

Computer Literacy Training for English as a Second Language and Frontline Service Workers

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Project Summary

The Infrastructure & Sustainability computer literacy initiative is intended to provide professional development opportunities for frontline service employees and increase employee engagement in the CU Boulder community.

Computing is an important part of everyday life in the twenty-first century. From music and photos to banking and communicating, computers have changed the way we work and live. Computers and the internet are interwoven into our lives in ways that many of us don't even recognize. But for those who are not yet comfortable using technology, tasks such as sending an email or filling out an online application form can be daunting.

Technology is made available to staff on the CU campus, but for some staff members, it is not easily accessible. Staff may not be aware of the tools and resources available to them, know how to access them or know how to use them. This can have many effects. Often, it means frontline staff are missing out on key messages from the campus and, by extension, important opportunities. Our hope is to provide the support needed to allow all staff the opportunity to access these tools so that they can begin to participate and communicate in the growing digital world.

PROGRAM DESCRIPTION AND OBJECTIVES

Our daily lives involve computers, smartphones and tablets - whether it's emailing someone, buying a train or bus ticket, or filling out an application form. Everyone needs the opportunity to be successful in our high-tech world. Some staff come to CU Boulder with few to no computer skills. Computer literacy is many times the key factor in a person's ability to take advantage of opportunities or being cut off from that information and knowledge. We feel the question is not whether to teach our staff technology skills, but rather, how to best support them in a quest toward computer literacy.

Because of the socioeconomic status of much of our frontline staff, many of these workers do not universally share the same access to opportunities to grow and develop, advance their careers and engage with the broader campus. While each staff member is different, there are three primary reasons for this: language barriers, access to technology and technology literacy. Until recently, the Infrastructure & Sustainability department had assumed that frontline members don't want to check their email and didn't consider whether staff had the proficiency and access to use campus computers. Our strategy for communicating with them and engaging them was to work around technology. We were failing to bring our frontline service workers up to speed with technology and to streamline or to make more equitable the communications with our staff.

The purpose of the computer literacy program is to equip frontline service employees with computer skills necessary to function in our technology-driven society. It will teach staff members how to type, navigate computers, compose basic documents, send emails, and use internet browsers to do basic searches. We teach staff how to access their email, log into the myCUinfo portal, and search and register for free staff training opportunities. Ultimately, our goal is to increase collaboration between frontline service employees and the rest of the campus community.

QUALIFICATION AND SELECTION PROCESS

Qualified staff members are identified selected from within the Infrastructure & Sustainability team. To attend the class, an employee must be a frontline service worker. Anyone interested in the session must complete the one-page application. Qualified staff members are then selected (and/or put on a class wait list) based on computer lab availability, work group coverage, and assessed need. Classes are held during work time and employee may attend classes during paid work hours. Employees must receive supervisor approval to attend class, and schedule adjustments are made in conjunction with the team lead and department supervisor.

PROGRAM DETAILS

Staff attend a computer class during their regularly scheduled work hours once per week for 1.5 hours. A single class session runs for 6 weeks. The course curriculum uses visual aids, practical application and performance based assessments making it appropriate for ESOL learners as well as native English speakers. Each module aligns with the corresponding Northstar Digital Literacy Assessment (see appendices C and D). Recognizing that many custodial employees in

Infrastructure & Sustainability are not proficient in English and speak Spanish and Laotian as first languages, volunteers attend the class sessions to help translate lessons and assignments for those who need extra support.

Computer literacy courses focus both on personal and professional development through the previously mentioned methodology and philosophy. The program continues to evolve and grow as real life challenges with the technology are uncovered and solutions created.

SUPPORTING DIVERSITY

The program creates a welcoming and inclusive environment by allowing any staff to apply and take the course, no matter their ability. This class has also been an avenue for collaboration with CU Boulder Housing & Dining as well as the library/linguistic resources and departments on campus. In addition, by offering translation services when necessary or requested, it opens the class up to all frontline service employees, regardless of their language ability.

Deepening our ability to share and to engage with diverse perspectives

For previous classes, we held a post-class term celebration, not only to congratulate the students who had taken the class, but also to listen to their feedback and to try to incorporate some of that into future class curriculum. For example, the original class did not have typing practice, but after hearing a majority of people say that they wanted more typing practice, we found a way to work it into the curriculum.

