session being recorded.

Three questions related to the videotaped session outlined in Portfolio Reference 6.1, which could be used to engage learners, are:

1. When might you, in your job as a hospital administrator, want to create a report from information in a database?

2. Why would you, in your job as a hospital administrator, want the ability to choose different fields as the basis for organizing records in your report? (i.e.: LastName, PatientID, etc.)

3. When might you, in your job as a hospital administrator, want to base a report on an entire table of records in a database? When might you want to base a report on a query?

12.2   Feedback to Maintain Interest and Motivation

ICDL: Maintaining Learner Involvement

Describe how you would provide feedback to learners to maintain their interest and motivation.

There are several methods that could be used in any training scenario to provide feedback to learners in order to maintain their interest and motivation. One key point regarding any method used, however, is that the feedback should always be positive in nature, even when it is being used to correct errors. Keeping the feedback positive is essential in order to prevent undermining the learner's confidence, to maintain the level of respect and rapport between the trainer and the learner, and to prevent learner alienation. Some examples of methods of providing positive feedback to the learner include:

- Eye contact, undivided attention, and affirmative gestures when listening to learner questions and responses to trainer questions.
- Pointing out the positive qualities of a learner's response to leading questions.
- Phrasing constructive criticism of a learner's response to a trainer's question, or to methods used to carry out practical assignments, in the form of questions that ask the learner to consider alternative scenarios or methods (as opposed to saying that the learner's response or strategy was incorrect).
- Circling the room during practical exercises, and providing instant, formative evaluations as learners progress with their work.
- Providing written commentary on both correct and incorrect responses when evaluating formal evaluations, such as quizzes or assignment.
- Providing weekly, topic, or module-based reports to the learner on their progress, which include positive feedback as well as point out areas needing improvement.

ICDL: Maintaining Learner Involvement

Describe how you could preview the next session to maintain learner's interest and motivation.

The topics covered in the videotaped session, outlined in Portfolio Reference 6.1, included creating and saving a report using the design wizard, based on a table of patient information, and saving and closing a report. The topics to be covered in the following session, outlined in Portfolio Reference 6.2, include changing the arrangement of a report's data fields and labels in design view, and adding information to the headers and footers in a report. By knowing what these topics are in advance, and planning the sessions in advance, it is possible for the trainer to preview the upcoming session, and its topics, in a way that will maintain a learner's interest and motivation. The trainer could do this by:

- Asking the learners if they found the pre-designed report templates in the design wizard to be useful.

- Asking learners what kinds of information were missing from the report templates, and what information they might want or need to add to a report to be used in their jobs as hospital administrators.

- Asking learners if there was any way in which they would want or need to re-arrange the automatically generated layout of data fields and their labels in the report, in order to use the report in their jobs as hospital administrators.

- Asking students if they can think of any way(s) that they might be able to edit the layout of a report themselves (they should, by that point, remember that any table, query, form, or report in MS Access can be viewed in 'Design View').

- Asking students if they remember what Headers and Footers are from their studies of Word Processor applications.

- Telling students that you will be showing them how to manually edit the layout of a report, and add customized information to Headers and Footers, in the next lesson.

- Suggesting that learners, once they have completed the follow-up practical exercises for the first session, try to figure out how use 'Design View' to re-arrange data fields, or add information to the Headers and Footers of their new reports, in advance of the next training session.

ICDL: Developing an Appropriate Activity

Describe how a single activity could be modified to suit two different learning groups.

The topics and activities demonstrated in the videotaped session, outlined in Portfolio Reference 6.1, were presented to a group of learners who were hospital administrators. Of course, not everyone ICDL candidate will fall into this category, so the trainer must be able to adapt any topics, activities, and session plans, to meet the needs of different groups of learners as the need arises. For instance, the trainer might also be asked to train a group of learners who are not administrators at the hospital, but are, instead, nursing staff. The trainer could adapt the session outline in Portfolio Reference 6.1 as follows:

- Add further information to the 'Patient Dates' table, such as the ward to which the patient was admitted.
- Add additional tables of patient information, such as prescribed medications and medication timings, and special needs that must be addressed by nurses while on duty.
- Altering the topic of the training session, so that the nurse learners create a report for the next shift of nurses, telling them which patients are on their ward, what medications to administer, at what times to administer the medications, and what special tasks or needs the nurses must address during their shifts.
- Altering the follow-up activity so that the nurse learners need to create a report of patient admittance and discharge dates, organized by ward, then by patient last name, then by first name.

