

Trainer's Guide

IT Coordinator in School

Qualifications Pack - IT Coordinator in School

- ◆ **SECTOR** : Electronics
- ◆ **SUB-SECTOR** : IT Hardware
- ◆ **OCCUPATION** : E-learning Management
- ◆ **REFERENCE ID** : ELE/Q 4701

Table of Contents

Day 1	5
Introduction to Hardware Components	5
Roles and Responsibilities	7
Operate Various Hardware	8
Operate Computer Desktop/Laptop	9
Troubleshooting Case Studies	10
Day 2	12
Basic Word Processor, Spreadsheets, Presentation	12
Day 3 - 7	14
Day 3 - 7 – On the Job Training (OJT).....	14
Day 8	15
Use E-learning Software	15
Day 9	17
Planning the Content and Scheduling	17
Briefing on OJT	19
Day 10 - 28	20
On the Job Training (OJT)	20
Day 29	21
Create Content	21
Communication Skills	23
Day 30	25
Assessment	25

Day 8

Session	Resources Used	Suggested Duration
Use e-learning software	◆ Computers	4 hrs

Use E-learning Software

Resources to be used

- ◆ Computers

Objective

After completing this session, the class will be able to:

- ◆ Use the e-learning software in the school.

Ask

Friends, what is your understanding of e-learning?

Do

Allow the class some time to think and come up with answers and jot them down on the board.

Say

E-learning is essentially the network-enabled transfer of skills and knowledge. E-learning content is packaged and delivered via e-learning softwares.

E-learning softwares are programmed applications in which all the information is housed. Ideal e-learning softwares have a user-friendly interface design. All the information is chunked into small units and categorized in a logical flow, if applicable. Any other facilities and features (such as Highlighter, Calculator, etc.) are also accessible easily.

Ask

Can you come up with the advantages of e-learning?

Expected Response

- ◆ The expected response may be something on the lines of the following:
- ◆ It can work from any location and any time. E-learners can go through training sessions from anywhere, usually at anytime.
- ◆ It can be updated easily and quickly. Online e-learning sessions are especially easy to keep up-to-date because the updated materials are simply uploaded to a server.
- ◆ It can lead to increased retention and a stronger grasp on the subject. This is because of the many elements that are combined in e-learning to reinforce the message, such as video, audio, quizzes, interaction, etc.
- ◆ It has the ability to revisit or replay sections of the training that might not have been clear the first time around.
- ◆ It can be easily managed for large groups of students.
- ◆ It can accommodate different learning styles and facilitate learning through a variety of activities.
- ◆ It develops knowledge of the Internet and computers skills that will help learners throughout their lives and careers.
- ◆ Successfully completing online or computer-based courses builds self-knowledge and self-confidence and encourages students to take responsibility for their learning.

Do

Jot down the answers suggested by the class. Encourage the class to come up with examples or clarify their points. Many times, when people get comfortable using old tools, they could be averse to learning new equipment. You should use this session to help overcome any resistance they might have to new technology. Before we even begin imparting skills, it is important to build a positive and motivated attitude towards it.

Discuss any advantage that the class may have missed out.

Ask

- ◆ Which e-learning software is used in your class?
- ◆ Can you share any experiences of how it brought a difference in the teaching?
- ◆ What type of assistance do teachers need with regards to e-learning equipment?

Say

Let us use the remainder part of the day to practise the elearning software being used in your school (GurujiWorld). You may form teams. Each team has to select any one lesson that you think is very helpful to students. Then each of the teams have to come and demonstrate how to use it.

Do

You and other teams may ask questions to the presenting team. The presenting team should be able to clarify the points. Evaluate the participants based on their demonstration and ability to answer questions.

Ask the participant to find information on various e-learning software available in the market

Day 9

Session	Resources Used	Suggested Duration
Planning the Content and Scheduling	<ul style="list-style-type: none"> ◆ Participant Handbook ◆ Computers 	3 hrs
Briefing on OJT	<ul style="list-style-type: none"> ◆ Participant Handbook 	10 min

Planning the Content and Scheduling

Objective

After completing this session, the class will be able to:

- ◆ List the subjects
- ◆ List the learning units of the e-learning software
- ◆ Identify topics for creating content
- ◆ Schedule a timetable
- ◆ Use internet to download relevant information

Say

Friends, we are going to undertake a lot of quick exercises today. Let's start by making a list of all the subjects in the e-learning software used in your school.

