Skills for Working with Internet Beginners

Basic Manual – 2014

This reference guide accompanies the workshop, *iConnect: Skills for Working with Internet Beginners*. In this workshop, participants acquire the skills needed to explain basic internet concepts and tasks to learners with little or no computer experience. For those who work in a town library, a senior center, a community organization, a state agency, or who simply want to help a family member, this session provides a good foundation.

Recommended online resources for continued learning are included.

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Getting to Know your Computer

There are two main types of computers (also see Tablet Computing, p. 18):

Desktop Computer   **Laptop Computer**

Use the power button to turn your computer on. The power button is on the base of the desktop computer and on the keyboard of the laptop:

The Power Button

Use the mouse to control and coordinate the cursor on your monitor:

The Mouse

Figure 1 Basic mouse used to navigate your cursor on the computer's monitor.

Use the keyboard to enter text or data into your computer:

The Keyboard

Basic Computer Navigation

The computer mouse allows you to move the cursor around the computer screen. The cursor allows you to move and select items on the screen and open internet links.

As you move your mouse around the screen of your computer, the cursor may change depending on the task.

The Cursor Symbols

Figure 3 Icons: pointer and finger

Clicking Your Mouse

The mouse usually has a left and a right button.

Single-click with the left mouse button to select items on your screen by pushing the button one time only.

Double-click with the left mouse button to open selected items such as folders or web links by pushing the button two times only.

Drag and drop to move a selected item on the computer screen from one place to another by holding down the left button on the mouse, then moving the mouse. The selected item will move on the screen with the cursor. Release the button when the item is where you want it to be.

Single-click on the right button to make visible a list of computer commands like save, copy, cut, and paste.

Using Your Keyboard

The following diagram illustrates the keys you will use to enter text and data into your computer.

The Keyboard Diagram

Figure 4 Diagram of a standard computer keyboard.

• Press the **Letter Keys** to type letters. Using the **Shift** key to capitalize; press **Caps Lock** key to type in all capital letters.

• Press the **Space Bar** to put one space between letters or words.

• Press the **Tab Key** for larger spaces between words.

• Pressing the **Backspace** will delete text and numbers.

• Press the **Return / Enter Key** to move cursor to next line.

• Use **Arrow Keys** (instead of the mouse) to move the cursor on the text page.

Understanding Your Desktop and Icons

The desktop on the computer is similar to an actual desk top, one that has important documents and information on it for you to work with.

On your computer desktop you will find:

• A **start button** to open programs on your computer.

• **Icons** or small pictures representing computer files or programs

• **Folders** that contain a variety of other documents. Folders can be used to organize the content you create or collect.

• A **taskbar** at the bottom or top of your screen showing you which programs you have open.

• A **Trash** or **Recycle bin** will also be on the desktop. Here you can store unneeded files that can be completely deleted from your computer by emptying the trash.
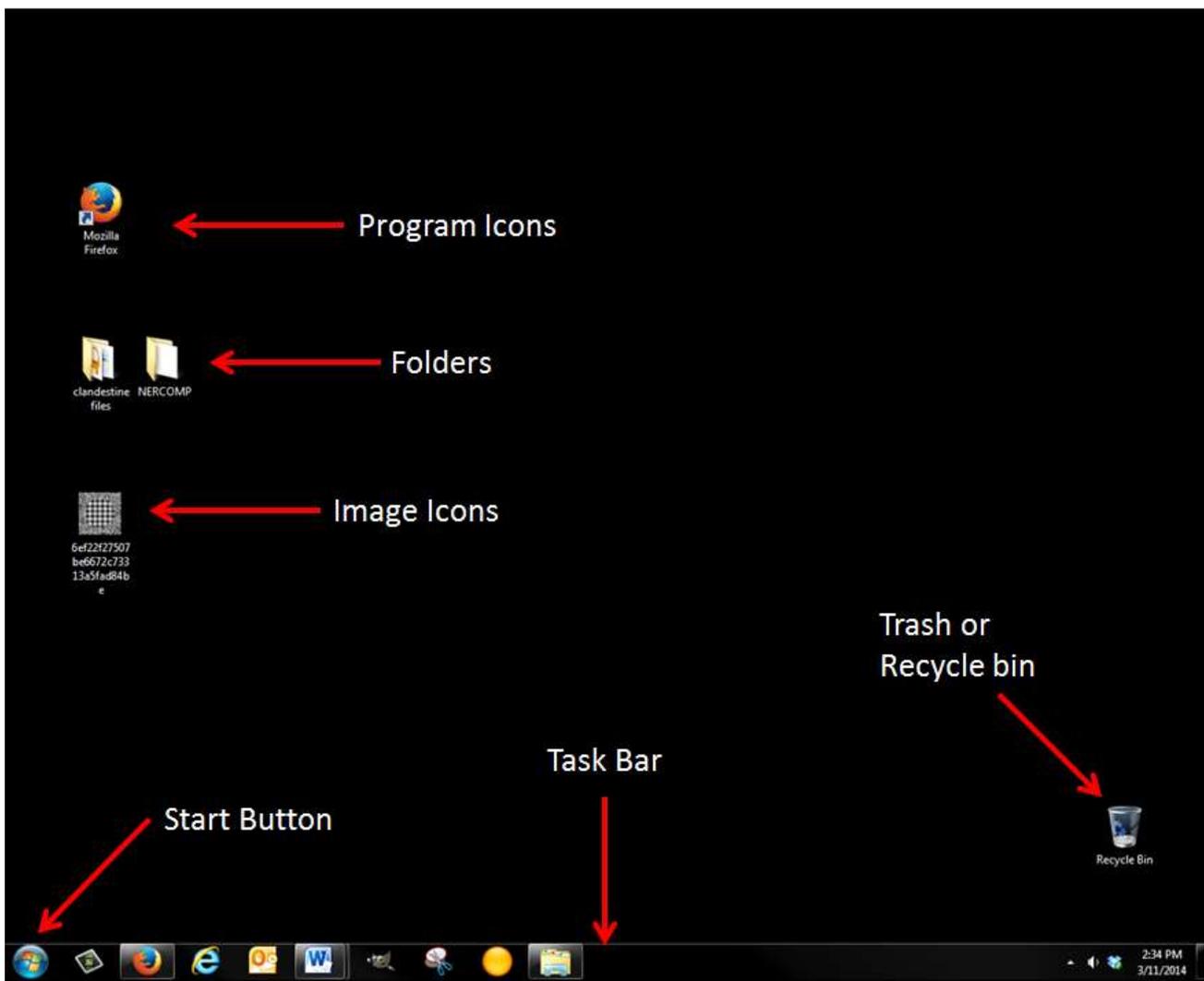

Figure 5 Please note: your desktop will be different when you switch to a different computer.

Opening Programs or Files on the Computer

To open a file or program, double-click on its icon with the left mouse button.

It is possible for you to have more than one document or program opened at a time.

When a program is open you will have **scroll bars** on your desktop, one on the right side of the screen to *move the screen up and down*, and one on the bottom of the screen to *move the screen left and right*.

Each program has a **menu bar** that displays commands to use with your programs.

To hide a program or document without closing it, click on the **minimize icon** with your mouse and it will attach itself to the taskbar at the bottom.