In another possible scenario, the trainer could be training a group of high school students. These students may likely be more reluctant learners, and they obviously would not have the same real-life, work experience scenarios on which to draw in order to generate interest and motivation. The trainer could adapt the session outlined in Portfolio Reference 6.1 as follows:

- The trainer could provide tables of information about music CD's, such as:
    - a table called 'Artists' (containing information such as recording artists' last names, first names, genre, and a three-letter abbreviation code for the artist),
    - a table called 'CD's' (containing fields for the three-character artist codes, the names of the CD, and a CD_ID number for each CD)
    - a table called 'CD Information' (containing fields for the CD_ID number, the names of each song on the CD, and the duration/time of each song)
- Alternatively, the trainer could have the students create these tables based on their own CD collections, create appropriate relationships between these tables, and create and run queries based on these tables, in previous sessions (this method would be the more powerful in terms of generating learner interest and motivation, as it would generate a more practical use of the skills for the learner, and would help them to take personal 'ownership' of the work that is created).
- Altering the topic of the session so that the learners will be creating a report that lists all of the CD's in their collection, arranged by artist name.
- Altering the follow-up activity so that learners will be creating another report, that either lists CD's in their collection arranged by genre, or that is based on a query, and lists all of the songs in their collection by a particular artist (including fields for the song title, the CD the song is from, and the song duration).

ICDL: Developing an Appropriate Activity

Describe how you could provide support to learners during activities.

There are several productive ways that a trainer can provide support to learners during activities. Trainers should use a combination of the following strategies:

- Circling the room to view learner progress, and noting learner problems as they arise in order to provide instant intervention.
- Providing individualized help as requested by learners.
- Randomly asking learners leading questions about their work as they progress through the activities.
- As learners encounter difficulties, ask if any other learners are encountering the same problem. The trainer can then stop the activity, and review the problem point using an overhead projection system, so that they whole class can benefit from the support.
- As learners encounter difficulties, ask if any other learners know how to solve the problem, and eliciting a solution from the class. This will help to build confidence amongst the stronger students.
- Asking stronger learners to pair-up with weaker learners, so that they can help each other to work through problems.
- Walking the learner through the steps of the problem activity, having them describe each step as they go, and suggesting alternatives as the learner reaches problem steps.
- Providing handouts of the session lesion/trainer demonstration, so that the learners will have a guide as they work.
- Walking the learner through the steps to find an answer to their own problem using the built-in Help menu.

ICDL: Developing an Appropriate Activity

Describe how you time a practical activity to accommodate variety in learners' completion rates.

It is impractical to time all lesions and practical activities around the pace of the slowest learners in a group, and this will likely result in sessions or activities that take up far too much time, leave insufficient time to cover all required materials, and leave learners with faster completion rates bored and disinterested. However, both slower and faster learners must be accommodated with timing practical activities. The best practice is to keep both slower and faster paced learners in mind, but to time activities around the time it would take for the average learner to complete them. The trainer might be advised to add on a few extra minutes to the average rate for good measure. The following additional strategies should be incorporated when planning practical activities based around average completion time:

- Advise learners in advance about exactly how much time is being allocated for the completion of the activity.

- Advise learners in advance of how you will notify them of the completion of an activity, and that they must wrap up their work quickly so that you can move on to the next task.

- Advise learners in advance that they will be free to continue their practical work during a break time, if needed, and that you will be available to provide extra help if they want it during the break. (This will guarantee extra time for learners with slower completion rates, and will put them more at ease during the activity).

- Prepare work in small chunks, ranging from easier to more difficult to complete tasks, so that all learners can progress through the tasks naturally, and build confidence as they complete more and more difficult tasks.

- Group slower learners together, and faster learners together. This will make it easier to respond to their specific needs, and will allow the learners to work together with students on similar tasks and problems.

- Prepare a wide variety of extra practical work for those students who complete their assignments quickly. These learners can then choose which extra activities to work on, and at which difficulty level.

- Suggest more advanced tasks that faster learners may want to 'try to' figure out.

- Show faster learners more advanced skills, or alternative ways to carry out the tasks covered in the practical activity.

- Ask faster learners to assist slower learners once they have completed their own tasks.