Do

Allow the class around 5 minutes to make a list of all the subjects. This exercise is simply to check their awareness and retention. Check who has the maximum number of subjects listed and ratify it with the class to ensure no one has missed out any subject.

Say

Now choose any one subject from the list and make a list of all its learning units. By learning units, I am referring to the units that are clickable in the Table of Contents or Index. They are individual components.

Do

Allow the class around 15 minutes to make a list of all the learning units.

Ask

- ◆ Do you think these learning units are enough to teach the entire subject?
- ◆ Do you think any new learning unit should be created to prepare the students for the test/exam?
- ◆ Do you think any learning unit should be taught in greater detail than what is existing?

Say

Pick any one subject and identify the gaps in the content. You may suggest:

- ◆ Improvising existing units (diagrams, more example, etc.)
- ◆ Inserting extra sub-topics in existing units
- ◆ Building completely new units
- ◆ Adding assessment questions

Do

Allow the class time of around 40 min to come up with their suggestions. Conduct a session in which all the suggestions are discussed. Allow each team to share their suggestions with the entire class.

Say

Now we will undertake another activity of creating a class schedule or a time table. Take out your Participant Handbook and use the Notes section to create a schedule for any one subject. Plan how much can be taught over two months and consider all other subjects in mind.

Do

Allow the class time of around 1 hour to come up with their suggestions. Conduct a session in which all the suggestions are discussed. Allow each team to share their suggestions with the entire class.

Say

Now I will suggest we use Internet to research. You may work on this individually. Choose any of the following topics and use the Internet to research and gather information. At the end of this session, we will share our experiences.

Topics:

- ◆ Importance of sports
- ◆ Effects of noise pollution
- ◆ Infrastructure development in India
- ◆ The best way to teach children
- ◆ Tourism destinations in India
- ◆ Good hobbies for children

Do

Conduct a session in which everyone can recap the key points of their research.

Briefing on OJT

Objective

After completing this session, the class will be able to:

- ◆ Instruct participants about the areas to focus on in the following two weeks of OJT.
- ◆ Set expectations and expected outcomes

Say

Friends, we are going to undertake a lot of quick exercises today. Let's start by making a list of all the subjects in the e-learning software used in your school.

Do

Now we are going to implement everything we learnt so far in your regular routine work. Use the next two work weeks for the same. I would like you all to focus on the following areas:

- ◆ Use GurujiWorld (or whichever e-learning software is being used in their school)
- ◆ Plan content
- ◆ Create a schedule
- ◆ Use the Internet to research
- ◆ Interact with supervisor or superior
- ◆ Coordinate with teachers and students
- ◆ Coordinate with customer care centre and technical help desk
- ◆ Coordinate with repair centre and spares centre
- ◆ Listen carefully and interpret requirement
- ◆ Suggest on possible solutions to problems

I expect that by the end of your on-the-job training, you would be feeling more comfortable using these helpful tools, so that you can help others. If anyone has any questions or queries, please bring them up now. We will meet again after two weeks. At that time, I will be asking questions about whatever you have learnt on the job.

Do

Clarify questions/queries if any.

Day 10 - 28

Session	Resources Used	Suggested Duration
On the Job Training (OJT)		128 hrs

10 - 28 – On the Job Training (OJT)

Say

- ◆ The next 5 days, you will be back to your school on-the-job. Make the best use of the information you have gathered here in your work life.
- ◆ Complete the activities provided in the participant handbook given for days 10 to 28.

Day 29

Session	Resources Used	Suggested Duration
Create Content	◆ Computers	1 hr 30 min
Assist teachers	◆ Participant Handbook	1 hr 30 min
Interact with learning centre	◆ Computers	1 hr
Communication Skills	◆ Trainer's Guide ◆ Participant Handbook	1 hr 45 mins

Create Content

Resources to be used

- ◆ Computers

Objective

After completing this session, the class will be able to:

- ◆ Prepare content

Say

Hello friends. Do you remember that in the last session, we had created a list of suggestions on learning units? We had mentioned how we would like to:

- ◆ improvise the units,
- ◆ enhance the content in the units,
- ◆ add new units

Today, we are going to create the units that we suggested adding in the e-learning software. This gives you an opportunity to prove your suggestion and express your creativity. You may use any of the computer applications to build your course.

So let's quickly form teams and begin the activity.

Activity

Give each team a topic for preparing content:

For example: Festivals of India, Sports, different types pollutions, teaching addition, Multiplication tables.

Do

Allow the class around 45 min to build their own learning units using computer applications.