To make the program or document you are working on fill the entire screen, click on the **maximize icon** with your mouse. To close the program or document, click on the **close icon** with your mouse.

What is the Internet?

Figure 6 Image representing internet connectivity in the United States.

The internet is a worldwide collection of computer networks, working together to exchange data and information. The internet actually connects millions of computers together, creating a network in which computers can communicate with each other as long as they are connected to the internet. This communication takes place through telephone wires, cable lines, and satellite links.

It is easy to connect to the internet with a personal computer, or a computer in a public place like the library or an internet café.

What is the World Wide Web?

The World Wide Web, or the Web, is an information-sharing system built on top of the Internet that uses the internet to transmit data and information by utilizing browsers like Internet Explorer and Firefox to access information on web pages.

Web pages contain a wide variety of information including text, audio, videos, and graphics.
By using the World Wide Web you can:

• Send and receive emails among friends, coworkers, and colleagues.

• Post information for others to access and update it frequently through social media and other networks.

• Access multimedia information that includes sound, photographic images, and even video.

Navigating the World Wide Web

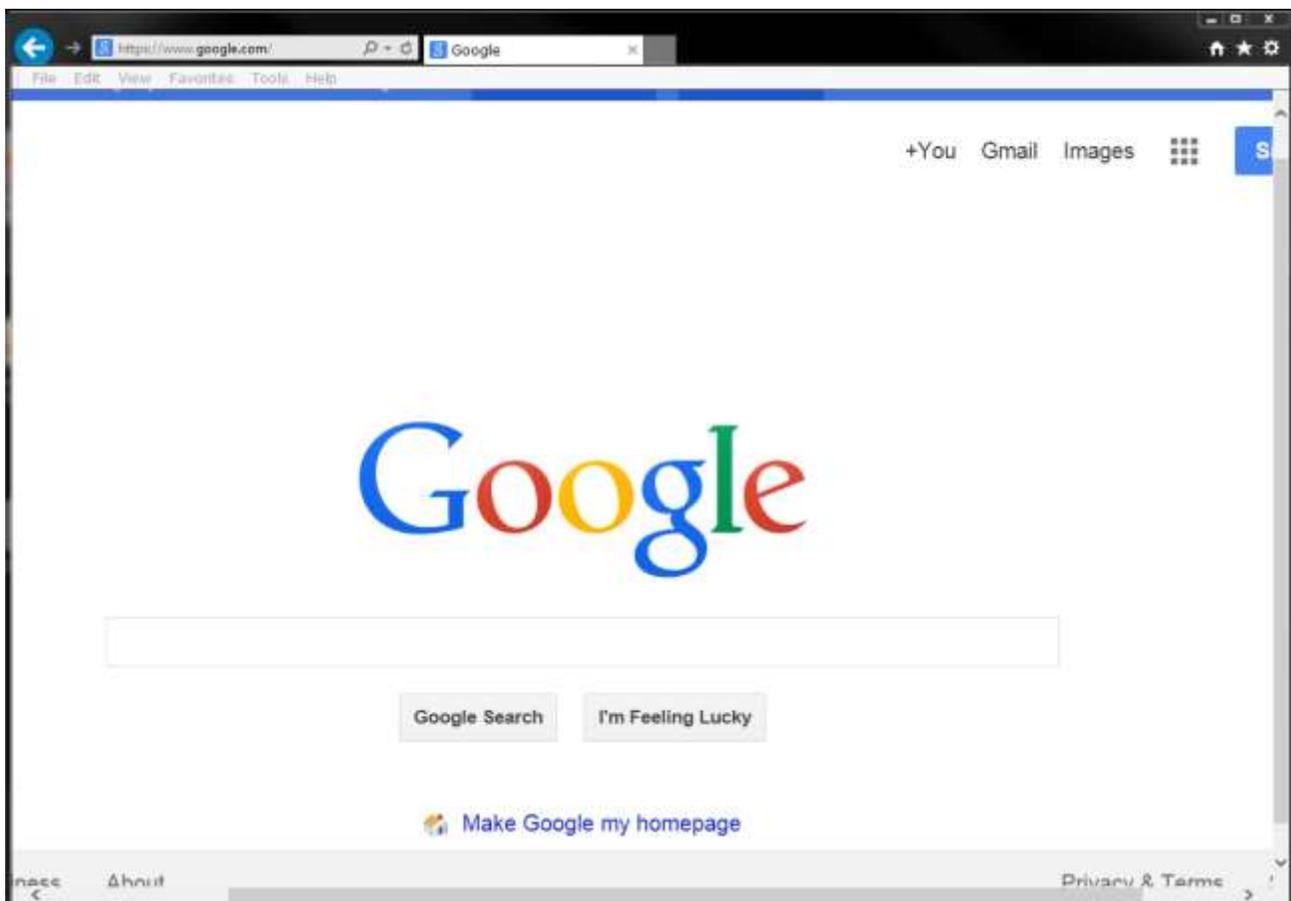Mozilla Firefox   MS Internet Explorer   Google Chrome

A web browser is a computer application used to find and display web pages. Internet Explorer, Firefox, and Chrome are three of the most popular browsers. Safari is a Mac-specific web browser.

On the computer double click the icon to open a new browser window.

**Layout of a Web Browser Window**

Internet browsers differ in their specific layouts, but the basic functions remain the same.

The **Address bar** on the top is for either typing in the web address that you want to go to, or displaying the web address of whatever site you are on.