Maximizing the success and inclusion of all students, staff and faculty

Our hope in offering computer classes to frontline and ESL staff is to increase individual students' confidence in working with computers and boost their ability to take advantage of all the opportunities that the university offers to campus staff.

GRANT PROGRAM ENHANCEMENT

One issue that has been raised by frontline service employees who have participated in these classes over the past year is a lack of access to adequate technology outside the classroom setting. It's hard for staff members to practice the concepts that they are learning in the classroom when some staff only have access to a computer station for 90 minutes, once per week.

Research has shown that students who are able to practice in the same environment they learn in are more likely to engage in and retain new knowledge. For this reason the program would like to have an inventory of laptops with the same set up and tools as they see on the class computers to loan out to the students for the duration of the 6 week class session. This would provide each student with the ability to practice in an environment similar to the classroom which would greatly enhance their opportunity for learning and retention. Grant money would be spent on the purchase and setup of an inventory of laptops students will be able to check-out and use during each 6 week class session. Students will return the laptops on the last day of class so that the units will remain available for future students to use.

DETAILED BUDGET AND JUSTIFICATION

Our specific request is for \$3000 funding to provide 20 laptops to be made available for check-out to frontline service employees during each of the 6-week computer literacy sessions. These computers will be retained by the program and re-used for multiple sessions.

We have contacted the CU Boulder Distribution Center to determine the feasibility of purchasing surplus property that would meet the minimum specs outlined below. The Distribution Center has advised that they anticipate they would be able to provide laptops matching the specs within the time frame from the awarding of the grant to the first class. The intent would be to strive to find matching laptops for student use. Estimated cost per laptop would run \$125.00-\$150.00 with the variance being based on the actual specs of each computer. If awarded the grant the Distribution Center will begin watching for laptops that mirror the following minimum specs for the program.

Used laptop / computer specs provided:

- 2010 or newer windows compatible PC
- 4-8 GB RAM/256 GB hard drive
- Intel core i5 / SSD (Solid State Drive) preferred

The laptops will be wiped clean prior to purchase; however, prior to the first computer class each laptop will be set up by the computer literacy course instructor with Windows and links to an internet browser to mirror the tools used during the computer literacy class:

- 20 laptops (at \$150 each) = \$3000
- Windows Operating System = software provided by CU OIT at no cost to this program.
- Computer imaging and basic setup = staff time provided by the computer literacy course instructor at no cost to this program.

REPLICATION AND SUSTAINABILITY

This program can be easily replicated by other campuses and departments as need arises. The curriculum can be shared across the system and the Distribution Center will work with other units to locate and recommissioned used laptops as needed.

TIMEFRAME

The 6-week computer session will begin in August 2019 and students will complete the course in September 2019. Additional 6 week sessions will be held throughout the year, as schedule and staffing needs allow.

Appendix A - Instructor and Supporting Staff Bios

Kelsey Draper, Employee Development Manager

Kelsey is the employee development manager for Infrastructure & Sustainability (I&S), and has many years of experience providing outstanding programs for both managers and employees. Kelsey is passionate about creating a welcoming and engaging workplace, where all staff within I&S, and indeed the entire campus, be provided the opportunity to learn and develop their careers at CU. Kelsey's strength comes through his unique ability to use his prior experiences to understand the knowledge and skills staff need to increase their performance and productivity. He then designs and delivers programs in a way that excites and motivates staff. He holds a BS in Healthcare Administration, and a MS in Organizational Leadership, both from Colorado State University-Global Campus.

Claude Masson, Technical Support Analyst, Desktop Support

Claude is a technical support analyst in the Infrastructure & Sustainability group, where he is responsible for a full range of coaching, training, and consulting activities. As a coach he has worked with teams, individuals and leadership on their computer skills development, both large and small. He believes that the most important piece of any transformation is to build the skills in the teams to build and continuously improve the process, and to empower students to be able to use the education that they receive in class. Claude received two bachelor's degrees, in Music and Studio Arts from the University of Colorado, and worked at CU's OIT Student HelpDesk as a student.

Nancy Portner, Website Manager

Nancy has over 15 years experience creating learning content and is passionate about melding technology and creativity into learning. Nancy received a teaching credential from the University of Colorado, Boulder, has a bachelor of science in business administration from California State University, Long Beach and a master's degree in public administration from the University of Colorado, Denver.