ICDL: Adapting the Session to Respond to the Needs of the Training Group

Describe how you could adapt the instruction phase of the session when learners are having difficulty understanding the session content.

The first key to planning and adapting the instruction phase of a session when learners are having difficulty understanding the content is to keep the presentation of instruction as simple as possible. Trainers should break down the instructional content into as many small, simple chunks as possible. This will make it easier to focus on specific topics of difficulty, without having to wade back or forward through too much material. It will also make it easier for both the trainer and the learner to focus in on a specific topic, and spend extra time on it, in order to master it.

It is also advisable to physically group slower learners together, and faster learners together. This will make it easier to dedicate attention only to slower learners, if the need arises, while allowing faster learners to attempt practical follow-up to previous topics, or more advanced topics (ahead of instruction). This strategy can be used if it is only a select group of learners who are having difficulty, and the trainer wants to interrupt the pre-planned flow of the session in order to provide extra or remedial instruction.

If a group of learners is having difficulty understanding session content, the trainer could adapt the delivery of the content to the whole group, as well. The trainer should be prepared for this in advance by being confident and comfortable with the material that is to be covered, and by planning extra training materials and practical activities. One thing that the trainer can try is to start the instruction again, using a different method of accomplishing a task (one which the learners may find easier), such as using a design wizard instead of a manual design view, or vice-versa. This will give the learners a second look at the topics and tasks, from a different perspective. Also, the trainer should keep each step of the instruction as simple as possible.

The preparation of extra practical activities can have many benefits, ranging from occupying more advanced students while providing remedial help, to providing a set of resources for the trainer to draw upon if the whole group is having difficulty. Instead of progressing, as initially planned, through the entire instructional phase, the trainer can progress through each pre-defined (as noted above) chunk of material, moving from easier to more difficult tasks, and assigning extra practical work after each chunk to reinforce the material and build learner confidence.

ICDL: Adapting the Session to Respond to the Needs of the Training Group

Using one of the practical activities defined in the session plans in Element 6, describe how you could modify the activity in the event of it being too easy or too difficult for the group.

Sometimes it is necessary for a trainer to modify a practical activity in response to learner needs. Sometimes the trainer may need to modify an activity because it is tool easy for a group. Sometimes an activity may prove to be too difficult for a group. To illustrate how a practical activity could be modified in each scenario, let's look at the following follow-up activity from the training session outlined in Portfolio Reference 6.1:

Session 1 Follow-Up Activities:

10. Open the Patients.mdb Database.
11. Click on 'Reports' on the Object Bar.
12. Create a new report, based on the 'Patient_Dates' table, using the Reports Wizard.
13. Show the patients' surnames, first names, date of admittance, and date of discharge, in your report.
14. Use a 'Columnar' layout.
15. Apply any style format to your report, other than the 'Corporate' style used during the class session.
16. Call your report 'Patient Dates.'
17. Preview your report.
18. Save and Close your report.

In the event that the above exercise proves to be too easy for a group of learners, the trainer could make the following modifications:
   a. Ask the learners to include additional information fields to the report, from a second table (ex: add the Patient's home address or home phone number from the 'Patient_Information' table.
   b. Ask the learners to try using different fields as the basis for organizing their reports, such as patient names, ID numbers, discharge dates, etc.
   c. Ask the learners to make a second report, similar to the first, but based on a new query that lists only those patients who were discharged after a specific date.

In the event that the above activity proves to be too difficult for a group of learners, the trainer could make the following modifications:
   ▪ Ask students to accept the default options at all stages while using the design wizard (this will result in all fields being displayed in the report, the report having a 'tabular' layout, and the report being named 'Patient_Dates' instead of 'Patient Dates').
   ▪ Alternatively, the trainer could ask the learners to re-do the practical exercise demonstrated in class, and illustrated in the handout (Portfolio Reference 7.2). The learners could be instructed to stop after each step outlined in the handout, make notes about what options are available, and wait for instruction from the trainer as to which specific option to select.

15.1 Different Levels of Evaluation

ICDL: Identifying Appropriate Evaluation Measures for ICDL

Describe how different levels of evaluation could be applied to an ICDL programme implemented for your selected target group.

Target Group: A group of ten hospital administrators.

