

# Older Adult Services at Anoka County Library Report of Phase 2:

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Older Adults and  
the Web  
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## Volunteer Training 2013

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## Executive Summary

This volunteer training project has been developed through a service-learning partnership between Anoka County Library (ACL) and St. Catherine University's MLIS program in the course, LIS 7963 Older Adults & the Web. The project is an extension of the partnership's previous work on a needs assessment for older adult services, which was compiled in a report presented to the ACL Library Board in December 2012. Having identified a need for clear and available training materials to prepare and recruit volunteer computer coaches to train older adults in computer use, the project work from September-December 2013 has manifested itself as the beginnings of a training toolkit for use by the staff and volunteer computer coaches at ACL. This training toolkit can be updated and enhanced at the discretion of ACL.

This *Volunteer Training 2013* report provides the rationale for the project, as well as a concise background of the previous work conducted in the needs assessment. Within the time constraints of the 15-week semester, a set of project deliverables was determined and completed, with flexibility for additions as the project further progresses. These deliverables include: (1) a curriculum outline that can be used to lead a training session when orienting new volunteer computer coaches; (2) tips for computer coaches on best practices for teaching and working with older adults; (3) conceptualization aids that provide a means of understanding and explaining common computer concepts often difficult for new computer users to grasp; (4) additional resource guides to aid coaches with challenging subjects, such as Internet safety and troubleshooting; and (5) computer coach community support, which is made available through the creation of an online space for the use of the volunteer coaches.

The report continues with suggestions for possible next steps to be taken by ACL staff and volunteers: (1) developing additional modules for the training toolkit, (2) planning volunteer engagement/recruitment, and (3) program assessment. Also included are possible next steps for the partnership between ACL and St. Catherine University's MLIS program: (1) creating training videos, (2) designing community outreach programs, (3) expanding the informal coaching program to a more formal, structured curriculum across the library system, (4) developing materials to support ACL's volunteer recruitment efforts, and (5) professional development for staff. The appendices provide the project's deliverables.

## Rationale

### Purpose

The purpose of the overall project is to develop outcomes-based programs for new or enhanced services for older adults at Anoka County Library (ACL). The project will be conducted in phases through a collaboration between Anoka County Library and students in the Master of Library and Information Science (MLIS) program at St. Catherine University (SCU) who participate in service learning in successive semesters of LIS 7963 Special Topics: Older Adults and the Web.

This project builds on the needs assessment conducted in Fall 2012 for Anoka County Library (ACL) by students and the professor for the LIS 7963 Special Topics: Older Adults and the Web course. The Phase 1: Needs Assessment report: (1) provided an overview of the rapidly aging demographics of Anoka County; (2) identified relevant issues and programs for the older adult population; (3) assessed future needs of ACL in terms of adult services and technology; and (4) recommended four possible service responses. The recommended service responses were: (1) Professional development for staff regarding services to older adults, (2) Train-the-trainer initiative for older adult volunteers who will then teach others, (3) Creation of a senior/older adults advisory board, and (4) Integrating adaptive/assistive technologies.

The purpose of Phase 2: Computer Coach Training Program (Fall 2013) was to develop a training toolkit. The training toolkit will: (1) Empower older adult volunteer computer coaches at Crooked Lake Library (CRL) in the Anoka County Library system to better instruct older adult learners in computer and Internet usage; and (2) Empower the Anoka County Library staff to move forward implementing the training toolkit.

### Project Objectives

The project team identified four key goals for the Computer Coach Training Program. The project deliverables, discussed in detail below were created to fulfill these goals:

1. Help provide focus, direction, and next steps for CRL staff.
2. Provide trainers of volunteer computer coaches with knowledge needed to train.
3. Provide a better support network for volunteer computer coaches.
4. Equip staff with tools to orient trainers of volunteer computer coaches.

## Background

### Previous Work

From September to December 2012, the first class of students from the St. Catherine MLIS program launched the older adults project with Anoka County Library (ACL) through doing an assessment of older adults' needs related to information and computer technology. ACL administrators and staff had identified a needs assessment as the necessary first step toward improving current library services to older adults. The final report, *Older Adult Services at Anoka County Library, Report of Phase 1: Needs Assessment 2012*, documents key findings and presents recommendations for services that can be developed by future collaborations between MLIS students and ACL. This report was previously presented to the Anoka County Library Board in December 2012.

This was a successful and meaningful experience for all involved. It was an opportunity to use the students' knowledge and skills to benefit the library and the community, and produced results that might not otherwise be possible without this collaboration. For one student, the hands-on experience performing a needs assessment and producing materials to support findings was a unique opportunity as a student. Other students valued the opportunity to gain first-hand experience with community engagement (reaching out to agencies, organizations, and individuals), to learn about demographic shifts and implications for future services, and for time to reflect on aspects of growing older related to libraries and our personal lives.

### **Baby Boomers and Volunteering**

With the last of the baby boomers turning age 50 in 2012, a large generation is heading into the next phase in their lives, retirement. However, retirement no longer means slowing down and taking it easy. A study by Merrill Lynch (2006) showed that most adults now expect to spend an average of 10 years continuing to work after retirement, either part-time in their previous field or by starting a new career or business. They wish to stay active, connected with others, and find new challenges. While some of these older adults must find paid work, especially after the recent recession, others are considering volunteer work to provide these benefits. When asked what they would prefer their second career to be, 25% of older adults preferred consulting work and 20% wanted to be a teacher or teacher's assistant.

As the most highly educated generation in history, the baby boomers have skills and knowledge that libraries can draw on. However, we first need to develop volunteer positions that allow these older adults to use their expertise. This is a trend that libraries nationwide are slowly beginning to follow. The same 2006 study by Merrill Lynch on retirement indicates that attitudes about retirement have shifted among adults of all ages, ensuring the likely availability of skilled older adults for decades to come. Our Computer Coaches Program is a great example of these highly skilled volunteer positions that libraries can develop. Volunteer programs such as this one allow the library to expand its services without a significant monetary investment.

### **Older Adults and Learning: Barriers and Motivations**

Today's older adults need basic computer skills to get the information they need in an increasingly digital society. These skills enable them to successfully tackle a broad array of life issues, ranging from healthcare to social isolation. As older adults tend to be more dependent on publicly provided computers and services, public libraries have a great responsibility to fulfill their mission by positively influencing older adult's attitudes and perceptions about technology. Public libraries can have a positive effect on ongoing computer usage, which can lead to greater autonomy and quality of life for older adults.

It has often been said that "you can't teach an old dog new tricks," and many who have become frustrated trying to teach older adults how to use computers may be quickly inclined to resign themselves to this popular adage. However, this is a mistake: older adults are quite capable of learning how to use computers. While there are several unique barriers that arise during instruction, it is important to recognize that older adults are motivated to learn, as long as they understand the immediate benefit. Perhaps the single most important element of effective computer instruction is a confidence that older adults will succeed.

Beyond believing in the ability of older adults to learn computer skills, it is important to carefully consider barriers that are often encountered. As mentioned earlier, older adults face age-related challenges, ranging from physical (such as impairments related to vision, hearing, or motor control - see Appendix G) to cognitive (how they process information, their attention span/level of distractibility, how they perceive objects within the computer environment). Understanding these limitations, and planning for them, is the key to overcoming these potential obstacles.

## Project Deliverables

### Curriculum Outline

We designed a two-hour orientation class to introduce new volunteers to the situations and patrons they may encounter as computer coaches and provide them with the teaching tools to successfully help new computer users. The orientation includes modules on positive coaching behaviors and techniques, the basics of email, Facebook, and Microsoft Word, privacy and security, accessibility issues, and an introduction to the computer coach community support available. Two additional modules (one addressing the unique features of the CRL computers and another describing patron issues and questions that computer coaches should refer to the library staff) are included in the curriculum outline, but need further development from ACL staff. Opportunities to practice using the lessons' information are embedded throughout the class in the form of role-play and short games.

This class is meant only as an orientation as it covers a large amount of material in a short period of time. Coaches may need to review the materials after class and may have further questions to ask of library staff or current coaches. However, this introduction should equip coaches with the informational overview and teaching skills they need to begin coaching.

While the curriculum does not provide a script for the instructor teaching the orientation, it aims to provide the instructor with the information and outline necessary to teach the class without a lengthy preparation time needed. The purpose, materials needed, and an approximate time are included for each module. Many modules have built-in activities with short instructions for both the students and the instructor. All of the modules (excluding the two that need further development by ACL staff) have either all the information that the instructor will need to teach the lesson or cite resources that include the information the instructor will likely need. In preparing to teach this orientation class, the instructor will need to familiarize him or herself with the curriculum and the information included and develop a presentation for the lesson material in each module according to their teaching style. See Appendices A and B for the full curriculum outline and supporting materials.