Shawna Stushnoff, Distribution Center Office Manager and Graduate Student, Instructional Design & Learning Technology

A master's degree student at the University of Colorado Denver's graduate school of Information and Learning Technology, Shawna is is passionate about integrating technology into adult education to educate and empower individuals and communities, and provide them with resources and opportunities to make them feel successful and independent.

Appendix B - Statements of support from supervisors, deans, or other officers.



University of Colorado
Boulder

Facilities Operations & Services

2400 Colorado Ave, 1B17
053 UCB
Boulder, Colorado 80309-0453
Phone: (303) 735-0716
FAX: (303) 735-2608

October 29, 2018

RE: Letter of Support for 2018 Diversity & Inclusive Excellence Grant

Dear Office of Academic Affairs:

It is my pleasure to write a letter of support for the grant proposal submitted by the Frontline Service Worker Computer Literacy Program. The program was initiated in the Vice Chancellor's Office for Infrastructure and Sustainability and directly aligns with the organization's core value of employee empowerment and strategic goals of developing a healthy organizational culture and promoting business excellence.

The team has developed a robust Frontline Service Worker Computer Literacy Program, which provides an opportunity for many of our frontline service staff to develop essential computer skills that helps them communicate, promotes their engagement in the larger campus community and has the potential to make them eligible for advancement opportunities in their careers here at CU. This program has been in place since 2016 and has produced outstanding results. It crosses multiple departments, starting in Facilities Management and adopted by the Housing and Dining Services at CU Boulder.

The proposed grant would allow for a significant enhancement of the program. Many of the students in the program do not have individual computer assets assigned to them at work and most do not own assets at home. The proposal to purchase used computer assets and allow students to checkout laptops for the duration of the program will afford students greater access and availability to practice the skills taught in their class sessions. I believe having the ability to truly immerse themselves into the curriculum will greatly assist in developing lifelong computer skills, a critical tool that will benefit them in both their professional and personal life.

I offer my strongest support for the Frontline Service Worker Computer Literacy Program to be awarded the 2018 Diversity & Inclusive Excellence Grant. I appreciate the opportunity to offer my support and I thank you for considering the proposal.

Sincerely,

Brian Lindoerfer
Assistant Vice Chancellor Facilities Operations & Services

Appendix C - Example Content from Computer Class Student Manual



Infrastructure & Sustainability
Computer Literacy Program
UNIVERSITY OF COLORADO **BOULDER**

Introduction

We are all now connected by the internet. Like neurons in a giant brain.

Steven Hawking, Astrophysicist

Welcome. This manual was designed to be a resource and guide for any student taking the Computer Literacy Course. It was also designed to be useful to English as Second Language learners.

Program Background

The computer literacy program for Frontline Service Employees (FLSEs) was an initiative renewed by the 2016 CU Boulder Frontline Service Workers Work Life Proposal. The initiative is intended to provide professional development opportunities for FLSEs and increase employee engagement in the CU Boulder community.

Student Eligibility

To attend this class, an employee must be a frontline service worker. Anyone interested in the class must complete the one-page application. Class is held during work time and employee may attend class during paid work hours. Employees must speak with their supervisor and receive supervisor approval before attending class.

Program Objectives

The objective of the six-week Beginner Level 1 course is to provide users with a foundation of basic computer skills. The objective of the six-week Beginner Level 2 course is to reinforce and build on skills learned in Level 1, practice navigating online training tools, and use independent problem solving skills. It is not possible to show students everything on the computer, so it is very important to teach students how to think critically and problem solve by themselves and with other students.



Syllabus for Beginner Level 1

In this course, students will learn and practice a foundation of basic computer skills. Class will focus on the computer skills that are essential to every employee at CU: using the payroll and benefits portal, email and typing. We will begin to learn the basics of Microsoft Word. Each class should begin with a 30 minute typing practice.

