

TEACHING TEACHERS TECH

Teaching technology to learners who are not tech-savvy can be a rewarding but challenging task. Here's a step-by-step guide to help you effectively teach technology to your fellow learners

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SPECIAL THANKS
TO TECHNOLOGY
LIBRARIAN, LILLY
KIEL!

Lilly is a seasoned technology educator and was an indispensable part of the team while building this project. She has since left public service for more more opportunities in the private sector.

If you love this presentation and want to
contact her, shoot her an email:
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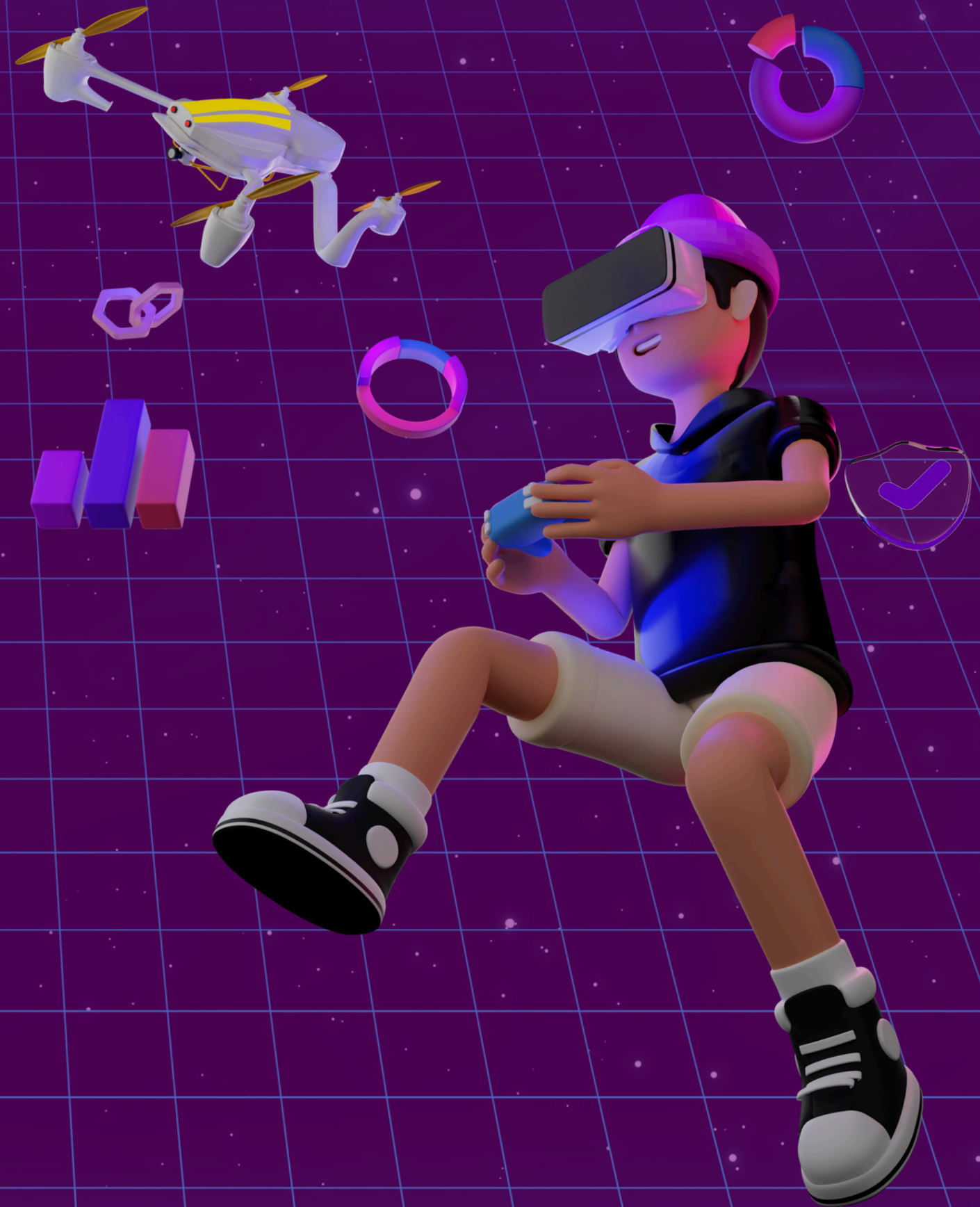




Today we'll be covering:

- Course Creation
- Combating Technophobia
- Program Examples and Resources

TECH IS FUN!