If you know the address of the website you want, it can be typed directly into the **address bar** (e.g., www.ccv.edu).
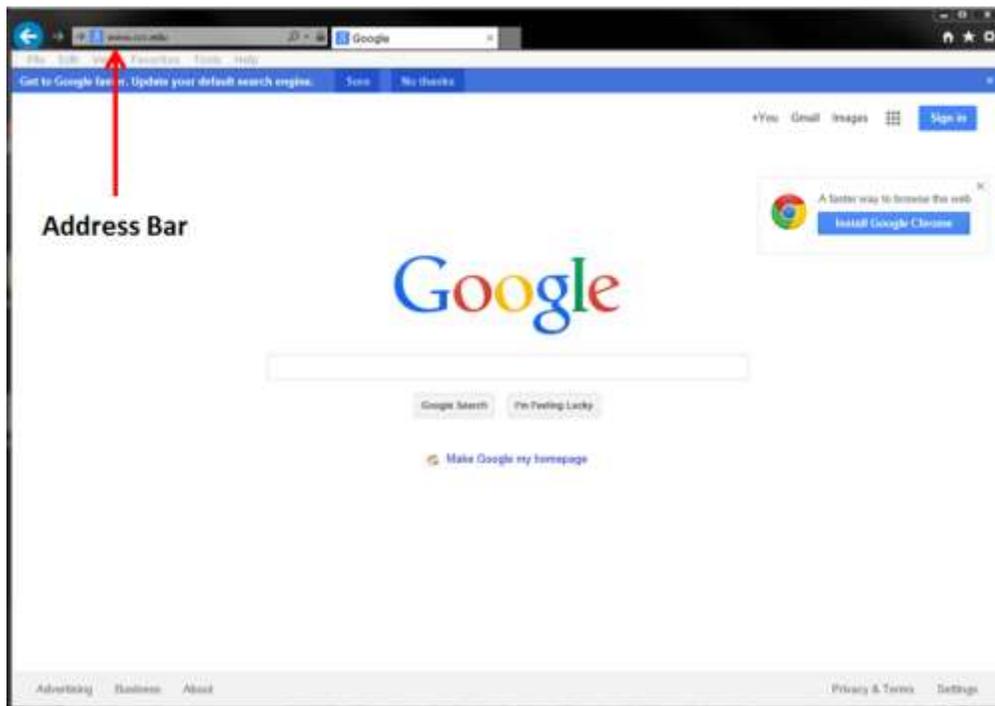
Otherwise, type a word or phrase into the **search bar** on the top right of the browser window and press enter. The most relevant websites will be shown in the main window.
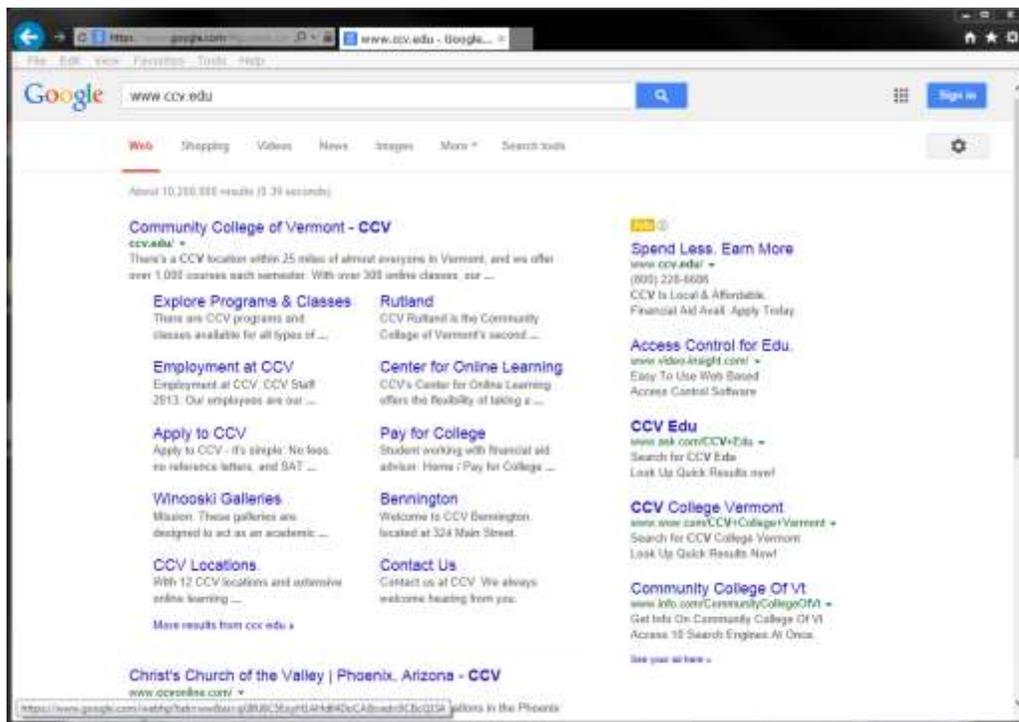
Most browsers will display websites with a link, a web address, and a blurb about the site, or text from the site.

The link is the important part, and it is usually larger, **colored blue**, and underlined.

Click on the link that seems most relevant to what you want and hopefully you'll get where you want to go.

If you do not find what you want, you can always use the **back button** to return to the previous page.
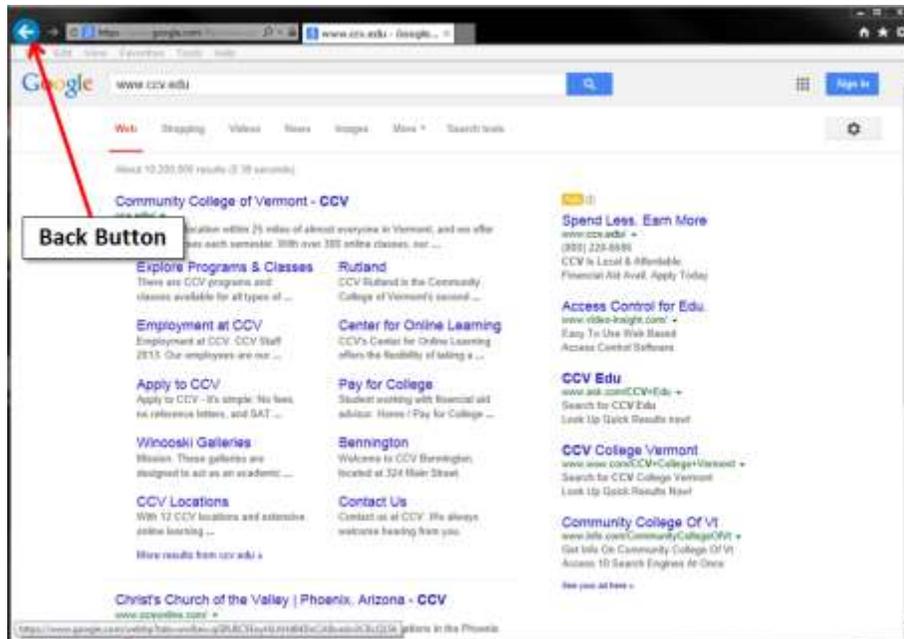
If you go back to the page of search results, you will see that the link that you clicked before is most likely **purple, indicating that you have already clicked it.**
This can be very helpful if you visit a lot of different sites and can't remember which ones you have already visited. You can try another link or refine your search words.
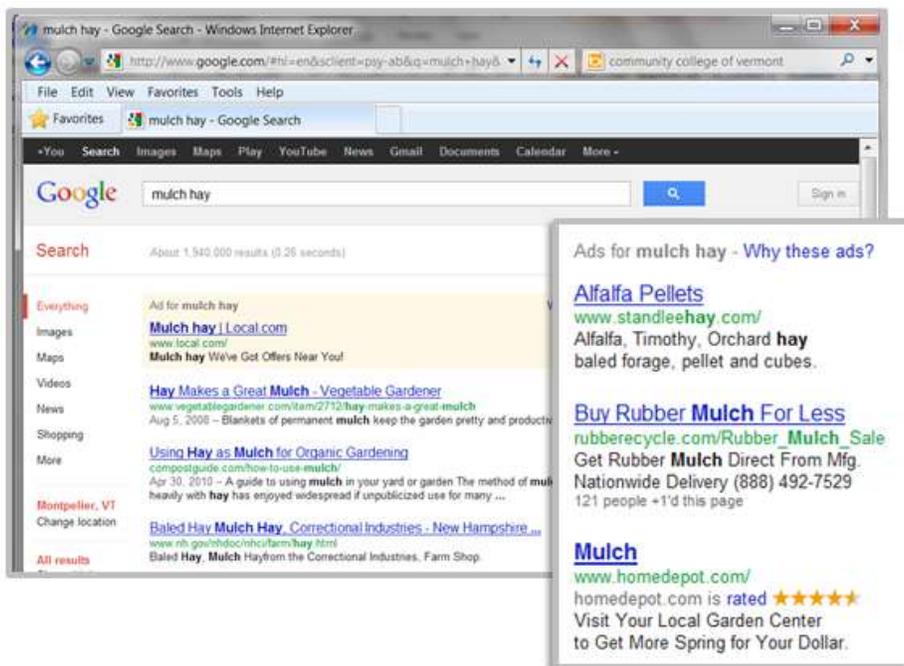
In the above screen shot on the previous page, we can see results for the search term: "mulch hay."