Class 1

Navigating the Computer

- What is inside of a computer?
- Recognizing computer hardware
- Learning computer vocabulary
- Searching for programs and files

Classes 2 and 3

Navigating the Internet

- Recognizing common web browsers
- Opening new tabs and links
- Using X to close tabs and windows
- Using MyCUinfo payroll and benefits portal

Mouse Skills

- Using copy and paste
- Using drag and highlight

Saving Your Work

- Saving to the desktop or a folder
- Saving work to a flashdrive



Printing Skills

- How do you print your paycheck?
- Printing from your USB/flashdrive
- Printing from the internet
- Printing from Microsoft Word

Classes 4 and 5

Email Skills Part 1

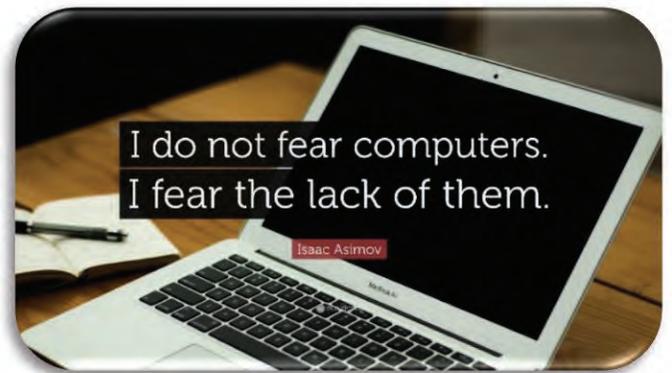
- Why is email important?
- Logging in to Outlook
- Checking your inbox
- Deleting emails
- Other Sections of email

Email Skills Part 2

- The 6 parts of a professional email
- Using the Address book
- Sending a professional work email
- Attaching a document to an email

Class 6

- Course Review and Assessment



Top 10 Tools and Tips for Computer Class Students

1. Practice. To learn and remember how to use the computer, you need to practice when you are not in class.
2. Type. Practice typing, even if you do not have a computer at home and you only have the picture of a keyboard to study. The more you study the keyboard and memorize the keys, the faster your typing skills will be.
3. Come to class on time. Do not miss a class.
4. Explore the computer. You will not break or harm the computer.
5. Help others. The best way to learn and remember a skill is to teach it to another person.
6. Send someone in your family an email. Show people you love what you are learning.
7. Check your email and delete unwanted emails.
8. Take pictures or video in class. You can use these to help you practice later when the class instructor is not with you.
9. Make a document in Microsoft Word. If you are going to have a birthday party or a New Year's party, try making the invitation in Microsoft Word. Use colors and shapes tools.
10. Feel pride in your work in class. Learning to use the computer is a challenge. Your instructor is proud of you and your coworkers for coming to class and practicing.

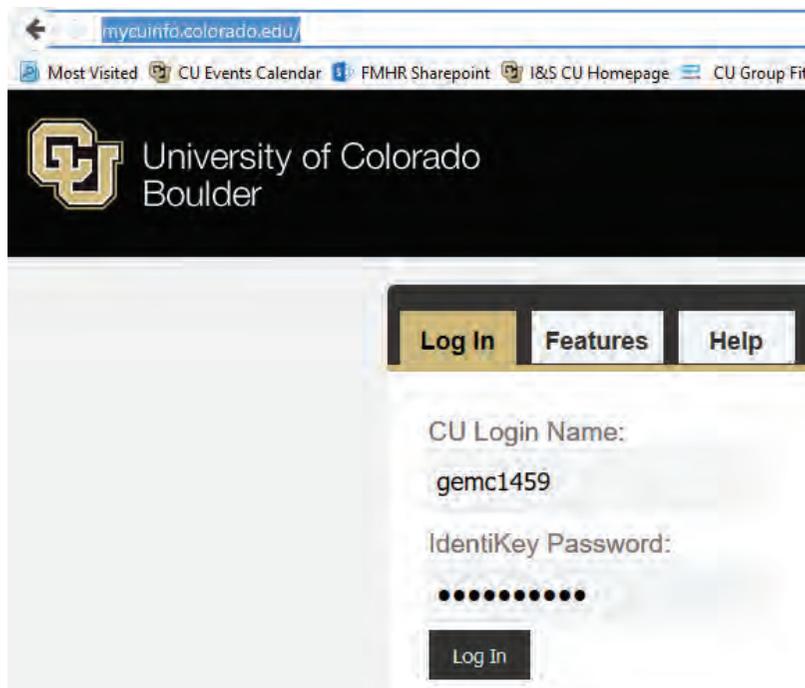


Using MyCUinfo

It is important to know how to use the computer at the University of Colorado, because all of our pay and benefits information is **online**. You can also use the MyCUinfo website on a smartphone. Some parts of the website are more difficult to see on a smartphone.