### Tips for Coaches

It is important to remember that older adults represent a remarkably broad range of backgrounds. In general, however, successful computer training programs for older adults share two common characteristics - they identify a common list of tips and, perhaps most importantly, an initial needs assessment of participants to ensure proper placement and appropriate curriculum. Our Coaching Tips are found in Appendix C.

Puacz and Bradfield (2000) reported on a successful program conducted by the Vigo County Public Library that helped older adults who had often had bad experiences in the past with computer classes. The program was held in a branch library connected to a shopping mall, drawing a larger crowd than a typical library might. They used humor to help combat intimidation by the subject matter, and divided the learning into short class sessions. The program was able to reach out to people that the library would not otherwise be seeing. As a result, many seniors are now much more comfortable using computers to access resources at the library. The library has seen increased circulation of computer materials, especially immediately after class presentations.

Bean and Laven (2003) outlined several training tips learned after opening a computer lab at Palm Beach County Library. Although older adults have the potential to learn computers, even becoming expert users, they require more repetition and practice time for basic skills to become automatic. In addition, computer terms and concepts that already had meaning for older adults ("shortcut" and "menu") led to confusion. Giving such terms concrete explanations tied to the new meanings was beneficial. Van Fleet and Antell (2002) summarized their research findings and implications as follows:

1. Focus on the practical. Older adults tend not to commit new information to long-term memory unless they feel fairly confident that they will use this information. So teach them "a new way to keep in touch" - not simply "how to use e-mail."

2. Provide details. Older adults tend to remember details better than general information. Give them URLs, keywords, and step-by-step searches - rather than simply telling them what search engines are.
3. Adapt to diverse learners. Older adults who succeed in computer training tend to have more positive attitudes toward change, technology, and aging than those who do not use computers. Those with more negative attitudes are more likely to drop out of training programs, finding them “too difficult.” Plan tasks that will provide positive feedback quickly.
4. Plan time to practice. Older adults are much less likely than younger adults to develop an automatic attention response when learning new tasks, so they tend to be slower and less accurate when performing new tasks. However, extensive practice helps older adults become faster and more accurate (p. 154).

According to Kim (2008), older adults do better with older adult peers, as fellow students and as instructors. One study showed that older adults feel inferior to younger learners and feel incompetent when they take courses with them. Another reported that senior-only classes encourage older adults to ask more questions due to feeling more comfortable.

According to Mayhorn et al. (2004), an important first step when designing a computer training program is to determine “the content of the training materials by exploring whether the training is necessary, what goals older adults wish to accomplish, what skills need to be taught, and the characteristics of those who will benefit most from the training” (p. 186). Bean and Laven echoed this notion by emphasizing the need for an interview for better class placement. By asking qualifying questions such as, “Do you have a computer?” or “What are some things you want to do with a computer?” librarians were able to place students in a class appropriate to their interest and previous experience.

Mayhorn et al. (2004) also stressed the importance of presenting a positive initial computer experience, in order to reduce computer anxiety and build positive attitudes. They recommend organizing class sessions into a series of well-defined units that incrementally increase in complexity, with each session being brief to avoid the possibility of “information overload.” Training materials should be reflective of individuals’ own physical, attentional, and cognitive deficits, and should be given at an appropriate pace.

## Conceptualization Aids

Helping patrons understand basic Internet concepts was one need identified during interviews with ACL staff. For example, patrons often have difficulty understanding usernames, passwords, and URLs. Additionally, computer coaches may experience difficulty teaching these topics since they may not have given them deep consideration. Computer coaches and ACL staff need a straightforward and standard method to teach these points to beginners. Therefore, we created a series of conceptualization aids to provide computer coaches and staff with talking points when training basic computer skills, provide easy to understand handouts for patrons learning basic computer skills, and provide additional resources for independent learning by ACL patrons. The volunteer computer coach can walk through the handout with the patron, and the patron can explore further resources on his or her own.

Providing this information is important not only because it provides a consistent way for computer coaches to describe common concepts, but it can also help decrease patron resistance to going online. According to Zickuhr (2013), the reasons for not going online included irrelevancy (34%), difficulty of use (32%), expense (19%) and physical lack of access or availability (7%). An earlier study by Morrell and Mayhorn (2000) found a slightly different list of reasons for nonuse of the Web, including not knowing how the Web worked, no access to the Web, and a lack of understanding about what they could do on the Web. Instructing nonusers on how the Web is relevant and easy to use could help alleviate some of the concerns of nonusers.

We also discovered that metaphors can be important in understanding new concepts. The initial schemas people establish regarding a new technology form a foundation for any future interaction with technology. Carroll and Thomas (1982) propose a metaphor principle: “People develop new cognitive structures by using metaphors to cognitive structures they have already learned” (p. 109). However, for these metaphors to work, they need to follow a few recommendations, including that the emotional tone of the metaphor needs to match the expected emotional attitude of the user. A novice user might react more favorably to a more fun

or cheerful metaphor. Additionally, when introducing a new metaphor the trainer should take the time to point out that the metaphor is not an exact portrayal of the original system and explain the specific limitations of that metaphor (Carroll & Thomas, 1982).

Perhaps the most important reason for having aids for novice and older adults learning to use the Internet is that “[t]hose who learned to surf the Internet have more positive attitudes toward aging, higher levels of perceived social support, and higher levels of connectivity” (Pei-Luen & Jia-Wen, 2005). By helping older adults be more comfortable and productive on the Web, we are also promoting a healthier lifestyle.

As outputs, we identified seven main areas needing conceptualization aids: (1) Browser Basics, (2) Usernames and Passwords, (3) Email, (4) The Cloud (more affectionately known as “Where’s My File?”), (5) Facebook, (6) Mobile/Tablet Devices, (7) Privacy and Security. See Appendix D for the first five handouts. The last two areas (Mobile/Tablet Devices and Privacy and Security) could be completed in the future. While Privacy and Security is a very important topic, the information in the additional resource guide should provide volunteer computer coaches with sufficient information to get started.

## Additional Resources

We are providing four colorful handouts with additional resources on important topics in order to provide clear, concise answers to computer coaches when answering questions on these broad topics: (1) Accessibility, (2) Troubleshooting, (3) Internet Safety, and (4) Training Tips (see Appendix E).

As the previous information in this report illustrates, it is impossible to fully include all the resources, helpful tips, recommendations and materials that a technology coach would require to be completely successful. The very nature of technology, in that it is constantly changing, makes this a desirable yet unattainable goal. However, in an effort to aid the coaches in their service, the deliverable of additional resources exists to provide some further information to the coaches on popular topics, which may not otherwise have immediately available answers. This deliverable is one that can be further completed in the future by ACL staff or volunteers as topics arise. However, for the purposes of this project with its time constraints, additional resource guides have been compiled on the topics of Internet safety, accessibility, basic troubleshooting, and trainer tips. Formatted as pathfinders, each additional resource guide provides annotated lists of websites, articles, tutorials, and videos, which offer concise, understandable information on each of the subject areas aforementioned. The purpose of the additional resource guides is to eliminate the hesitation, alarm, or confusion for the computer coaches, which often accompanies questions on topics that are broader in scope. Instead, the coaches will now be able to use the additional resource guides as a brief reference point, directing them to resources that provide clear answers to many such questions.

## Computer Coach Community Support

Regular communication between volunteer computer coaches and library staff is important for coaches to get a clear view of their roles and responsibilities, stay informed about helpful resources, and remain motivated. For library staff, being able to share expertise and staying informed of the successes, questions, and concerns of their volunteers helps build sustainability for the volunteer program. Enabling the volunteer computer coaches to create their own support community will help them communicate with each other to share experiences and resources, do joint problem solving, and improve the computer coach program. Face-to-face meetings are important for training and establishing relationships, while online communication ensures that coaches can stay in touch and get help when face-to-face meetings are not possible or practical. To provide online support, we are providing a prototype Facebook page (<https://www.facebook.com/pages/ACL-Computer-CoachesDocentsTutors/604194602978912>) and a PBworks wiki (<http://aclvolunteers.pbworks.com/>) that the ACL staff and future volunteers can use and adapt for their needs.

These two online forums are uniquely suited to the communication needs of the Computer Coach Program. A PBworks wiki will allow volunteers and staff to share and store documents and resources in an organized fashion. The wiki acts as an online filing cabinet that can be accessed by members from any computer with Internet access. In addition, members can leave comments if feedback on documents is needed. A scheduling calendar can also be posted on this wiki. However, the wiki lacks the ability to allow members to quickly contact all other members and share ideas or questions. A private Facebook group would fill this need.