COURSE CREATION

FORMING YOUR PROGRAM AND TEACHING OTHERS

Step 1: Assess the Needs and Skill Levels

Step 2: Create a Curriculum

Step 3: Break it Down into Manageable
Modules

Step 4: Use Clear and Simple Language

Step 5: Offer Hands-On Practice

Step 6: Provide Supportive Resources



FORMING YOUR PROGRAM AND TEACHING OTHERS

Most librarians and teachers understand how to accurately acquire, interpret, and convey information to other staff members and members of the public. Teaching is retooling the means of information acquisition and execution in an active way that goes beyond the reference desk or classroom



ASSESSING SKILLS

Understanding one's existing knowledge, challenges, and comfort levels with technology will allow you to tailor the training to their specific needs and ensure maximum engagement and success.

CONDUCT SURVEYS OR INTERVIEWS:

- Start by conducting surveys or interviews to gather information about their current technology proficiency, experiences, and challenges.
- Develop a set of questions that cover a wide range of technology-related topics, including their familiarity with basic computer skills, software applications, online resources, and digital tools commonly used in education.



IDENTIFY SKILL GAPS:

- Analyze the survey or interview responses to identify skill gaps and areas where participants may require additional support.
- Look for common themes or challenges that emerge from their feedback.
- This will help you identify specific areas to focus on during the training program and allow you to develop targeted resources and activities to address these gaps.



ASSESS CONFIDENCE LEVELS:

- Determine if they feel comfortable exploring new tools, troubleshooting technical issues, or integrating technology into their teaching or library work.
- Understanding their level of confidence will help you gauge their readiness for technology adoption and tailor the training accordingly.



CONSIDER LEARNING STYLES AND PREFERENCES:

- Take into account the diverse learning styles and preferences of the participants.
- Some individuals may prefer hands-on activities, while others may benefit more from visual demonstrations or written instructions.
- By considering these preferences, you can design a training program that accommodates various learning styles, ensuring that participants remain engaged and motivated throughout the learning process.



CREATE A CURRICULUM

A thoughtfully designed curriculum will provide a clear framework for the training program, ensuring that participants acquire the necessary skills and knowledge to integrate technology effectively into their professional practices.



DETERMINE LEARNING OBJECTIVES:

What specific skills, knowledge, and outcomes do you want non-tech teachers and librarians to achieve? Establish clear and measurable learning objectives that align with their professional needs and the overall goals of the program.

IDENTIFY TARGET TECHNOLOGIES AND TOOLS:

Consider a range of tools, including productivity software, educational apps, online resources, multimedia creation tools, and learning management systems. Prioritize technologies that align with their subject areas, educational goals, and the needs of their students or library users.



STRUCTURE THE CURRICULUM:

Begin with foundational concepts and skills before progressing to more advanced topics. Consider creating modules or units that align with the different technologies or tools being taught.

INCORPORATE PRACTICAL AND HANDS-ON ACTIVITIES

Non-tech teachers and librarians often benefit from active engagement and immediate application of concepts. Include opportunities for participants to practice using the technologies and tools being taught through activities. ex: creating digital content, conducting online research, or collaborating on projects.



PROVIDE DIFFERENTIATED INSTRUCTION:

Differentiated instruction allows you to address these variations by providing multiple pathways to learning. Consider offering different levels of activities or assignments to accommodate varying skill levels.

INTERGRATE VARIOUS TEACHING METHODS:

Emphasize strategies such as active learning, project-based learning, flipped classrooms, and collaborative learning. Show non-tech teachers and librarians how to leverage technology to enhance student engagement, differentiate instruction, promote critical thinking, and foster creativity



ALWAYS PROVIDE SUPPLEMENTAL RESOURCES:

This can include step-by-step guides, video tutorials, cheat sheets, and links to relevant online resources.

PROVIDE WAYS FOR TEACHERS TO SELF-ASSESS:

Include formative assessments throughout the training to gauge participants' progress and understanding. These assessments can be in the form of quizzes, hands-on exercises, or project evaluations.

BE OKAY WITH CONTINUING ED:

Recognize that technology is continually evolving, and ongoing professional development is essential. Incorporate provisions for continuous learning and growth within the curriculum.



COMBATING TECHNOPHOBIA

HOW TO END TECHNOPHOBIA

Technophobia is a "fear or dislike of advanced technology, or complex devices and especially computers".