A number of different methods of evaluation (formative and summative) could be used in an ICDL programme implemented for the target learner group listed above. These methods would be equally applicable for any group of ICDL learners. They include:

Formative Evaluation Methods:
- Trainer observations (which would draw trainer attention to learners experiencing difficulties, and result in decisions about training adaptation).
- Checklists during practical activities (which could be used to demonstrate that learners are progressing through each topic, without providing more detail, specific learner feedback; checklists could also be used to help develop future training, as they provide an easy reference as to which topics commonly result in the most difficulty).
- Formal evaluation of follow-up practical activities, with anecdotal commentary on strengths and weaknesses (this would provide constructive feedback to the learners, and help the trainer to determine if extra instruction is needed for the whole, or a part of the group).
- Formal evaluation of longer-term topic or module assignments, providing anecdotal commentary on strengths and weaknesses, as well as a grade report, to indicate topic or module progress.
- Automated practice tests, with a breakdown of the results indicated topics of strength and weakness for each leaner.

Summative Evaluation Methods:
- Written module tests (could be administered in advance of taking the automated tests, and used to indicate progress through the materials, before students attempt the module tests themselves; the results of these tests could also provide valuable information for use when report on learner progress to their employer).
- Automated Module Tests (with breakdowns of scores, these can be used so that the learner can formally progress through the ICDL program, and towards ICDL certification; they can also be used to provide additional feedback, should the learner want to re-attempt an automated module test, or should the employer want a report on the formal progress of the learner).

ICDL Course Evaluation Form

Please complete this form and return it to your instructor. You do not need to indicate your name on the form. Your feedback is greatly appreciated, and will help us to improve our training for future students.

The ICDL Program:						
	N/A	1 (Strongly Disagree /Poor)	2	3 (Neutral)	4	5 (Strongly Agree /Excellent)
How relevant was the material to your current job experience?						
Do you see the material as useful to your future job experience?						
Was the material too easy?						
Was the material too difficult?						
How comfortable are you now with the material in each of the following ICDL Modules (1 = not comfortable, 5 = very comfortable)						
Module 1: Basic Concepts of IT						
Module 2: Operating Systems and File Management						
Module 3: Word Processing						
Module 4: Spreadsheets						
Module 5: Databases						
Module 6: Presentation Software						
Module 7: Internet/Email Communications						

Your Instructor:						
	N/A	1 (Strongly Disagree /Poor)	2	3 (Neutral)	4	5 (Strongly Agree /Excellent)
Did your instructor have a professional appearance?						
Was your instructor friendly?						
Was your instructor easy to approach with your concerns or problems?						
Was your instructor available to provide extra help, if needed?						
Was your instructor regularly on time for the start of training sessions?						
Was your instructor well-prepared for each training session?						
Was your instructor easy to understand?						

The Lessons and Activities:						
	N/A	1 (Strongly Disagree /Poor)	2	3 (Neutral)	4	5 (Strongly Agree /Excellent)
The lessons were well paced for my needs.						
The topics were delivered in appropriate chunks.						
The topics were easy to understand.						
The topics were too difficult for my skill level.						
The topics were related to tasks or experiences that are relevant to my job/day-to-day computer use.						
The sessions were too long.						
The sessions provided a good mix of demonstrations and hands-on activities						
The practical activities were related to the topics covered in the lessons.						
The activities helped to relate the topics to my job/day-to-day computer use.						
The activities were too easy.						
The activities were too difficult.						
There were a variety of activities to challenge my skill level.						

The Tests:						
	N/A	1 (Strongly Disagree /Poor)	2	3 (Neutral)	4	5 (Strongly Agree /Excellent)
I felt well prepared before taking each module test.						
I had opportunities to write practice tests.						
The tester explained the rules and instructions before each test.						
I received feedback from each practice test.						
I received feedback from each Module Test.						

The Materials:						
	N/A	1 (Strongly Disagree /Poor)	2	3 (Neutral)	4	5 (Strongly Agree /Excellent)
The textbooks/addition materials covered all of the topics for the course.						
The textbooks/additional materials were easy to understand and use.						
A variety of instructional and practice materials were used for each lesson.						
I had access to a computer for practical activities and practice tests.						
The automated practice tests were easy to use.						
The automated practice tests provided useful feedback.						
The materials used for practical activities were easy to use.						
The materials used for practical activities were relevant.						
The automated module tests were easy to use.						
The automated module tests provided useful feedback.						