Although Facebook has gotten negative publicity for privacy concerns, a closed Facebook group lacks these concerns. A closed Facebook group allows Facebook users to find the group and see its members, but non-members see none of the messages sent within the group. Facebook's primary benefit to the computer coaches is the rapidity of answers that it allows. Most Facebook users visit their Facebook frequently, sometimes multiples times a day, and users with a smartphones can receive notifications instantly. A coach could feasibly send out a question and receive an answer before a coaching session is over. In addition, Facebook organizes new messages and responses in order to keep the interface neat in a way that email hasn't yet mastered. Together, these two online forums will build a strong sense of community and support for the volunteer coaches.

## Possible Next Steps for ACL

### Additional Modules

In the process of developing the curriculum for the Computer Coaches Orientation, we determined that ACL library staff would best develop two of the modules. The seventh module, Using the Crooked Lake Branch Computers, will teach coaches the rules of using the computers at the Crooked Lake Branch Library and introduce them to the quirks of these computers due to the library's security system. This module will need to be developed by library staff and the IT department, given our lack of familiarity of these computers. The ninth module, When to "Pass the Ball," will teach coaches to distinguish between computer literacy questions that they can answer, information literacy questions that the librarian should answer, and questions that they should respectfully decline to answer. While St. Kate's students would be able to develop this kind of lesson if necessary, we agree with the librarians at CRL that ACL library staff would best develop this module. The line between these three types of questions can sometimes be a gray area-- developing the module will provide an opportunity for staff to consider and agree on where the line lies for ACL and its patrons.

### Engagement/Recruitment Materials

Aware of the potential of recruiting Baby Boomer volunteers in the coming years, nonprofits and libraries across the country are developing new approaches for their volunteer programs (Fixler, Eichberg, & Lorenz, 2008). Baby Boomers are action-oriented, motivated by causes, and want to apply their career skills to their volunteer work. Rather than assigning volunteers to routine tasks, libraries seek to channel Boomer volunteers' talent, skills, and passion to further the library's vision, mission, and values. This is a fundamentally new approach to volunteer programs, and libraries may well need to develop and promote a system-wide change in their philosophy and management of volunteer programs. If ACL decides to embark on a volunteer engagement approach (see Appendix F), an effective volunteer recruitment plan for computer coaches could include: (1) an inspiring statement about the difference volunteer computer coaches can make to the community; (2) clear goals with flexible job descriptions and times that can be negotiated with the volunteers; (3) volunteer-staff partnerships that leverage expertise for the program and empower both volunteers and library staff without encroaching on staff roles and responsibilities; and (4) support structures in place to ensure sustainability. Working together, volunteers and staff can make a measurable difference in meeting community needs. An important by-product of such partnerships is often that volunteers become strong advocates for the library in the community.

Another piece of keeping volunteers engaged could include formal support structures. Including the volunteer online community described above, volunteers should be able to meet semi-regularly with library staff to discuss any challenges or successes. This will help ensure patrons are receiving quality service and coaches are getting a chance to both give and received feedback. By maintaining a close connection with library staff, volunteers will be more confident in when to pass the ball and will feel a closer connection to the library.

## Assessment

Establishing verified assessment tools could help librarians, in general, to understand how novice users and older adults perceive the Internet. The results of these assessments can then, in turn, illuminate training gaps or useful metaphors already in use. Perhaps, even the four levels of information processing (Maintenance, Orientation, Elaboration, and Evaluation) as described by Eveland (2000) could be helpful to use in an assessment scenario. More specific assessment tools are available to establish both effectiveness of training and current base level of users' skill. For example, the iSkills test evaluates how students interact with technology (Katz, 2007). While this assessment has a different goal and target audience than the volunteer computer coaches, would something similar not be useful for older adults and novice users? Cognitive and Internet technology proficiency in our society is now crucial and could be one of the many measures of a healthy lifestyle.

How will volunteer programs be assessed, including ongoing partnerships with St. Catherine University? Keeping in mind the necessity to evaluate programs and updates for their effectiveness, some time could be set aside to think about how to evaluate the Volunteer Computer Coaches Training program specifically. Outcome driven evaluation will help determine whether the training program is meeting its goals. Setting specific and measurable goals and outcomes will illustrate the success or weaknesses of the program. Additionally, some thought could be given on how to evaluate specific volunteer computer coaches. As stated above, regular communication between volunteer computer coaches and library staff is important for coaches to get a clear view of their roles and responsibilities, stay informed about helpful resources, and remain motivated. For library staff, being able to share expertise and staying informed of the successes, questions, and concerns of their volunteers helps build sustainability for the volunteer program. It will be important to ensure adequate time is available for this type of interaction between staff and volunteers.

## Possible Next Steps for the Partnership

### Training Videos

As the Computer Coach Training Program moves forward, the addition of training videos may further fulfill the needs of the ACL computer coaches. These videos would be created through an extension of the partnership between the MLIS students at St. Catherine and the ACL staff and volunteer coaches, as determined in future planning. Students in the MLIS program would work with the ACL team to determine which topics would be best covered through a video format, or if there is any subject which must be coupled with face-to-face interactions or completed solely in that manner. The students would then work with the ACL computer coaches to film and edit a series of training videos, which would assist future coaches in transitioning into the coaching role. The students would also be instrumental in compiling the video series on a community space accessible to the ACL computer coaches, thus easing the pressure of any initial face-to-face training and providing a constant reference for coaches to look back on when questioning any portion of their training.

### Community Outreach

In addition to the creation of training videos, St. Catherine's (SCU) partnership with Anoka County Library may continue to expand the Computer Coach Training Program into community outreach. Although ACL is able to connect with and assist numerous individual patrons of the library, the computer coaches have been unable to venture into the community, as of yet. This area of need presents an excellent opportunity for the MLIS students of SCU to further engage in a service-learning project. A primary component of this portion of the project might include identifying local retirement homes, assisted living locations, senior centers, or other such areas in Anoka County communities which are most populated with individuals from the senior citizen demographic, and which would benefit by having access to visits and training from ACL volunteer computer coaches. Additional steps in this portion of the project would then include modifying the Computer Coach Training Program to accommodate outreach services, preparing the coaches to instruct senior citizen learners in new environments outside of the confines of the library, as well as building connections with these facilities to plan program implementation and partnership between the facilities and the volunteers of ACL.

## Computer Coach Training Program

While our Computer Coach Training Program seeks to empower older adults to use computers and the Internet through informal coaching sessions, it is our hope to further develop our program into a more formalized, structured curriculum across the system. As coaches learn from their experiences with computer students, best practices should be developed. However, as computer technology is changing rapidly, what may work now will likely not be as effective tomorrow. Furthermore, our audience reflects an ever-changing demographic as well. A successful coaching program must be equipped with the means to identify, analyze, and respond effectively to change. This can be done through ongoing assessment, as well as student observations.

## Volunteering and Recruitment

The next major step for our Computer Coach Training Program is the recruitment of volunteers to be computer coaches at the library. While ACL will be well able to start this process independently, MLIS students at St. Kate's could develop additional recruitment materials. These materials could include recruitment videos, site-specific promotional flyers, and assisting in developing promotional presentations for local service-oriented associations. Recruiting volunteers will be a key aspect of the program. Not only will ACL be able to offer more hours of computer assistance per week with more volunteers, but many adults are more likely to volunteer for opportunities that are flexible in scheduling. With many volunteers, ACL will have more scheduling options available.

## Professional Development for Staff

Preparing staff to work with older adults is a key part of providing effective services to this rapidly growing population of library users. Older adults face physical, cognitive, social, and technological barriers that often impede them from accessing information online. A professional development program for staff could involve students examining the professional literature on older adult library services and the research on pedagogy for older adults. The students could then give presentations, either in person or via webinars, to ACL staff. In return, staff could engage with students in discussions about their hands-on experiences with older adult services. Together, staff and students can then consider how the presented material can shape new directions for ACL. Ideally, students in future sections of LIS 7963 Older Adults and the Web could develop in advance a schedule of presentations for the semester. This program would create few changes to existing policy and be fairly easy to implement. Staff could integrate these presentations into their ongoing professional development. Students in future sections of LIS 7963 could have these presentations integrated into their course requirements. One of the strengths of this program is that MLIS students will have the time to conduct literature searches and to synthesize research as part of their coursework, offering groundwork for thinking about issues that staff members often do not have time to consider in depth. Another strength is that MLIS students can provide presentations on targeted topics of interest to ACL. A weakness of this program is that it may be difficult to structure presentations so that they lead to concrete, practical applications. Another weakness is the difficulty of coordinating schedules and setting up technology for webinars or transportation for in-person presentations. One thing to keep in mind is that the MLIS Program is a night and weekend program, so it may be easiest to have programs during those times rather than during usual work hours when many students are at their day jobs.