**ENCOURAGE
EXPERIMENTATION AND
EXPLORATION**



**FOSTER A SUPPORTIVE
LEARNING COMMUNITY**



**OFFER ONGOING SUPPORT
AND CONTINUOUS LEARNING**



**IDENTIFY YOUR OWN
BLINDSPOTS**

AFRAID OF TECHNOLOGY



ENCOURAGE EXPLORATION

- Encourage learners to explore and experiment with new technologies on their own. This could involve setting up a sandbox environment where they can practice without fear of making mistakes.
- Encourage them to try out different tools, applications, or websites and share their experiences with the group.



FOSTER A SUPPORTIVE LEARNING COMMUNITY

- Create a supportive learning environment where learners can collaborate, share experiences, and seek assistance from one another
- Consider setting up a dedicated online forum or discussion platform where they can ask questions, share resources, and offer guidance.



OFFER ONGOING SUPPORT AND CONTINUOUS LEARNING

- Technology is constantly evolving, so it's crucial to provide ongoing support and professional development opportunities to keep learners up to date.
- Organize workshops, webinars, or guest speaker sessions on emerging technologies, digital trends, or library-specific tech tools.



IDENTIFY YOUR OWN BLINDSPOTS

- Regularly seek feedback from learners to assess the effectiveness of your training program.
- Use their input to refine your curriculum, teaching methods, and resources to better meet their needs and ensure continuous improvement.
- Continue your own education! Every teacher should also be a student.



Remember, building technology proficiency takes time and practice. By following these steps and providing ongoing support, you can help others develop the skills and confidence they need to integrate technology into their work effectively.

PROGRAM EXAMPLES AND RESOURCES

SKILLS CLASSES

Skills based are designed to develop or highlight skills that user wants to know or already has. Below are examples of two popular one:

Bet You Didn't Know Your iPhone Could Do This!:

- There are a ton of tricks to make using your iPhone even easier. Automatically jump to the top of any screen with a single tap, switch between phone and camera with a mere swipe of the finger, and much more.

Android Basics

- Learn how to use your new Android phone. We'll cover downloading apps, using the camera and photo library, and everything in between

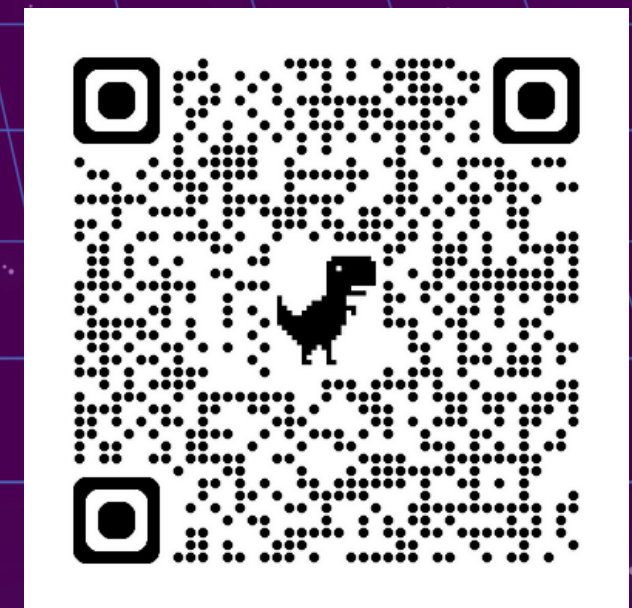


LECTURES

The following programs are performed in a traditional lecture format followed by a Q+A session

- Introduction to Artificial Intelligence
 - Learn the common lingo used in relation to machine learning, discuss the potential ethical issues associated with A.I., and find out how artificial intelligence is currently used and how it can be used in the future.
- Beginner's Guide to Electric Vehicles
 - Uncover the basics of what a consumer needs to know before purchasing an electric vehicle.

ARTIFICIAL INTELLIGENCE
(AI) FOR BEGINNERS



EV CHEAT SHEET



DEMONSTRATIONS

These classes combine learning with hands-on activities to provide learners with opportunities to try the technology for themselves.

- **A.I. Art Tote Bags:** This class included a lecture about generative A.I., the pros and cons of A.I. generated art and how to identify A.I. art on social media. In the second half of the class, students used Canva's AI Image Generator to create AI art, which was sublimated onto a tote bag.
- **Introduction to Tinkercad:** This class include a demonstration of the 3D design software Tinkercad, followed a hands-on activity where students created their own desk signs.



DIGITAL RESOURCES

Take a look at each of our Library's
webpages that include free, accessible
digital resources.



[John Jermain Memorial Library](#)



[Rogers Memorial Library](#)



[Longwood Public Library](#)

OUR CONTACT INFORMATION

Please feel free to contact us & join the Google Groups below for continued community support!

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THANK YOU
FOR YOUR
ATTENTION

Thank you for listening, we appreciate your time.