Overall Impressions:						
	N/A	1 (Strongly Disagree /Poor)	2	3 (Neutral)	4	5 (Strongly Agree /Excellent)
How would you rate your overall experience with the program?						
Will you use the skills you learned at your job?						
Would you recommend this program to someone else?						
Would you considering enrolling in a more advanced program at this center?						

Additional Comments: *Use the space below for any additional comments/concerns.*

May we contact you in the future for additional feedback to help us meet your needs, and continue improving our programs?   ___ Yes / ____ No

Name (Optional): _____

Email Address (Optional): _____

ICDL Follow-up Feedback Form

Please complete this form and return it to us at your earliest convenience. You do not need to indicate your name on the form. Your feedback is greatly appreciated, and will help us to continue to you're your needs, and improve our training for future students.

1. How would you now rate your overall experience in the ICDL Training Program?

2. What was your reason for enrolling in the ICDL Training Program?

3. How have the skills you have learned benefited you in your job experience?

4. Are there any skills with which you feel you could use some follow-up or more practice?

5. Would you be interested in taking a more advanced course in any of the topics covered in the ICDL Training Program? If so, which topics?

6. Would you be interested in enrolling in a more advanced ICDL Training Program?

7. Are there any other computer skills you would like to learn?

8. Do you have any suggestions on ways to improve the learning experience in our ICDL Training Program?

9. Have you recommended, or would you recommend the ICDL Training Program to someone else?

May we keep in contact you in the future for additional feedback to help us meet your needs, and continue improving our programs?   ___ Yes / ____ No

Would you like to continue receiving information about programs offered at out training center? ___ Yes / ____ No

Name (Optional): _____

Email Address (Optional): _____

ICDL: Gathering Feedback from Learners

What types of responses to either the Learner Feedback Form (Portfolio Reference 15.2) or the one-month Follow-Up Survey (Portfolio Reference 15.3) would prompt you to modify the design or delivery of your ICDL course?

I would be concerned about a need to modify the design or delivery of my ICDL course if I got responses indicating that learners found the material or the pace of instruction too difficult, that practical activities were either too difficult or too easy, that the material presented did not appear relevant to the learners' job or daily computing needs, that course resources were not practical or relevant, or that the learners felt unprepared when taking the actual Module Tests. However, I would be careful when making any decisions to modify the design or delivery of the course to ensure that my decisions were based on the overall feedback, and not just the feedback of a small number of learners. Coming from a small group of learners, the types of feedback indicated above might indicate a need to offer more remedial assistance for weaker students, or to divide the class itself into weaker and stronger students, so as to better focus the delivery of instruction towards the needs of each group. Coming from a large percentage of learners, the types of feedback indicated above would certainly warrant a review of the design or delivery of the whole program itself.

ICDL: Gathering Feedback from the Client Organization

In addition to learners' feedback, what information would you gather from the client organization to evaluate the success of the training that you have provided?

Some examples of the types of information that I would gather from the client organization include:
- The client's impression of the level of professionalism of the training, testing and support staff at the training center.
- The client's impression of the relevance of the material covered to the work environment.
- What kinds of feedback the client has been getting from the organization's employees (the learners) with regards to the training they received.
- Whether the client has noticed any increase in the productivity or efficiency of the learners after their completion of the program.
- The client's level of satisfaction with the method and frequency of reporting back on the progress of the learners.
- The client's level of satisfaction with the established channels of communication between the training center and the organization.
- Whether there are any other types of information which the client would have liked to have reported, or would have found useful to have been reported.
- The client's level of satisfaction with the scheduling of training and testing sessions.
- Whether the client anticipates the need to train further staff.
- Whether the client would be interested in information on other training opportunities available through the training center (ex: advanced ICDL training).

15.6   **Evaluation of Provider by Client**

ICDL: Gathering Feedback from the Client Organization

In addition to the level of learning achieved, what other factors might a client organization consider in evaluating your role as a training provider?

A client organization might take a look at a number of factors when evaluating my role as a training provider, such as:

- The level of professionalism displayed by training, testing and support staff, and by the training center's facilities themselves.
- The overall impressions relayed to the client by staff who have participated in the training.
- The methods of communication, and the frequency and usefulness of the information reported back to the client.
- The scheduling of training and testing in relation to the client's needs.
- Turnaround time for the training.
- The cost of the training.
- The ability of the training center to accommodate future groups of learners, larger groups of learners, or to provide training at the client's facilities, if needed.
- The resultant effects of the training upon the productivity and efficiency of employees.