## Conclusion

In this report we have attempted to provide a complete training toolkit for new volunteer computer coaches. Included in the appendices are the specific materials that could be used both in orientation training and patron training. The materials prepared are supported by reviewed literature and collaboration with ACL staff. We look forward to hearing any feedback or updates about how this material is implemented and received.

Going forward, both ACL and students can also continue to assess the current climate through environmental scans to determine which collaborative programs might work best. As ACL pilots some new programs, students can help train volunteers, assess the usefulness of the programs, and explore other programming options.

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## Appendix A: Orientation Curriculum Outline

\*All times are approximate.

### 1. Introduction

**Purpose:** Introduce coaches to the goals of the program and the orientation and to each other.

**Activity:** Have the coaches introduce themselves. Ask them to share their name, why they want to volunteer.

**Lesson:** Review the goals and expectations of the program. Share the goals and expectations of the orientation.

**Time:** 5 minutes

### 2. Teaching Computer Beginners

**Purpose:** Introduce coaches to the situations and patrons they may encounter and provide them with the teaching tools to successfully help new computer users.

**Materials:** Computer Basics Handout, Internet Basics Handout, Coaching Tips handout, Username and Password Conceptualization Aid

**Activity:** Coaches should pair off. One will act as a Pilgrim who lives in a small village in 1650. The other has time traveled back to their village and is now trying to explain what a car is to the Pilgrim. Instructor should briefly demonstrate being the Pilgrim with a coach as the time-traveler-- exaggerate and show your emotions.

**Lesson:**

- Addressing the Fear
  - Like the Pilgrim trying to understand a car, a computer can be very confusing and scary to beginners. They may think that computers are too complicated, or that they might even break the computer if they do something wrong. It's your job as their coaches to put them at ease.
  - Be friendly and calm
  - Reassure students that they can't break the computer.
  - If it's really not working, turn the computer off and start again.
  - Emphasize that there's not such thing as a stupid question or too many questions. You are there to help the student in the way they learn best so tell them to let you know if the lesson is moving too fast or too slow.
- Introducing the Computer
  - Pass out Computer Basics and Internet Basics handouts. Sometimes we forget how to define things that are familiar to us. These handouts are aids for the coaches only to remind them of the parts they should explain and what they are.
  - Have coaches look at the list of computer terms and find terms that have non-digital counterparts. How can they use these counterparts to explain computer terms in familiar ways? Examples of terms with non-digital counterparts: windows, desktop, tabs, mouse
  - Coaches should then think about the computer terms that don't have non-digital counterparts and what metaphors they can use to help people relate to them. Metaphors should create a sense of familiarity and positivity if possible. Use the Username and Password Conceptualization Aid as an example.
  - New computer users often need some practice using a mouse before moving on to learning how to use computer programs. Students practice by playing Solitaire or complete Mousercise, a 30-question mouse exercise found at <http://www.3street.org/mouse/>.
- Positive trainer behaviors and attitudes
  - Think back on the role-playing exercise you did. What worked? What didn't work? Have coaches discuss how their attitudes, behaviors, and techniques either positively or negatively affected the student's experience.
  - Pass out Coaching Tips handout and review.

**Time:** 20 minutes

### 3. Basics of Email

**Purpose:** Review email basics for coaches and provide an opportunity to practice the teaching skills just learned.

**Materials:** Email Basics Handout, Email Conceptualization Aid

**Lesson:**

- Why did we choose Microsoft Outlook/Hotmail? This list is more for the coaches' background information, but students may also have questions. Advantages of Outlook are the following:
  - Completely free and doesn't require a second email address at signup.
  - Doesn't scan your emails for the purpose of tailoring ads to you.
  - Shows pictures and videos right in your email without the need to figure out how to download them.
  - Unsubscribe button for email lists included
  - Email organization by conversation can be turned off for novice users.
- Review how to set up a Microsoft email account and what information the patron will need
- Account sign-up found at <https://signup.live.com/>
- Information needed to set up a Microsoft account
  1. Name
  2. Date of birth
  3. Gender
  4. Preferred email address
  5. Password
  6. Phone number or alternate email address or security question for password reset
  7. Country and zip code
- Review the Email Conceptualization Aid with coaches. Note the familiar metaphor of a phone number for an email address.

**Activity:** Have participants pair off. Partner A should teach Partner B how to open an email account, using the teaching techniques they just learned. Instructor should unobtrusively observe coaches during this practice.

**Time:** 15 minutes

### 4. Basics of Microsoft Word

**Purpose:** Review Word basics for coaches and provide an opportunity to practice the teaching skills just learned.

**Lesson:** List basic Word functions that first-time users should learn:

1. Create a new document
2. Enter text (and delete text!)
3. Save/Save As
4. Format text
  - a. Font type
  - b. Font size
  - c. Bold
  - d. Italics
  - e. Underline
  - f. Color
  - g. Highlight
5. Spell-check
6. Bullets and numbering
7. Resize document view (in lower right-hand corner)
8. Print preview and print

Remind coaches that they should tailor their lesson to what kinds of documents the patron may want to create, especially when going beyond the 8 basic Word functions.

**Activity:** Have participants pair off. Partner B should teach Partner A how to create, save, and then find and open a Word document. Partner A should teach Partner B how to format some basic text. Instructor should unobtrusively observe coaches during this practice.

**Discussion:** Ask coaches what they've learned from their roleplays so far, as either the coach or the student. Instructor should re-emphasize or re-explain points of the teaching lesson based on their observations thus far.

**Time:** 15 minutes

### 5. Basics of Facebook

**Purpose:** Review Facebook basics for coaches and provide an opportunity to practice the teaching skills just learned.

**Lesson:** Review how to set up a Facebook account and what information the patron will need:

- Information needed to set up an account: Name, Date of birth, Email address, Gender
- Review the advantages of Facebook for coaches to both keep as background knowledge and share with students:
  - Connect with friends and family across the globe for free. You can write private or public messages, instant message, or even video chat.
  - Share an unlimited amount of pictures and videos for free (most other services charge you after a certain amount)
  - Organize events online with a click of a button. Hosting a party? Invite everyone through Facebook. Have a cause that you believe in? Organize a rally and spread the word on Facebook.
  - Advertise your business with its own Facebook page. Post events, promotions, and news daily. You can even connect with your customers, or have them post a positive review right on your page! (Negative ones can be deleted.)
  - You'll never be bored again. Play Facebook's endless number of games by yourself or challenge a family member or a friend. Watch the videos your friends share and see the pictures of their lives.
  - Follow one of the many newspapers or news channels and get your information on Facebook too. Or find out information in real-time from the statuses of your friends. Share articles, videos, and your opinions on daily events and things you've learned with your friends, and they can comment in response.

**Activity:** Partner B should teach Partner A how to open a Facebook account, using the teaching techniques they just learned and incorporating the suggestions from the class discussion. Instructor should unobtrusively observe.

**Time:** 15 minutes

Break Time - 10 minutes

### 6. Privacy and Security Issues and How to Explain Them

**Purpose:** Define the primary privacy concerns patrons will face online

**Materials:** Username and Password Conceptualization Aid, [Teach Parents Tech Strong Passwords Video](#), [Teach Parent Tech How to Verify Emails Video](#)

**Lesson:**

- Remind coaches of the Username and Password Conceptualization Aid, and phishing security concerns using lesson materials.
- Review privacy and security settings on Facebook-- the most secure and private settings are recommended for patrons.
- Address the emotional reactions to phishing and account hacking and review how patrons can handle both situations. Neither are causes for panic-- phishing can be safely deleted and ignored, and most hacking instances simply requires a change to a stronger password.
- Coaches should convey to students that the digital world is like the physical world-- it has its dangers, but you're normally very safe as long as you follow safety rules and stay out of bad neighborhoods.

**Time:** 10 minutes

## 7. Using the CRL Computers

**Purpose:** Introduce coaches to the rules and quirks of the library computers

**Lesson:** TBD by the CRL staff and IT staff.

**Activity:** Coaches should practice working with the system on library computers.

**Time:** 5 minutes

## 8. Accessibility

**Purpose:** Review computer settings and options available to make computers easier to use for users with disabilities.

**Lesson:**

- Review Accessibility for Older Adults (See Appendix F). Coaches should be aware of possible accessibility issues for older adult students. Students won't be aware of accessibility features for the computer so it will be the coaches' job to find out when these features would be helpful.
- Make sure to review keyboard shortcuts to increase/decrease text size. Demonstrate where to find the accessibility options in a computer's control panel and in the Options menu for Internet browsers.
- Share accessibility aids available at CRL.
- The website BBC My Web My Way at <http://www.bbc.co.uk/accessibility/#> provides step-by-step guides to accessibility settings and features on all common browsers and operating systems. However, most accessibility features are easily found in the Options menu for Internet browsers and in the Control Panel for operating systems.