Note that some results at the right side of the window are paid website links based on your search words.

These may not be as relevant as the rest of the search results shown and sometimes can be misleading advertisements.

Filling Out Online Data and Registration Forms

NOTE: Make sure before entering any personal information into an online form that the URL (web address) begins with **https://** and not **http://**.
When a website begins with https://, it means that the website is secure, and it will encrypt the entered data to keep your I\internet transactions safe.

If you use the internet to search for a job, gain access to social or health services, internet banking, shopping, or to join a social networking site, you will need to know how to fill out registration forms online.

Online registration forms are very similar to paper registration forms, with a few differences worth noting.

The online registration form utilizes **fields** or empty boxes to enter pertinent information like your name, address, etc.

You will notice fields on the registration form marked with asterisks *. *These marked fields are required to complete the form.* Be sure to fill in this information or you will not be able to submit the form!

To enter information in a **field** on an online registration form, simply left-click your mouse with the cursor in the field, then type in the requested information, such as name, address, email, etc.

To move from one field to the next efficiently, use the **Tab key** on your keyboard.

A radio button is a small circle on the registration form. This button is provided to choose only one option in response to a question. To fill in a radio button on a form, simply left-click your mouse on the button to select the option

Online registration forms also provide **drop-down menus** to choose relevant information from a selection. To use a drop-down menu simply left-click on the arrow pointing down, and then left-click on your choice.
When you do this, the selected information will automatically occupy the drop-down menu field.

Do not forget to click the **Submit button** at the bottom of the form.
If you can't submit the form, look over the entire form to see if there is a message about required information that you did not enter. Enter the information and try submitting again.

After you **submit** the form, look for your confirmation page to appear and write down any important numbers. Many forms also send confirmation by email.
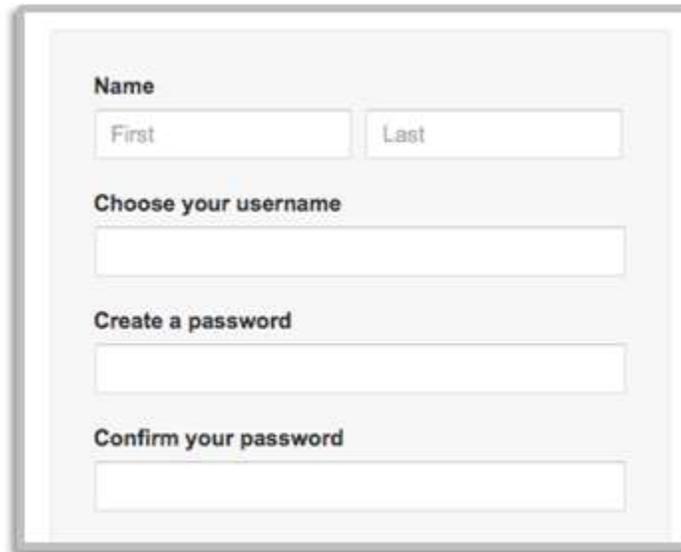
Creating Usernames and Passwords

Most websites will not let you register until you have a valid email address to enter on the form.

You will notice the email field usually has an asterisk* next to it.

A working email address allows the recipient of the online registration form to confirm it has been received and filled out properly.
When you register online you will often be asked to create a **username** and **password:**

Be sure to choose a username you will remember, but to protect your identity, do not use your own name.
You will also be asked to enter a password when registering online.
If you need to write down your username and password in order to remember them, be sure to keep them in a safe place where others won't find them.
Finally, you will most likely need to check a **tick box** to complete your online form.

Placing a **tick** in the box usually means that you have agreed to the terms and conditions of the organization or website you are registering for.
Left-click in the tick box to create a checkmark indicating your agreement.

Read all instructions carefully—sometimes tick boxes are used for marketing purposes, and by ticking the box, you may be agreeing to receive a lot junk mail!

How to Choose a Safe and Strong Password

The more you use the internet, the more you will need to create passwords to access your accounts for email, shopping, banking, social services, social networking, etc.

You want to be sure that you choose a strong, secure password—one that is easy to remember and difficult for someone else to guess.

To create a strong password, choose a diversity of characters (capital and lower-case letters, numbers, and symbols like @ or =). Some websites require passwords with a minimum number of characters, often eight.
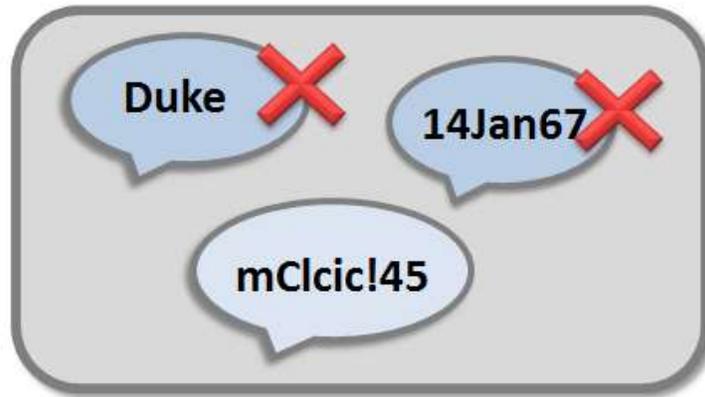
Many people choose a password like the name of their dog (Duke), their birthday (14Jan67) or a sequence like 345678. These are bad choices, because they are common words or names, they don't use diverse characters, they are too short, or they are easy to guess for someone who knows personal information about you.

A good technique for choosing a password is to think of a memorable phrase, then use the first letters of the phrase to create the password.

Memorable Phrase: **my Charlie loves coffee ice cream! at 45**
Password: **mClcic!@45**

You will notice that this password is made up of a mixture of characters—capital and lower-case letters, numbers, and symbols. These strong passwords help keep you and your information safe on the internet.
Use different passwords for different online accounts and be sure to safeguard your passwords if you need to write them down to remember them. It's best not to share passwords with anyone—even family and friends.

Setting Up an Email Account

Electronic mail or **email** provides a fast way of sending messages to people using the internet.

An email address is made up of several parts, for example: **justin.tyme@ccv.edu**
This address includes:

• a name or username

• **@** the symbol for the word "at"

• a company, institution, or organization your email address is associated with

Your Internet Service Provider (ISP)—such as Comcast, Verizon, or AOL—may provide you with an email address that is hosted by them, or you can create a free email address with a provider such as **Gmail** or **Yahoo**.

Be sure to select the **CREATE NEW ACCOUNT** option on the page and follow directions to set up your account.
Always keep your username and password in a safe location.