Use the next 2 hrs and 15 min to invite the teams one by one and make their presentations. When one team is making a presentation, ask another to act as the IT team and assist them during training delivery. This way everyone will get a chance to be in the teacher's shoes as well as assist them.

Ask the audience teams to make notes on feedback in their Participant Handbooks. Conduct an open-feedback session at the end of each presentation.

Ask

In your experience with the e-learning softwares so far, what do you do when you have any content queries? Or may be accessibility issues?

How would you communicate with the learning centre for content queries?

Do

Enable a group discussion on the answers generated. Allow the class to share their experiences.

Ask

How would you update the e-learning software?

Do

Follow with a group discussion.

Ask

How would you suggest modification to content development team based on suggestion received by principal, teachers and students?

Do

Follow with a group discussion.

Communication Skills

Objective

After completing this session, participant will be able to:

- ◆ state the importance of clear communication.

Say

Communication skills are important to everyone - they are how we give and receive information and convey our ideas and opinions with those around us. Communication comes in many forms:

- ◆ verbal (sounds, language and tone of voice)
- ◆ oral (listening and hearing)
- ◆ non-verbal (facial expressions, body language and posture)
- ◆ written (journals, emails, blogs and text messages)
- ◆ visual (signs, symbols and pictures)

Do

Do an activity to test the communication skills and listening skills of participants. Give all participants a small sheet of paper of equal size. Keep one sheet with yourself too. Give the following instructions to your participants.

- ◆ Pick up your sheet of paper and hold it in front of you. Close your eyes and listen carefully to my directions. The rules are: (1) no opening your eyes and (2) no questions.
- ◆ The first thing I want you to do is to fold your sheet of paper in half.
- ◆ Now, tear off the upper right hand corner.
- ◆ Fold the paper in half again and tear off the upper left hand corner of the sheet.
- ◆ Fold it in half again.
- ◆ Now tear off the lower right-hand corner of the sheet.
- ◆ Now, open your eyes and unfold your paper. If I did a good job of communicating and you did a good job of listening, all of our sheets should look exactly the same!

Hold your sheet up for everyone to see. Ask participants to compare their sheets. Ask why no one's paper matched yours exactly? You will probably get responses such as, "You didn't let us ask any questions!" or "The way you gave us directions was not clear!"

Do – Activity

Write the following words in small chits. They are emotions. Place the chits in a bowl. Participants must pick a chit and enact the word written in it.

ANGER	AFRAID	ANXIOUS
BORED	CONFUSED	CONTENT
FRUSTRATED	CURIOUS	EXCITED
HAPPY	INTERESTED	JEALOUS
PROUD	SAD	SCARED
STRESSED	SHOCKED	SHY
THANKFUL	OFFENDED	SURPRISED
OVERWHELMED	LONELY	ARROGANT

Say the word out loud and have participants draw what this emotion looks like to them. Share with the group. Download “emoticons” (or find pictures) that represent each emotion. Participants can match picture to word.

Do

Participants are to solve the worksheet questions at the end of the session in their Participant Handbooks. Discuss answers to these in class.

Say – Debrief

It is important to develop a variety of skills for both communicating ‘to’ others and learning how to interpret the information received ‘from’ others. Knowing our audience and understanding how they need to receive information is equally important as knowing ourselves.

Day 30

Session	Resources Used	Suggested Duration
Communication Skills - cont.	<ul style="list-style-type: none"> ◆ Trainer's Guide ◆ Participant Handbook 	1 hr
Assessment/Recap	<ul style="list-style-type: none"> ◆ Participant Handbook 	3 hrs

Assessment/Recap

Resources to be used

- ◆ Participant Handbook

Objective

In this session, you will :

- ◆ Recap all the topics
- ◆ Evaluate the participants

Do

Quickly recap the topics covered during the training. The recap could be in the form of question answer session, quiz or role plays.

Assess the participants by giving them scenarios similar to the ones done during the troubleshooting session.



IL&FS Skills Development Corporation Limited

(A Joint Initiative with National Skill Development Corporation)

Regd. Office: IL&FS Skills Development Corporation Limited,
1st, 2nd & 3rd Floor, NTBCL Building, Toll Plaza, DND Flyway, Noida - 201 301. U.P., India.
Tel.: (0120) 2459200 / 2459201. www.isdc.in

Mumbai Office: IL&FS Education & Technology Services Ltd.,
Aditya Textile Industrial Compound, Corduroy Building, 2nd Floor, Safed Pool, Andheri-
Kurla Road, Mumbai - 400 072. Tel.: 022-6780 9292. www.ilfseducation.com