**Activity:** Coaches should follow along on the CRL computers and experiment with the accessibility options and aids as time allows.

**Time:** 10 minutes

## 9. When to Pass the Ball

**Purpose:** Teach coaches to distinguish between computer literacy questions that they can answer, information literacy questions that the librarian should answer, and questions that they should respectfully decline to answer.

**Materials Needed:** Medium size rubber ball, list of example computer user questions

**Lesson:** TBD by CRL staff.

**Activity:** Have coaches stand in a circle. Leader will ask a question and toss the ball to a coach. Coach will either A) throw the ball back if the question is best answered by the librarian; B) Answer the question (Or respectfully decline!); or C) Toss the ball to another coach if they don't know the answer

**Time:** 15 minutes

## 10. Introduction to Computer Coach Community Site and Resources

**Purpose:** Introduce coaches to additional resources and reassure them that they can review lessons if they forget any of the copious material covered in the orientation.

**Lesson:** Introduce coaches to community site.

**Time:** 5 minutes

## Appendix B: Teaching Modules

PDF versions of the following module handouts are available on the ACL Volunteer wiki:

<http://aclvolunteers.pbworks.com/>

- [Computer Basics](#)
- [Internet Basics](#)
- [Email Basics](#)

## Appendix C: Coaching Tips

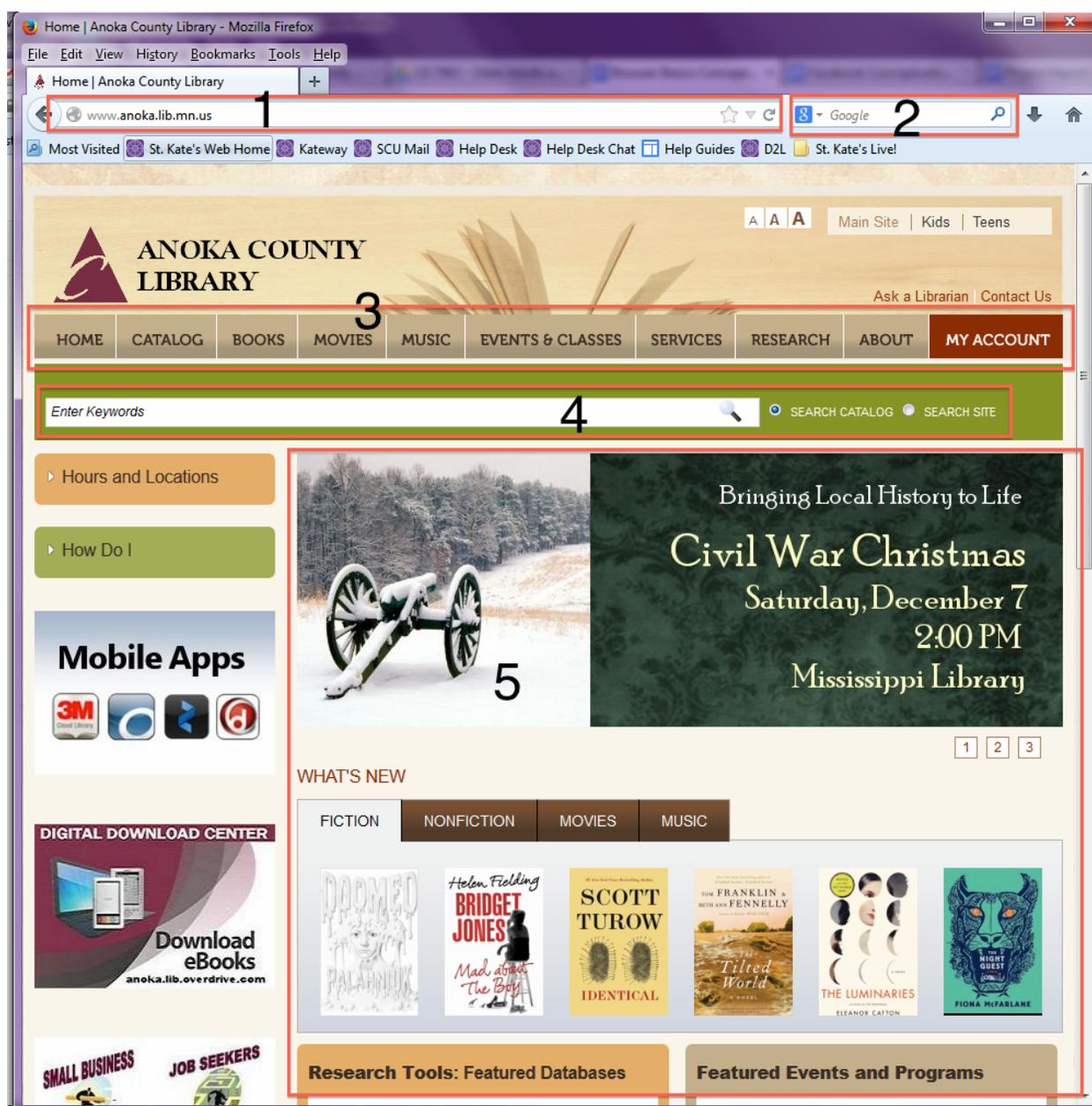
1. **Assess the unique needs of students before beginning coaching.** Understanding the background of each individual helps determine their needs, and helps avoid them from becoming either overwhelmed or bored.
2. **Encourage holding coaching sessions in the morning, in a relatively warm room free of distractions.** This may not always be feasible, however the cognitive abilities of older adults tend to be functioning at their best in the early hours of the day, and this should be taken advantage of if at all possible. Remember also that what may seem to be a relatively comfortable room to many may be distractingly cold, due to older adults' predisposition to lower blood circulation and thinner skin.
3. **Provide a positive initial computer experience and give positive feedback early on to reduce computer anxiety and improve attitudes.** Older adults who are discouraged early on tend to develop negative attitudes and drop out of coaching programs, finding them too difficult. Encourage older adults to ask questions and feel comfortable; use humor.
4. **Make the lessons relevant.** Directly correlating what you're teaching to their immediate life maintains not only interest, but motivation as well. So, don't teach "how to compose an email." Instead, teach "how to stay in touch with loved ones."
5. **Organize lessons into a series of well-defined units that build off each other.** Future encounters can build off of past experience, and gradually increase in complexity. Keep coaching sessions brief enough to avoid information overload.
6. **Address possible "attentional deficits."** Make use of repetition when using new terms or concepts. Remember that additional practice time may be needed before skills that may seem basic become automatic. Additionally, remember that words that already hold meaning for older adults can cause confusion. Using words like "desktop" or "tab" without demonstrating a concrete connection can be misleading.
7. **Speak slowly and clearly with frequent pauses.** The lower the voice, the better. Although this can be challenging for some, it is worth your best effort.
8. **Plan time to practice.** Allow extra time to complete tasks. No matter how simple they may seem, steps may need to be attempted several times before things "click." Extensive practice helps older adults become faster and more accurate. Solitaire is a valuable exercise for developing mouse skills. Do not assume they know how to play; be prepared to demonstrate the rules of the game.
9. **Provide printed materials in a large, easy to read font for future reference.** Minimize the amount of reading required during coaching (or provide extra time for it.) Provide writing materials for taking notes.
10. **Older adults do better with older adult peers – and this can potentially include the coaches.** Studies have demonstrated that many older adults often feel more comfortable with their peers, and that senior-only classes encourage older adults to ask more questions and feel more comfortable. Younger coaches need to adapt to styles that facilitate learning for older adults, and older adult coaches should be encouraged that their peer status often times trumps any potential insecurities they may have of their mastery of the material.

## Appendix D: Conceptualization Aids

These documents can also be found on the ACL Volunteer wiki: <http://aclvolunteers.pbworks.com/>

### Browser Basics

Browsers are used to view content on the web and there are several options to choose from including the browser included with your computer. Think of your browser as a window into the Internet. Here are some basic tips about web pages and browsers. The image below is from Firefox, one possible browser. It may look slightly different from the browser you decide to use.



Annotations:

- 1. Address Bar:** This is the web address or URL of the website. It is a unique string of characters that tells the browser where the page is located.
- 2. Search Box:** The search box combs through the Internet using a search engine, like Google or Yahoo. Most browsers have a default search engine that this box uses but you can customize to your favorite.
- 3. Navigation Bar:** Most web sites have this area to help you navigate to other areas of the site. Sometimes this area is toward the top of the page or along the left hand side.
- 4. Page Level Search Box:** Many websites have a separate search box that will search the only contents of the current website. For example, typing in “eBooks” would pull up the Anoka County Library specific information on eBooks, not the entire Internet. Note the specific search options that control whether the computer will search the library catalog or the library website.
- 5. Main Content:** This area of the page holds the fundamental information of the page. This could be words, images or a video but usually you can skip to this area to determine whether or not this is the information you are looking for.