Practice: Use a web browser to search for MyCUinfo, or type mycuinfo.colorado.edu into the address bar of the web browser.

You will see this log in page:



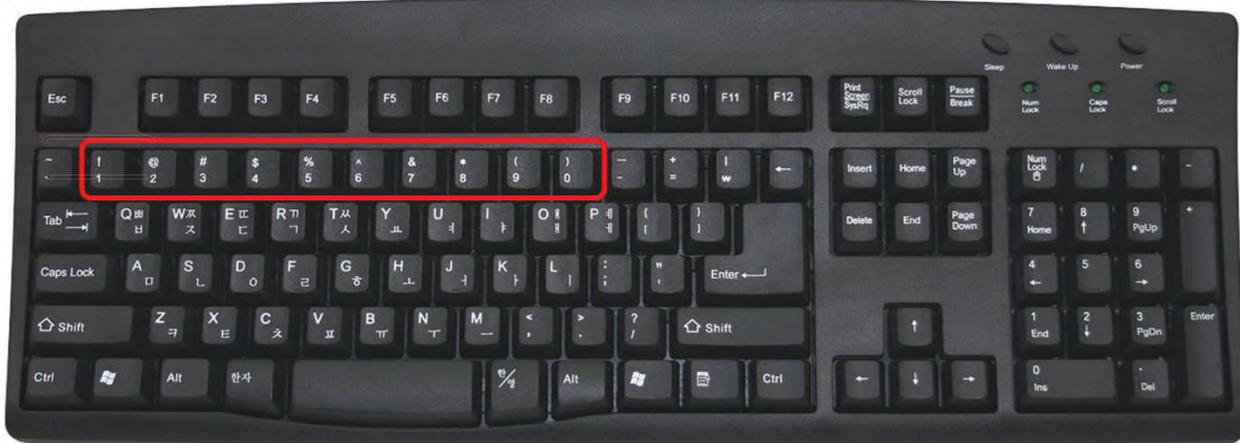
Click one time in the Identikey Password box. Type your identikey. Click left on the grey Log In button when you are done typing.

Your **password** must be typed correctly, or it will not work. To type a capital letter, you can use the **Caps Lock** key or the **Shift** key. If you use the Caps Lock key, it will type all letters in CAPITAL size until you press it again to turn it off.

Typing a Symbol !\$? in Your Password

To type a symbol such as ! \$ # or ?, use the numbers that are at the top of the keyboard. You will also use the Shift key.

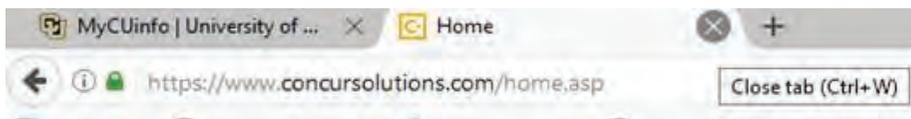
Hold down the Shift key, and quickly press the number key with the symbol you want.



If you hold the keys down too long, the keyboard will type the symbol many times and your password will be incorrect.

If you make a mistake and go to a page you do not want, click on the **back arrow** to go back. The back arrow is next to the address bar. You can also click left on X to close the window.. Do not click the X that closes the whole web browser. 

Practice: Find the back arrow next to the address bar. Circle the back arrow. Find the X that will close the tab. Circle the X.



MyCUinfo Homepage

The MyCUinfo website is also called the **portal**. The portal will sometimes look different, because the MyCUinfo staff change and update it. Use the internet browsing skills you learn in class to click on parts of the portal and find the information you need.

Each white square on your **homepage** is called a tile. You can move the tiles to different parts of the page. You can also delete a tile if you do not want to see it on your homepage. To make changes, click left on the **Personalize Homepage button**.

Practice: In the picture below, find the Personalize Homepage button where you can change the tiles that you see on your homepage. Circle this button.



Explore the homepage. You will not break or damage the homepage by clicking on different parts of it. It is ok to delete a tile, click the back arrow to go back, or click X to close a page.

Computers at work have **security** programs to guard the computer and prevent employees from damaging the computer or **downloading** a harmful program. Work is a safe place to practice on the computer.

Copy and Paste with the Keyboard

The **copy** and **paste** commands move text or images to a different place. Copy and paste save time, because you can put text in a different place and do not have to type it again. Copy and paste commands are also an easy way to take pictures and text from the internet and put them in a document you are making.