Sending an Email

When your account is set up, you can send and receive emails.
To access your account, find your email provider login and type in the username and password you created.
Once logged in, you will have mailboxes for incoming mail (Inbox), for outgoing messages (Sent), and ones that you create for organizing messages that you receive, such as Family, Work, Friends, etc.

Signing in to your email – Gmail
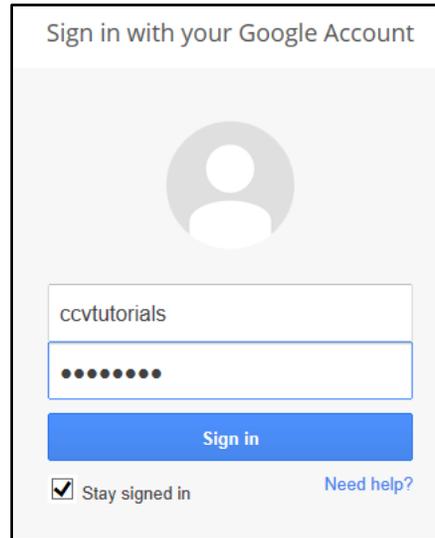
You can also send email to others. To do this, click on the **new** or **compose email** button.
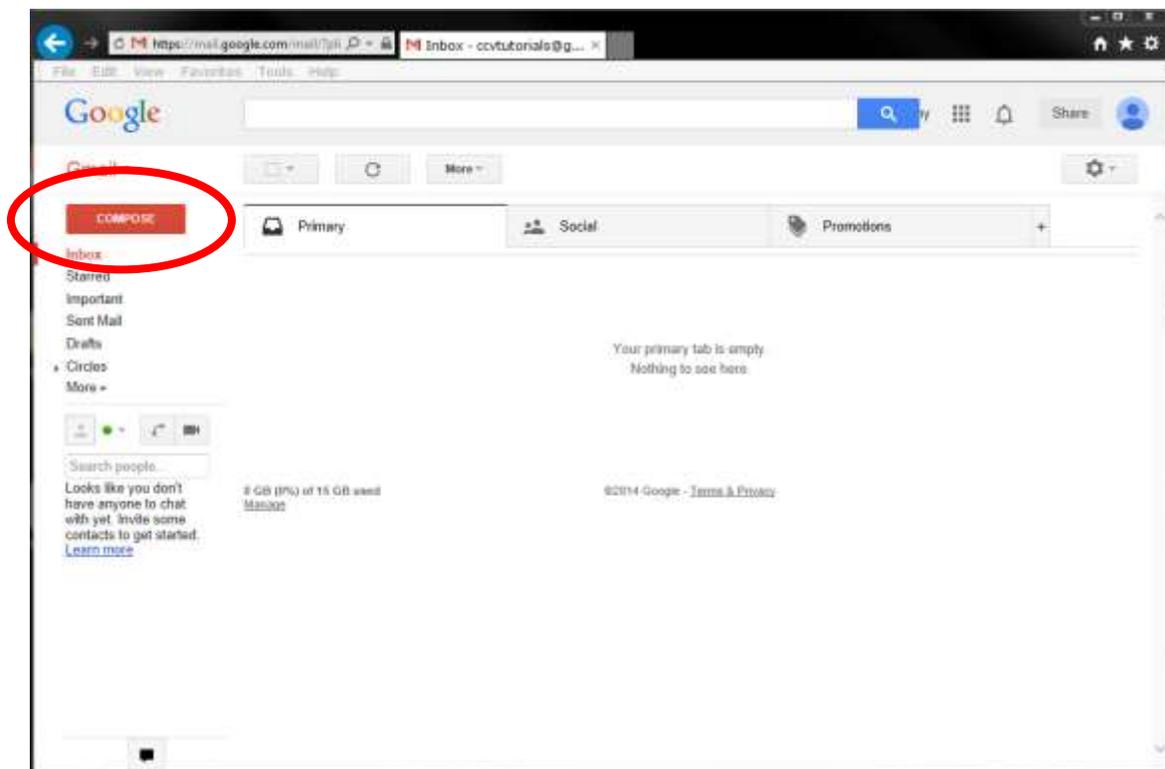
Type in the email address, type the subject of your email in the subject line, and type the text of the email in the main body.
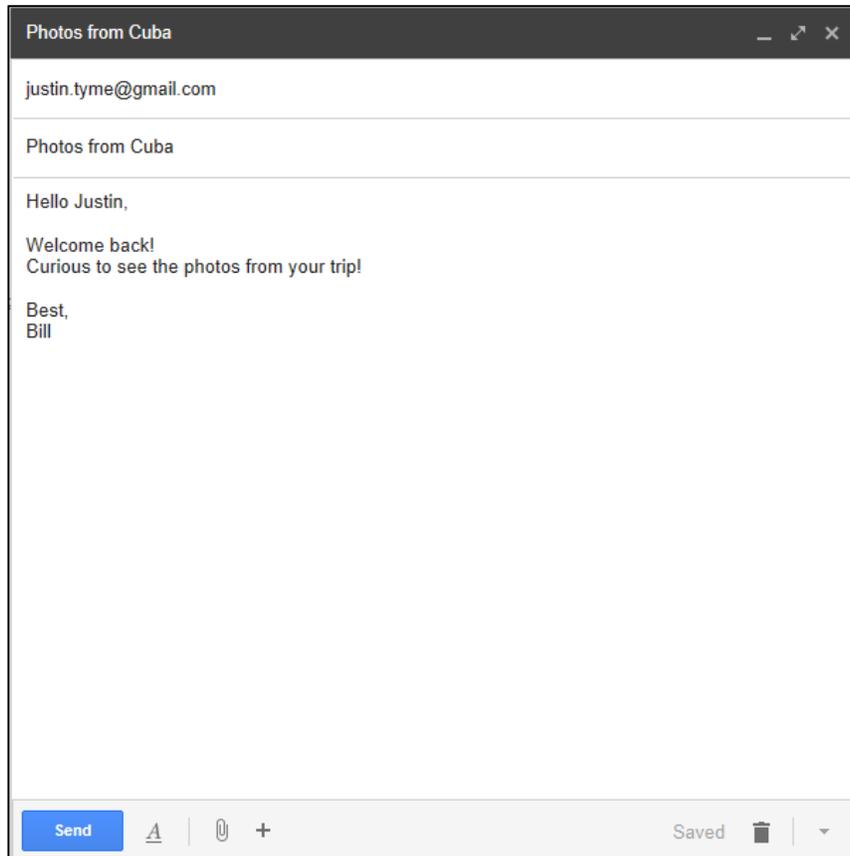
When you have finished writing your email message and proofreading it, click on the **send** button, and your email will be delivered immediately. It is customary to avoid using all capital letters in a message, as that is considered to be SHOUTING in the online world!

Web Resources for Further Learning

The internet has great resources for learning about . . . the internet! Here are some recommended websites that can help beginners get more comfortable in the online world:

WebWise – BBC - http://www.bbc.co.uk/webwise/

Teach Parents Tech - http://www.teachparentstech.org/watch

GCF Learn Free - http://www.gcflearnfree.org/internet

There are many other tutorials out there - these three websites are highlighted because they have a simple design and are easy to navigate. For more options, visit:

e-Vermont Internet Basics
http://e4vt.org/intro-to-the-web

Tablet Computing

Figure 9 Example of an Apple iPad

There are many different types of tablets available, and it is important to know the brand and model you are using and to familiarize yourself with its features. It is not possible to explain all the features for all tablets in this documentation.