- 6. Social:** Often sites have social links so that you can share the page content on various social media platforms like Facebook or Twitter.
- 7. Footer:** This area is generally located on all pages of the website and holds general information about the company or organization such as contact information and links to their social media presence.

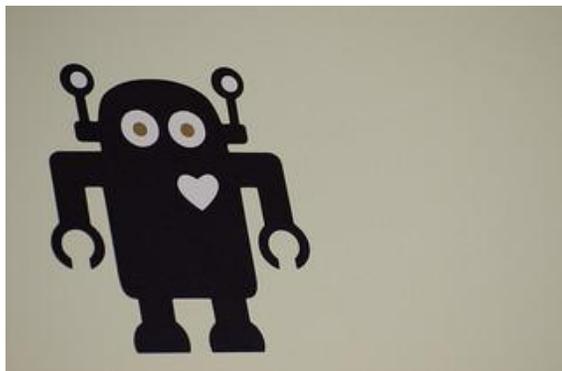
Can you find these same areas on a website of your choice? What other areas do you identify or have questions about?

#### Further Resources

- Goodwill Community Foundation’s Browser Basics Video: <http://www.gcflearnfree.org/internet101/4.2>
- Goodwill Community Foundation’s How to Read a Webpage Lesson: <http://www.gcflearnfree.org/internet/module/3>
- Teach Parents Tech’s Browsing with Tabs Video: <http://www.teachparentstech.org/tabs>

Information from: Goodwill Community Foundation. How to Read a Webpage: The Anatomy of a Webpage. GCF Learn Free. Retrieved November 10, 2013, from <http://www.gcflearnfree.org/internet/module/3>.

## Username and Passwords



“You will be communicating with a robot who wants to help you. But he also wants to make sure that no-one besides you can get access to your private files by pretending that they are you. So first he wants to know who you are. But anyone could know your last name. So after you keypress your last name, he also asks you to keypress your password. Then he feels much safer to know it’s you.”

As the story above illustrates, the combination of username and password are how a computer or website know that you are who you say you are. By entering these items, the computer can verify your identity and give access to specific

files or pages on the Internet.

Often times your user name may be your e-mail address, but it’s important to select a strong password. Some resources below can help you do so.

One last thing. There are a lot of usernames and passwords to create out there on the web. If you’re having trouble remembering ALL those passwords (who wouldn’t?) a password manager can store them for you. See some suggestions below or many are built into your computer’s browser.

### Further Resources

- Goodwill Community Foundation’s Password Tips: <http://www.gcflearnfree.org/techsavvy/3>
- Goodwill Community Foundation’s Internet Safety: <http://www.gcflearnfree.org/internetsafety>
- Choosing a strong username password: Teach Parents Tech Video: <http://www.teachparentstech.org/strong-password>
- Password Managers:
  - Firefox: <http://support.mozilla.org/en-US/kb/password-manager-remember-delete-change-passwords>
  - Chrome: <https://support.google.com/chrome/answer/95606?hl=en>
  - LastPass: <https://lastpass.com/>

Robot metaphor from: Carroll, J. M., & Thomas, J. C. (1982). Metaphor and the cognitive representation of computing systems. IEEE Transactions on Systems, Man, and Cybernetics, SMC 12(2), 107-108-116.

Friendly Robot picture courtesy of Andrew Watson, Flickr. Used under Creative Commons license: [http://www.flickr.com/photos/andrew\\_watson/](http://www.flickr.com/photos/andrew_watson/)

## Email

Email is a way for us to send messages to each other. You may already know email stands for electronic mail, which is exactly what it is. You tell the computer the address you want to send your message to, enter the message you want to include and send it on its way. See the next page for more general information about email and how it works.

An email address might look a little funny, but think of it like a phone number. It contains specific information about how to get to you, encoded in such a way as to make sense to computers. So, when you call someone, their phone number is not just ten random digits, it contains human-readable information also. The area code tells you the state, the next three digits the town and the last four are a specific person.

Here's an example email: [johndoe@gmail.com](mailto: johndoe@gmail.com). This address provides the following information:

- *johndoe* is the username
- *@* means this is an email address not a web address
- *gmail* is the company who provides the email service
- *.com* is a suffix, usually, though not always, used to designate a company.

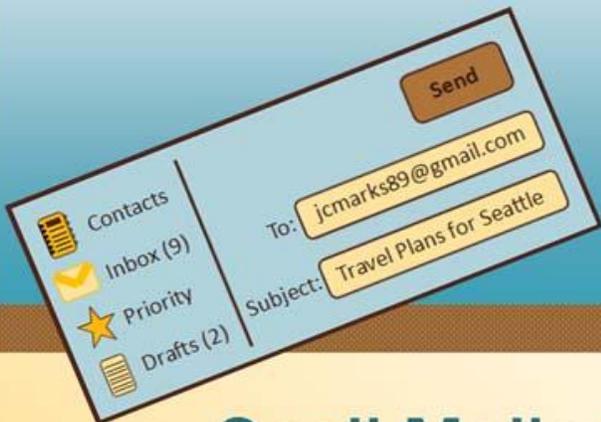
You can use many different programs to access email and each have varying features. Some allow you to access old, saved emails directly on your computer, while others require you to be connected to the Internet to access any email at all. For more information on email providers, see Page 4 of Email 101 in the Further Resources section.

You can include other digital files with your email. The digital file needs to be attached to the email message that you are sending. This takes a few steps. You can send most digital files as attachments, but there may be a limit to how large your attachment can be. In order to read an attachment from someone else, you must have a copy of the program they used to create it, or a similar program.

### Further Resources

- Email 101, Goodwill Community Foundation: <http://www.gcflearnfree.org/email101/1.2>
- E-mail Basics, Goodwill Community Foundation: <http://www.gcflearnfree.org/emailbasics>
- Attach a File to an Email: <http://www.teachparentstech.org/attach-a-file>
- Communication Tab, Teach Parents Tech: <http://www.teachparentstech.org/watch>

# UNDERSTANDING EMAIL



## What is Email?

Email is a way to send and receive digital messages and content over the internet.

## Snail Mail vs. Email

<b>Address</b>	Michelle Garcia 202 Cedar Lane Raleigh, NC 27601	mgarcia212@yahoo.com
<b>Delivery</b>	<ul style="list-style-type: none"> <li>Your envelop or package is delivered by a mail carrier</li> <li>Received in a home mail box or post office box</li> </ul>	<ul style="list-style-type: none"> <li>Your digital message is delivered electronically across the internet through various servers</li> <li>Received online in the Inbox of your email service provider (Gmail, Yahoo, Hotmail, etc.)</li> </ul>
<b>Time</b>	<ul style="list-style-type: none"> <li>Average of 2 days for letters</li> <li>Average of 3-10 days for packages</li> </ul>	Instantly or within a few minutes if servers are busy
<b>Contents</b>	May include packets with documents or packages with larger items	May include attachments for digital documents, files, images, video and more
<b>Costs</b>	The price of stamps or shipping for larger items	Free with internet connection

## Facebook

Have you considered joining Facebook but don't know where to start? Have you already joined Facebook but still find certain things confusing? Here are a few things to know and additional resources to learn more.

**Privacy:** Something to be especially aware of on Facebook. There are privacy settings that restrict the content you share in general when you are using Facebook. Additionally, you can choose a sharing level for a specific post, photo or photo album. Facebook's default settings share more than most people are usually comfortable with. If you only want people you know to see you can set all of your sharing settings to Friends.

You can also use Facebook's View As tool. From their help page:

### How can I see what my Timeline looks like to other people?

You can see what your Timeline looks like to other people by using the **View As** tool.

1. Go to your Timeline and click  ▼
2. Click **View As...** in the dropdown menu.
3. You'll see what your Timeline looks to the public. To see how your Timeline appears to a specific person, like a friend or coworker, click **View as Specific Person**, type their name into the field and press enter.

Keep in mind that posts and photos you've hidden on your Timeline are still visible to the audience they're shared with other places on Facebook, like in News Feed and search.

**Using Facebook on the web vs. an app on your mobile device:** Facebook has apps that can be downloaded for use on a mobile device, such as an iPad or smartphone. These apps are customized for a specific mobile device, but they may not have all the same features. If you are using Facebook through your mobile device and can't figure something out, try to accomplish the same thing on a computer.