You can copy and paste with your keyboard or with your mouse. To copy with your keyboard, press the **Ctrl key** at the left bottom core and press the C key at the same time. To paste with your keyboard, press the Ctrl key and the V key at the same time.



You can also press Ctrl and Z if you make a mistake and you want to go back. Ctrl Z is like an eraser in the computer, to erase mistakes. You can press Ctrl and X to cut out text or a picture and put it in a different place. Ctrl Z is like a pair of scissors in the computer.



Practice: Use the task bar at the bottom of the screen to search for the program called Microsoft Word. The symbol for Microsoft Word looks like this:



Open a blank document. Type a few words.

Now, copy and paste the words in a different place on the page.

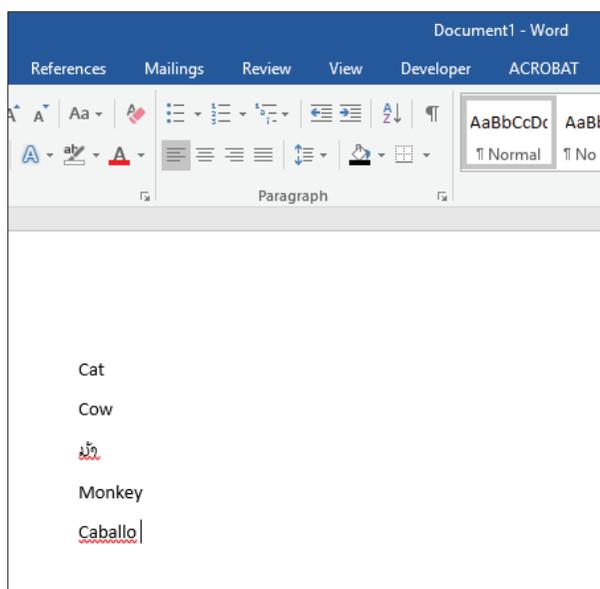
Copy and Paste with the Mouse

You can use copy and paste commands on your keyboard and on your mouse. Remember that the right button on the mouse shows you the list of choices you can choose. Some of the choices in the list are Copy and Paste. You can use your mouse to copy and paste words and pictures.

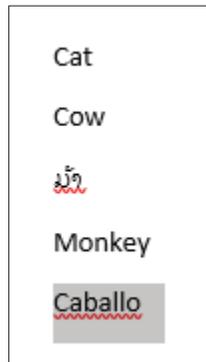
Practice: In class, practice highlight, copy and paste, with a document in Microsoft Word. Follow the example on this page and the next page.

To copy and paste text in a document, the first thing you need to do is use a skill called **highlight**. Highlight tells the computer what part of the document you want it to change.

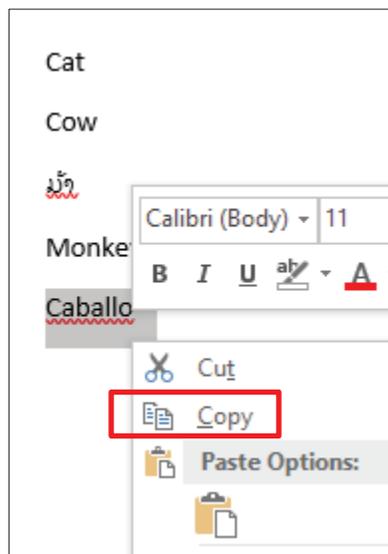
Step 1: To highlight words, bring your mouse pointer as close as you can to the words.



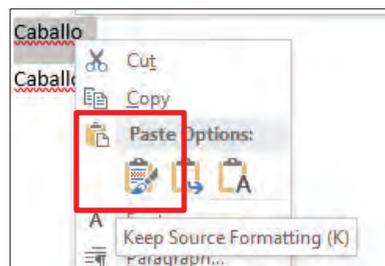
Step 2: Hold down the left button on the mouse and move your mouse across the top of the words you want to highlight. You will see the words turn grey or blue, as you pull your mouse over them.



Step 3: Press the right button on the mouse to see a list of choices you can pick. Choose copy.



Step 4: Move your pointer to where you want to paste the words. Click left one time. Now, press the right button on the mouse again. Choose paste.



You will see the words in the new location now.