Apple iPad   **Motorola Xoom**

Using a Tablet

Tablet computing differs from using a desktop or laptop computer in that a tablet is smaller, more compact, and therefore more mobile.

Many of the tasks you could normally do on a desktop or laptop computer, such as read and write email, look at photos, watch videos, and listen to music, can be done using a tablet.

The most important difference is that the screen of a tablet is sensitive to touch. This means you can use your index finger to touch folder, icons. and the one screen keyboard. Some desktop and laptop computers now include touch screens.

It is important to familiarize yourself with the essential features of your tablet. For the purposes of this documentation, an Apple iPad will be used for illustrations.

The Anatomy of an Apple iPad

The **Home** button takes you back to the Home screen at any time. What you see in the image above is the Home screen.
The **Sleep / Awake** button allows you to lock the iPad and put it to sleep when you're not using it. When the iPad is locked, nothing happens if you touch the screen.
The **App Icons** access applications (apps) on a tablet. To open apps, simply tap the app icon with your index finger.

Figure 10 How to use the multi-touch screen with index finger

Use the **Multi-Touch Screen** to open apps, drag images, or use the integrated keyboard with the use of your index finger. This feature is unique to tablet computing.
The **Status Bar** shows if you are connected to networks, either Wi-Fi or 3G or 4G services.
You can plug a pair of headphones into your tablet's **Headphone Jack** to listen to music or audiobooks or watch video clips and films.
The **Volume up/down** buttons control the volume of audio coming from the tablet itself or through the headphones.
The **Dock Connector** connects to a recharge cord to recharge the battery. This cord also allows you to plug into a desktop or laptop computer to transfer files.

Tablet Orientation and Keyboard

Figure 11 Horizontal orientation (left) and horizontal orientation (right)

With tablet computing you can change the orientation from a vertical orientation to a horizontal orientation, depending on how you hold the tablet. The horizontal orientation gives you a larger on-screen keyboard.

The keyboard on this Apple iPad tablet is not like computer keyboards. To maximize the visible space, numbers and symbols are accessed by clicking on number and symbol keys (see below).

Anatomy of an iPad Keyboard
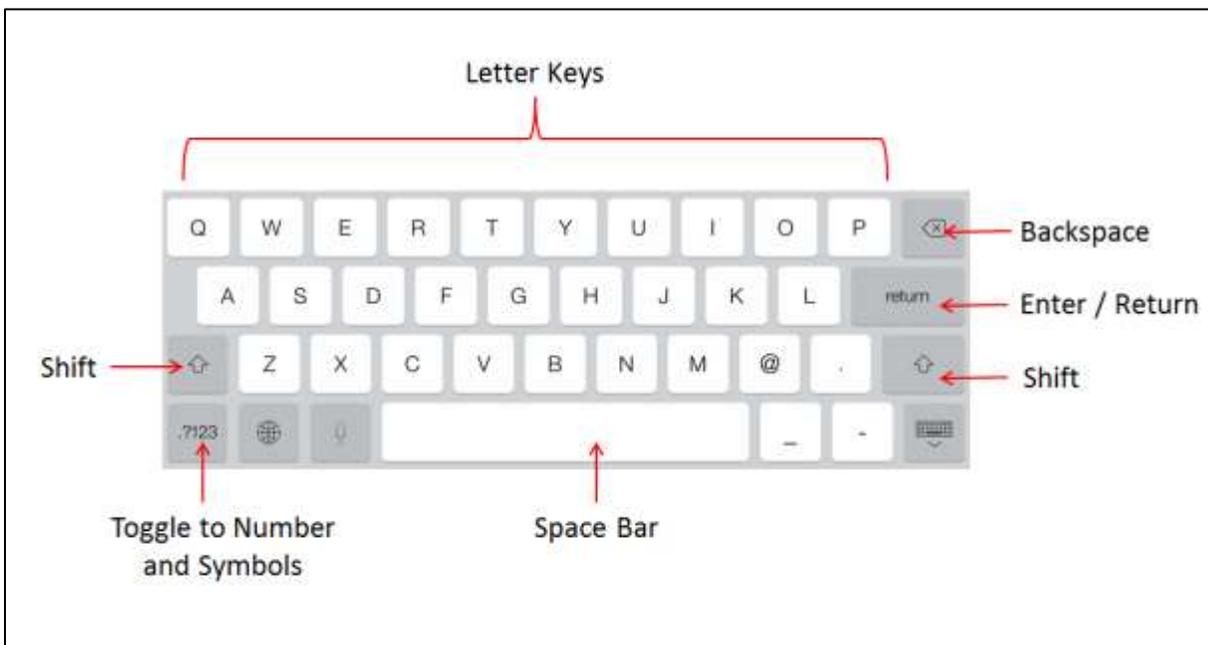
Figure 12 This tablet keyboard is very similar to a regular desktop or laptop keyboard

To add numbers, commas, periods, asterisks or other symbols to your message tap you index finger on the toggle button to access number and symbol keys on the touch-screen keyboard.