**Linking other sites to your Facebook Account:** Many websites on the Internet allow you to log into them using your Facebook login information. While this can be tempting so that you only have to remember one username and password, keep in mind that sites you connect to using your Facebook account have access to information you may not want to share. Keep in mind, too, that if you ever want to deactivate or switch Facebook accounts for any reason there can be difficulties and implications for your accounts on those linked websites.

#### Further Resources

- Goodwill Community Foundation's Facebook 101: <http://www.gcflearnfree.org/facebook101>
- Goodwill Community Foundation's Internet Safety: <http://www.gcflearnfree.org/internetsafety>
- Facebook's Desktop Help Pages: <https://www.facebook.com/help/www/>

## The Cloud, or Where are my Files?



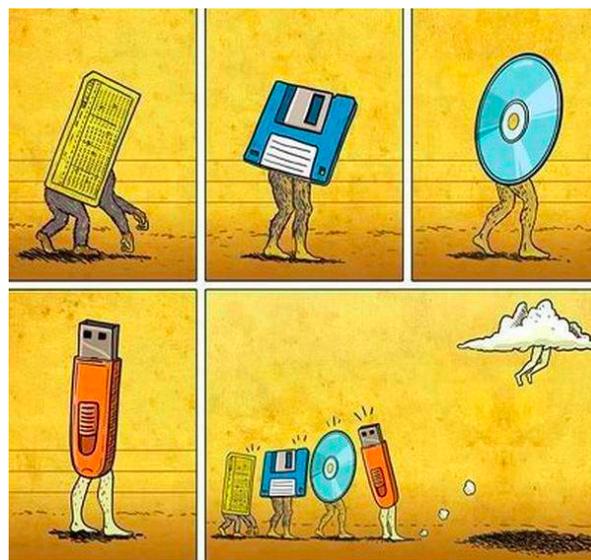
“Why don’t you clean up all this junk and store it in ‘The Cloud’ that you’re always talking about?”

Storing your files on the Cloud makes it easier to access from anywhere and not just on your specific computer. Sometimes you’ll want to move files between computers without using the Cloud and then you’ll want to use a thumb drive (sometimes called flash drive). These are small portable storage devices that work nearly all computers by using a USB port.

### Further Resources

- Goodwill Community Foundation’s Finding your downloaded files: <http://www.gcflernfree.org/techsavvy/8>
- Goodwill Community Foundation’s Web Apps and the Cloud: <http://www.gcflernfree.org/computerbasics/4.1>
- Goodwill Community Foundation’s Google Drive and Docs: <http://www.gcflernfree.org/googledriveanddocs>
- Teach Parents Tech, How to Transfer Files Between Computers: <http://www.teachparentstech.org/transfer-files>

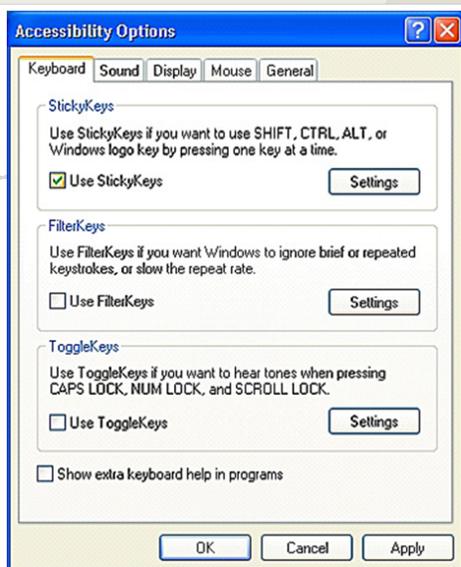
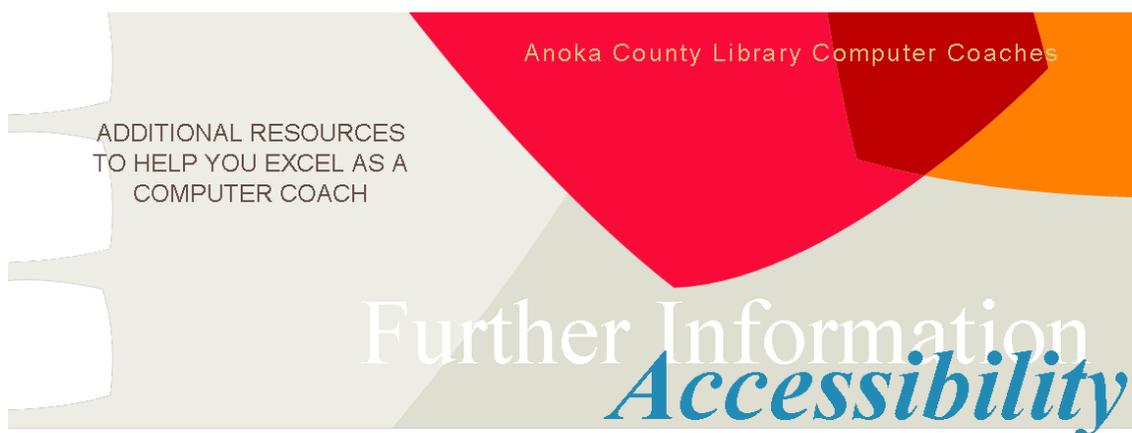
“You may have heard people using terms like the cloud, cloud computing, or cloud storage. But what exactly is the cloud? Basically, the cloud is the Internet - more specifically, it’s all of the things that you can access remotely over the Internet. When something is in the cloud, that means it is stored on servers on the Internet, instead of on your computer. It lets you access your calendar, email, files and more, from any computer that has an Internet connection.” (Goodwill Community Foundation, 2013)



Comic from: <http://webserver.computoredge.com/online.mvc?zone=SD&article=cover&issue=2948>

Storage Evolution image from: <http://blog.intronis.com/bid/113796/Friday-Fun-How-Do-Your-Clients-View-Cloud-Backup>

## Appendix E: Additional Resource Guides



Computers are used by people of all abilities, so no “one-size-fits-all” approach to the layout and navigation can be applied. If you or a user you know would benefit from better accessibility options when using the computer, use these resources to learn simple ways to make computer use easier and more enjoyable!

## Websites

This site discusses how to use the Google browser to offer better accessibility:

<http://www.google.com/accessibility/products/>

To learn about Internet Explorer’s accessibility options:

<http://www.microsoft.com/enable/products/ie10/>

To learn about Fire Fox browsing tips, try this link:

<http://www.accessfirefox.org/>

This site offers step-by-step instructions for making the computer desktop more accessible:

<http://www.seniorguidetocomputers.com/accessibility.asp>

This site provides an overview of what it means to have accessibility online:

<http://www.w3.org/WAI/intro/components.php>

For more information on the accessibility features available from Microsoft Windows computers, follow this link:

<http://www.microsoft.com/enable/>

For Apple product accessibility features, try this:

<http://www.apple.com/accessibility/>

## Videos

For a more visual approach to learning about accessibility, try these YouTube videos:

Windows 7: <http://www.youtube.com/watch?v=sfz9tP2fYNc>

Mac OS: <http://www.youtube.com/watch?v=odGrILfTDKU>

Anoka County Library Computer Coaches

ADDITIONAL RESOURCES  
TO HELP YOU EXCEL AS A  
COMPUTER COACH

## Further Information *Troubleshooting*



*What do you do when your computer won't turn on? What about when the screen turns blue, or when the mouse won't respond on the screen? Sometimes you really need to call for help, but sometimes a little basic troubleshooting will fix the problem. This resource guide provides links to find instructions on basic troubleshooting, so you can try to save a trip to the computer doctor!*

### Websites

This site has simple links to help you learn about what's going on with your computer:

<http://www.computerhelpatoz.com/easy-tips-for-pc.html>

Provided through the University of Oxford, this site offers a step-by-step process of basic troubleshooting:

<http://www.oucs.ox.ac.uk/helpcentre/troubleshooting/intro/>

### Tutorials

These tutorials offer another way to explore possible troubleshooting solutions. This first link provides a slide show that helps you gain familiarity with the computer components, and then looks at what could be wrong:

<http://www.slideshare.net/praveensdataworks/basic-computer-operation-and-troubleshooting>

<http://www.techsoup.org/community/events-webinars/basic-pc-troubleshooting-2013-02-12>

Anoka County Library Computer Coaches

ADDITIONAL RESOURCES  
TO HELP YOU EXCEL AS A  
COMPUTER COACH

## Further Information *Internet Safety*



*The Internet is an amazing means of finding the information we need and keeping us connected to our loved ones. However, venturing online without being aware of the potential dangers is never a good idea. These resources help to explain the risks included with using the Internet, how to safely avoid them, and how to handle them when in those situations.*

## Websites & Articles

This site offers a clear, brief discussion of Internet safety, along with a tab full of interactive tutorials:  
<http://www.gcfllearnfree.org/internetsafety>

This webpage from Homeland Security compiles documents with Internet safety tips, and who to contact in times of trouble:  
<http://www.dhs.gov/publication/stopthinkconnect-older-american-resources>

This site from the FBI covers common fraud schemes aimed at senior citizens:  
<http://www.fbi.gov/scams-safety/fraud/seniors/seniors>

This site briefly describes some of the dangers online to senior citizens  
<http://www.atg.wa.gov/InternetSafety/Seniors.aspx#.UqSFxvRDuOV>

This article outlines why seniors may be more susceptible to fraud and viruses:  
<http://pewinternet.org/Reports/2006/Are-Wired-Seniors-Sitting-Ducks.aspx>

This link shares an article from AARP magazine that explains how fear is a barrier to seniors going online:  
<http://www.aarp.org/technology/innovations/info-08-2011/elderly-fear-of-technology.html>

## Videos and Tutorials

Try this interactive module to better understand safe Internet searching:  
<http://www.gcfllearnfree.org/searchbetter/module/4>

Watch this video to hear a discussion of fraud risks:  
<http://www.youtube.com/watch?v=exytbNk5PBw>

Anoka County Library Computer Coaches

ADDITIONAL RESOURCES  
TO HELP YOU EXCEL AS A  
COMPUTER COACH

## Further Information *Training Tips*



*Sometimes working with technology becomes so second-nature to us that we have to stop and consider the most helpful way to instruct someone else. Sometimes we realize our own limitations. This resource guide can be paired with the training tips otherwise provided as a helpful reminder and learning tools, preparing you to give the best possible instruction!*

## Websites

This link holds a document that provides some great tips on how to best approach teaching seniors:

<http://nihseniorhealth.gov/toolkit/toolkitfiles/pdf/QuickTips.pdf>

This site provides a list of helpful links addressing computer terminology, instructor materials, and other computer literacy resources:

<http://mnliteracy.org/educators/adult/technology/computer-skills>

This site has a very basic layout, but it gives step-by-step instructions for common computer concepts:

<http://www.computerhelpatoz.com/freetips.html>

This site provides interactive learning and explanations of computer basics:

<http://www.gcfllearnfree.org/computerbasics>

## Tutorials

By creating an account with this site from the Minnesota Literacy Council, you can take a free, quick online class to learn how to teach computer skills — complete the readings and exercises at your leisure!

<http://online.themlc.org/login/index.php>

Microsoft's digital literacy site provides interactive games and guides to help you learn the basics of a variety of programs (Word, Cloud, Excel, etc.), so you can teach them to others!

<http://www.microsoft.com/about/corporatecitizenship/citizenship/giving/programs/up/digitalliteracy/default.aspx>

## Appendix F: Resources for Developing a Volunteer Program

Joyce Yukawa's presentation at the Minnesota Library Association Conference 2013, "Finding the Fires that Burn Within: A Community-Based Framework for Developing Older Adult Services," provides an overview of how libraries can engage Baby Boomer Volunteers around these core ideas:

### Vision of a Community Approach

- Talented, skilled, passionate Baby Boomer volunteers serve the library's mission.
- Volunteer-staff teams make a measurable difference in meeting community needs.
- Learning through collaboration strengthens and inspires volunteers and staff and builds sustainability.

### Principles of a Community Approach

1. Be volunteer-centric and library-centric.
2. Do good work.
3. Build a learning community for capacity-building and sustainability.

More information can be found in the presentation handout (<http://www.jyukawa.com/main/node/117>) with further resources that include examples and workshop materials from the California State Library's *Transforming Life After 50* initiative (<http://www.transforminglifeafter50.org>).

## Appendix G: Accessibility and Older Adults

### Vision

#### Visual decline

- Decreasing ability to focus on near tasks, including a computer screen
- Color perception: less violet light is registered, making it easier to see red and yellows than blues and greens and often making darker blues and black indistinguishable
- Pupil shrinkage results in the need for more light and a diminished capacity to adjust to changing light levels.
- Contrast sensitivity starts to decline until at the age of 80 it has been reduced by up to 83%
- Reduction in visual field
- Two common eye diseases of aging can also seriously affect vision: cataracts, resulting in blurred vision and glare sensitivity, and age-related macular degeneration, resulting in central vision deterioration and an inability to see fine detail and distinguish color possibly combined with a sensitivity to glare.
- What it's like to be visually impaired (YouTube, <http://www.youtube.com/watch?v=v9CawJSUy2c>)

#### Barriers faced

- Those with visual impairments have the most difficulty with visual displays and other visual output.
- Problems in utilizing controls where labeling or actual operation is dependent on vision (e.g., where eye-hand coordination is required, as with a computer "mouse").
- Written operating instructions and other documentation may be unusable.
- Those with color blindness may have difficulty differentiating between certain color pairs, when information is color-coded or where color pairs result in poor contrast.

#### Improvements

- Enlarging or reducing text size and images
- Customizing settings for fonts, colors, and spacing
- Listening to text-to-speech synthesis of the content
- Listening to audio descriptions of video in multimedia

### Hearing

#### Hearing impairments

- Hearing impairment is one of the most prevalent chronic disabilities in the U.S. Loss of hearing is part of the natural aging process. 23% of those aged 65 to 74 have hearing impairments, while almost 40% over age 75 have hearing impairments.
- Hearing Loss and the Flintstones (YouTube, <http://www.youtube.com/watch?v=TvK41KVn4eQ>)

#### Barriers faced

- The primary difficulty in using standard products is receiving auditory information, which can be compensated for by presenting auditory information redundantly in visual form.

#### Improvements

- Transcripts and captions of audio content
- Alternatives to voice input to access products with voice input.

### Physical and Motor Skills

#### Motor skill diminishment

- Age-related diseases:
  - The US-based Arthritis Foundation reports that 50% of Americans over 65 experience arthritis.
  - Parkinson's Disease, a progressive neurological condition affecting movements such as walking, talking, and writing. The four primary symptoms of Parkinson's Disease are:
    - Tremor - trembling in the hands, arms, legs, jaw and face
    - Rigidity - stiffness of the limbs and trunk
    - Bradykinesia - slowness of movement
    - Postural instability - impaired balance and coordination

#### Barriers faced

- Problems include poor muscle control, weakness and fatigue, difficulty walking, talking, seeing, speaking, sensing or grasping (due to pain or weakness), difficulty reaching things, and difficulty doing complex or compound manipulations (push and turn).
- Twisting motions may be difficult or impossible for people with many types of physical disabilities (including cerebral palsy, spinal cord injury, arthritis, multiple sclerosis, muscular dystrophy, etc.).

#### Improvements

- Ergonomic or specially designed keyboard or mouse
- Head pointer, mouth stick, and other aids to help typing
- On-screen keyboard with trackball, joystick, and switches to operate it
- Voice recognition, eye tracking, and other approaches for hands-free interaction

## Learning and Literacy

#### Cognitive impairments

- Memory loss accompanies aging.
- Most prevalent forms of cognitive deficit among older adults are dementia and Alzheimer's disease. Symptoms of Alzheimer's include:
  - Loss of memory
  - Confusion and problems with speech and understanding
  - Mood changes
  - Communication problems
  - Attention and judgment deficits

#### Improvements

- Clearly structured content that facilitates overview and orientation
- Consistent labeling of forms, buttons, and other content parts
- Different ways of navigating websites, such as through a hierarchical menu or search option
- Options to suppress blinking, flickering, flashing, or otherwise distracting content
- Simpler text that is supplemented by images, graphs, and other illustrations
- There are very few assistive devices for people with cognitive impairments. Simple cueing aids or memory aids are sometimes used.

## Resources

#### Introduction to disabilities

- University of Wisconsin, Trace Center. A Brief Introduction to Disabilities. <http://trace.wisc.edu/docs/population/populat.htm#visual>
- W3C Web Accessibility Initiative (WAI). Diversity of Web Users. <http://www.w3.org/WAI/intro/people-use-web/diversity>
- W3C Web Accessibility Initiative (WAI). Web Accessibility for Older Users. <http://www.w3.org/TR/wai-age-literature/>

#### Freely available assistive technology

- Operating systems
  - Apple Accessibility <http://www.apple.com/accessibility/osx/>
  - Windows Accessibility <http://www.microsoft.com/enable/>
- Web browsers
  - Google Products Accessibility <http://www.google.com/accessibility/products/>
  - Firefox Accessibility <https://support.mozilla.org/en-US/kb/accessibility-features-firefox-make-firefox-and-we>
  - IE8 Accessibility <http://www.microsoft.com/enable/products/IE8/>