The diagram below shows how you can toggle back and forth between the letter, number, and symbol screens.
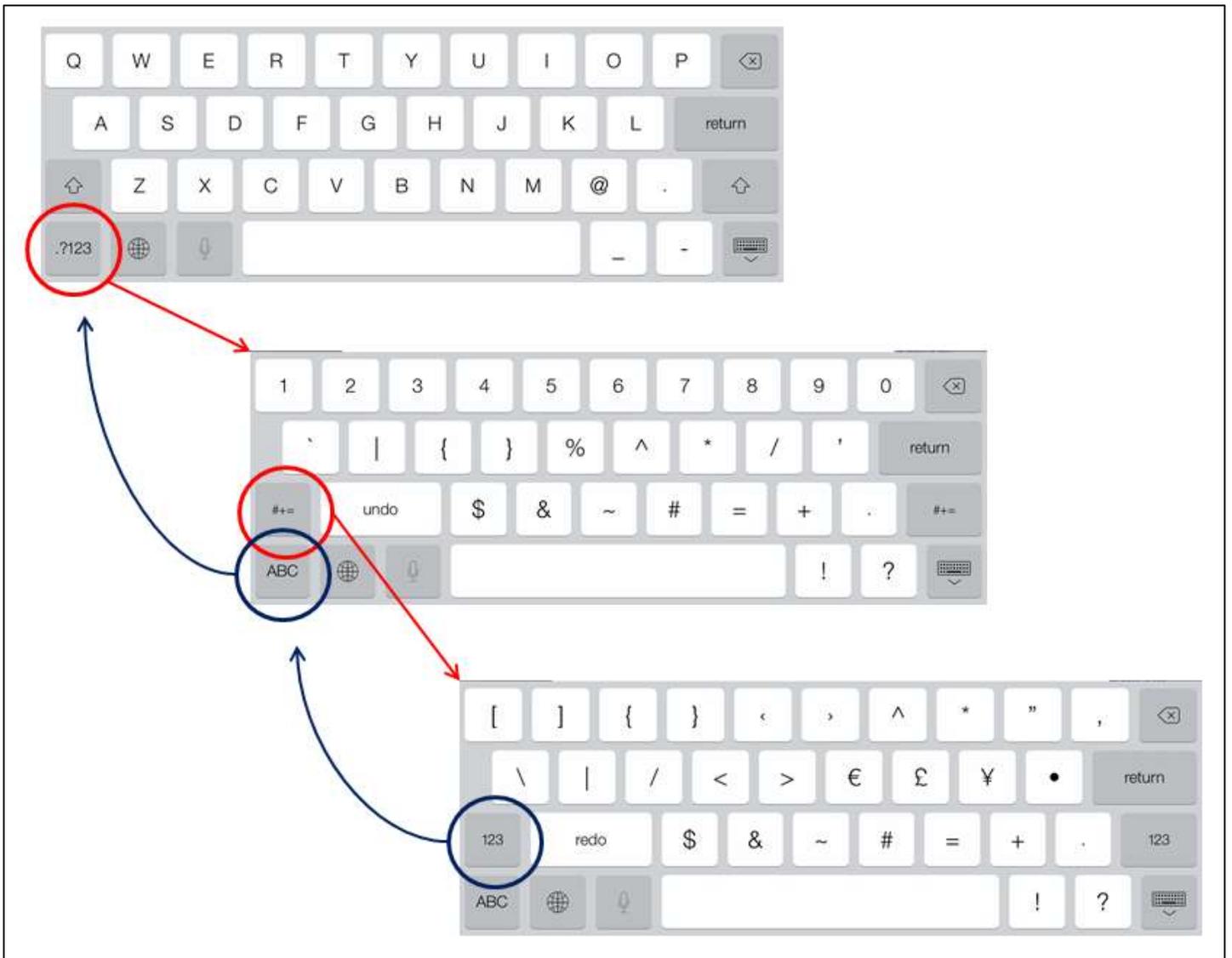
Figure 13 - How to navigate the letter, number, and symbol keyboard options

The Red Circles and Arrows indicate how to navigate to the following screen.

The Blue Circles and Arrows indicate how to you would return to the previous screen.

Glossary of Computer and Internet Terms

These and many other computer terms are explained in greater detail in Wikipedia (http://www.wikipedia.org/).

Application or Apps: A computer program that performs specific tasks or a variety of them. Microsoft Word (used for creating text documents) is a word processing application. The abbreviation "App" is commonly used, especially for programs used on smart phones and tablets.

Bookmarks (also called "Favorites"): A feature in web browsers that allows you to save the addresses of web pages you frequently visit, so that you can find them easily.

Broadband: A high-speed connection to the internet that sends and receives digital information much faster than a dial-up telephone connection and is always available.

Browser: A computer application that allows you to search for and display files (including web pages, PDFs, images, video, and audio) over the internet.

Chrome: An internet browser made by Google.

Cloud Computing: Refers to the ability to access and share computer programs and files over the internet, rather than from your computer.

Crash: A term used for a variety of problems that cause your computer to stop working temporarily. Your computer screen may "freeze," requiring you to restart the computer.

Cursor: A flashing vertical line (sometimes other shapes, such as a pointing finger) on your computer screen that shows you where you are. You move the cursor with your computer mouse or the touchpad on your laptop.

Cyberspace: A term often used to describe the internet or the online environment but originally coined to describe an as yet nonexistent, wholly interactive virtual world.

Desktop: A metaphor used to describe the way programs and files are laid out on your computer screen, similar to how you might lay out documents and photos on a real desk.

Download: To transfer a file from the internet to your computer.

Drag and drop: The computer function of moving text or icons from one place to another by holding down the left mouse button over them and dragging them to another location on your screen.

Email: An abbreviation for "electronic mail." Electronic messages, often including attached text or other files, sent from one computer to another via the internet.

Firefox: An internet browser made by a nonprofit organization, Mozilla.

Google: A company that provides a popular internet search engine, a free email service, and many other web applications. Also used as a verb meaning "to search for something on the internet."

Gmail: A free email service provided by Google.

Icon: A graphic representation of a computer program, folder, or file. Double-clicking on an icon opens the program or file it represents.

Internet: A worldwide network of computers connected to each other by telephone lines, cables, and satellites.

Internet Explorer: An internet browser made by Microsoft.

Laptop: A small computer, consisting of a screen and a keyboard, which folds in half so that it can be easily carried.

Monitor: The screen of your computer, which displays computer programs and the internet.

Mouse wheel: A wheel in the middle of most computer mice that allows you to scroll up and down a window on your computer screen.

Navigation bar: A set of links to the main sections of a website which appears on each web page within that website.

Offline: Not connected to the internet.

Online: Connected to the internet.

Password: A secret combination of letters, numbers, and other characters that you create in order to protect the confidentiality of your information on your computer and on the internet.

Portal: A page on the internet with links to and information about other web pages—like a door that gives you access to other rooms.

Register: To sign up for an internet service by providing personal information, such as your name and email address.

Safari: An nternet browser made by Apple.

Search: To look for something on the internet using keywords typed into a search engine.

Search engine: A large, searchable database of links to millions of websites.

Smartphone: A cellular phone that allows you to access email and the internet.

Tablet: A compact, book-sized computer, such as an iPad.

Toolbar: A strip of menu options and buttons across the top of many software programs. The bar across the top of your Web browser that contains the backwards, forwards, history, and refreshes icons is a toolbar.

Upload: To post a file on the internet.

URL: Short for "Universal Resource Locator." It is the address of a web page that you enter in the address bar of a web browser; for example: http://www.ccv.edu.

Virus: A malicious computer program, often spread through email messages or attachments, which can secretly obtain information from your computer or render it unusable.

Web Browser: See Browser.

Window: An area on your computer screen where a program, document, web page, or other information is displayed.

World Wide Web: The Web is a system for publishing pages of information on the internet and for connecting pages using link.

Skills for Working with Internet Beginners

Instructor's Guide

Table of Contents – Instructor's Guide

Presenting the iConnect Workshop

Overview

The iConnect workshop is a three-hour training for staff of state agencies, community organizations, town libraries, and schools who work with clientele who need to develop the basic computer and internet skills necessary to access resources and services on the internet.

Objectives

Workshop participants will:
- Describe characteristics of adult learners that may help or hinder acquisition of basic computer and internet skills;
- Evaluate the computer and internet skills of clients or learners whom they are assisting;
- Demonstrate the skills necessary to use a computer to access the internet, find desired information, and use internet resources, such as email, online applications, and social media;
- Explain the security precautions that all internet users must observe to protect their personal and financial information;
- Locate resources on the internet that can assist clients or learners with developing self-sufficiency and additional skills in using the internet to meet recreational, educational, and career goals.

Materials Needed for the Workshop

- iConnect Packet (provided by facilitator)
- 8-16 computers (one per participant) with internet access
- Instructor computer with projector

Advance Preparation for the Workshop

- Set up snacks and drinks outside of classroom (if possible), in an area for participants to arrive and greet each other.
- Set up computer lab with working login code displayed in classroom for participants.
- Set up overhead projector with links to iConnect materials and e-Vermont website ready to display.

Workshop Agenda

Greeting and Breakfast/Early Afternoon Snacks (10 minutes)
Provide light snacks for workshop participants

Introduction and Framing of Workshop (10 minutes)
- Set context for workshop with a brief presentation of objectives, clearly describing skills participants will gain with successful completion of workshop (see objectives listed above).
- Highlight the importance of developing strategies to help clients build basic computer and internet skills.
- Encourage participants to place themselves in a beginner's mindset, clearing away all assumptions about what their clients may or may not know about computer and internet usage.

Introductions of Workshop Participants (20 minutes)
Ask each participant to introduce him/herself, including:
- Agency or organization where participant works;
- Brief description of a challenge that the participant faces when assisting a client with computer and/or internet tasks.

Group Discussion of Strategies for Working with Adult Learners (20 Minutes)
- Discuss iConnect handout, "Tips for Working with Adult Learners," emphasizing benefits of positive exposures to new learning opportunities for adults;
- Discuss learning styles, encouraging participants to share experiences and insights from their work with adults in teaching computer skills;
- Brainstorm ways to encourage and motivate new computer users.

Review of Handouts (30 minutes)
Briefly review the following handouts with participants, emphasizing ways they can utilize workshop materials when assisting clients with computer and internet skills.
- Skills for Working with Internet Beginners: Reference Guide
- Web Resources for Further Learning
- Glossary of Computer and internet Terms
- Basic Computer/internet Skills Checklist
- Digital Literacy and Accessibility

Computer Skill Assessment /Job Application Role Play (45 minutes)
This active learning exercise provides an experiential understanding of the iConnect material.
- Break participants into pairs, with one participant playing the role of helper and one playing the role of an internet beginner.
- Have the pairs go through the checklist for assessing computer literacy skills.
- When the assessment is complete, instruct participants to find an online job application for employment at Walmart, Lenny's, McDonald's, or another business with an online job application.
- Encourage participants to fill out the application, while role-playing a likely dynamic between the helper and an internet beginner struggling to use the computer in this context.
- Encourage participants to use iConnect materials during the role-play.

Debrief Role Play (20 minutes)
The workshop facilitator will conduct a group discussion debriefing the computer assessment/job application role-play. Some questions for group discussion:
- How did the role-play compare with your experience of working with internet beginners?
- During the role-play, what tasks gave internet beginners the most difficulty?
- During the role-play, in what ways were you able to utilize iConnect materials? How were they helpful?

Exploration of Web Links and Wrap-Up (20-25 Minutes)
Facilitator will display e-Vermont website (www.e4vt.org/programs/e-vermont/toolkit), pointing to digital literacy resource links, and ask participants to access and briefly explore e-Vermont resources.

In conclusion, facilitator encourages participants to practice skills learned during the workshop in a comfortable environment by working with a family member or friend who would benefit from increased digital literacy skills. This exercise will reinforce preparation for future interactions in their professional work with internet beginners.

Basic Computer/Internet Skills Checklist

This checklist is intended to help internet users determine what they know and what they need to learn, beginning with the most basic computer tasks and proceeding through essential skills that anyone using the internet should have.
It is keyed to the Reference Guide for the Working with Internet Beginners workshop, allowing internet users and those assisting them to find information corresponding to each checklist question.

We suggest that the checklist be used to encourage and reassure internet beginners, rather than underscore what they don't know.
The first question can help identify interests that will motivate learners to build their computer and internet skills, and most people will be able to answer "Yes" to at least one or two questions.

	Yes / No
What do you want or need to do on a computer?	
Do you know how to turn on and shut down a computer?	
Do you know the difference between a laptop and desktop computer?	
Do you know how to use a computer mouse and keyboard?	
Do you know how to access the internet?	
Do you know how to use an internet search engine?	
Have you ever created a password for an online account?	
Do you know how to safeguard your personal and financial information on the internet?	

Tips for Working with Adult Learners

Adult learning experiences should enhance personal growth and make it easier for adults to adapt to internal and external changes in their lives. The need for digital literacy is a major change for many adults who have no prior experience using a computer or the internet, so it is important to keep in mind the following when working with adult computer beginners.

A positive experience with learning computer skills . . .

• Promotes skill-development and a positive self-concept;

• Helps alleviate fears, prejudice, and illusions about the learning experience as a whole;

• Encourages creativity and helps the individual move toward personal goals;

• Increases the likelihood of continued computer use and learning.

When working with adult learners to build computer/internet skills, keep in mind . . .

• Adult students come to you with a wealth of knowledge and years of life experiences; they expect to be treated as adults.

• Adults come with established beliefs, opinions, and values. Respect their opinions and never dismiss their views.

• Adults are often skeptical about acquiring new skills and may not accept them until they have tried them.

• Adults need to be self-directed—engage them in their learning process.

• Adults have needs that are concrete and immediate. They may be impatient to see how new knowledge or skills can be applied to their current situation or problem.

• Adults have variations in learning styles, so take this into account when deciding on the instructional approach that will work best. Do they need to read instructions? Do they learn best from pictures or videos? Do they need to observe you, and then imitate?

• Adults need variety that sparks interest and active learning—a change of pace and a sense of humor can go a long way.

Digital Literacy and Accessibility

An important aspect of working with computer and internet beginners is being aware of special needs that learners may have, including those related to disabilities. There are four general categories of disabilities:

Visual

Individuals with visual disabilities have low vision, are color blind, or are fully blind.
People with visual disabilities have trouble using a mouse because it requires hand-eye coordination.
Usually people with visual impairments navigate computers with the use of the keyboard.
For example, the TAB key might be used in place of the mouse to move the cursor on the page.
Also, the user might press the Enter key instead of clicking the mouse.
There are hardware and software magnifiers available to enlarge text beyond simple font enlargements on the computer.

Hearing

Individuals who are deaf or hard of hearing benefit from visual representations of auditory information.
Solutions for this problem include closed captioning, blink error messages, and transcripts of spoken audio.

Mobility

Individuals with mobility issues have physical limitations with movement, fine motor controls, lifting, walking and typing.
Solutions for people with mobility limitations include switches, latches, and controls that make the computer easier to manipulate. Additional supports for mobility limitations include voice input systems.

Cognitive

Individuals with cognitive disabilities such as dyslexia and short-term memory deficit need assistance for computer usage, including consistent design and simplified language, a simplified user interface, and redundant input (provision of both audio file and transcript if necessary).

For information about computer accessibility, please refer to the following website:
http://www.makoa.org/computers.htm

Workshop Evaluation

We value your input! Please help us improve this workshop by completing this evaluation form and leaving it in the training room at the end of the session. Thank you!

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The workshop was well-organized.					
Workshop handouts and other materials were useful					
Workshop activities were helpful and relevant to workshop objectives.					
There was adequate time for discussion and questions.					
The training room or computer lab was comfortable and well-suited to workshop activities.					
The workshop presenter delivered clear explanations and instructions.					
My learning in the workshop will help me in my interactions with internet beginners.					
Overall, the workshop met my expectations.					
I would recommend this workshop to others who help internet beginners.					

Please add below any other comments that will help us improve the workshop.