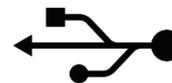
Saving Your Work

When you work in the computer, you may make something that you want to keep and look at again later. To keep something to look at later, you need to **save** it.

You can save your work in the computer. You can also save your work on a removable storage device called a **USB** or a **flash drive**. The flashdrive plugs into a **port** in the computer. It is very similar to plugging a lamp cord or a cell phone charger into the wall. When the flash drive is plugged into the computer, it can communicate with the computer and save your work. Below are some examples of flash drives, and the flash drive port.



This is the symbol for the flash drive or USB port:



You will see the symbol on your computer next to the port.

It looks similar to a fork.



Saving to a Flash Drive or USB

When you plug your flash drive into the computer, the computer will recognize that a new tool is plugged in. It will add your flash drive to the list of files where you can save your work.

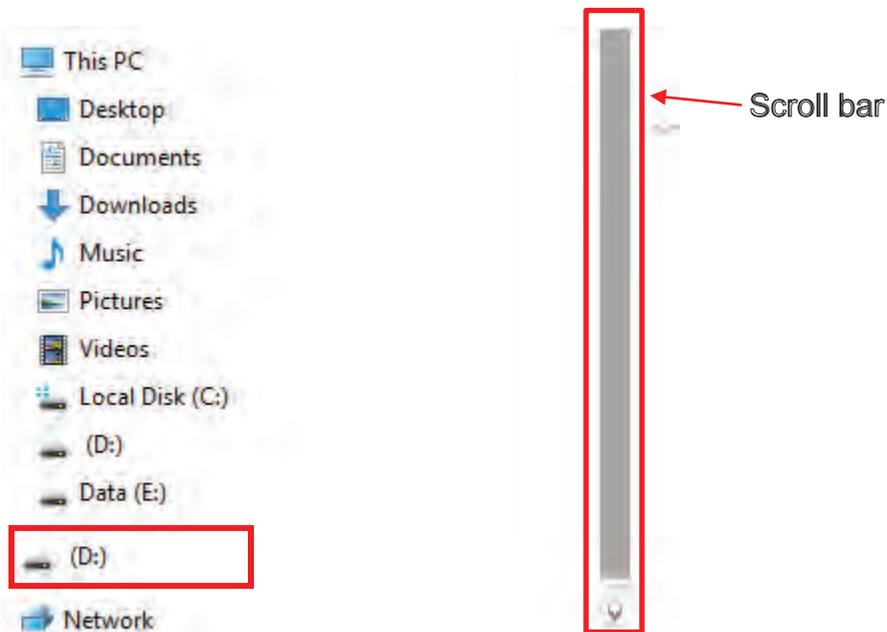
First, find your flash drive. Use the **task bar** to do this. Remember, this is the bar at the bottom of the **desktop** on your computer screen. Look for a brown or yellow folder called **File Explorer**.



Click left one time to open file explorer. This will open a new window.

On the left you will see a list of files you can open. **Scroll** down the page until you see **Removable Disk, USB**, a letter such as **D, G**, or **H**, or the word **Drive**. In the example below, the name of the flash drive is **(D:)**

The computer assigns the flash drive a name. Sometimes the name of the flash drive is the brand of the flash drive.



To scroll up or down, put your mouse pointer over **the scroll bar**. Click left one time. Hold down your finger. Move the mouse up or down.

Practice: Use the taskbar to search for the program called Microsoft Word. Open a blank document. Type a few words or a sentence on this document.

Now, follow the steps below to save your document:

There are many ways to save a document on the computer. Here are some of the easiest ways:

1. Use the **Save** button at the top left corner of the screen. Click left one time on this button. The computer will ask you where you want to save your document. It will also ask you to give your document a name.

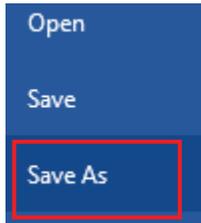


2. Click left one time on the word **File**. This is below the Save button. The computer will ask you where you want to save your document. It will also ask you to give your document a name.
3. Use your keyboard. Press the **Ctrl** key and the S key at the same time. Remember, the Ctrl key helps you give the computer commands.

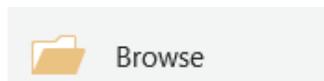


To save your document to your flashdrive, the first thing you need to do is find your flashdrive. Then, you need to give your document a name.

First, click left one time on the words **Save As**.

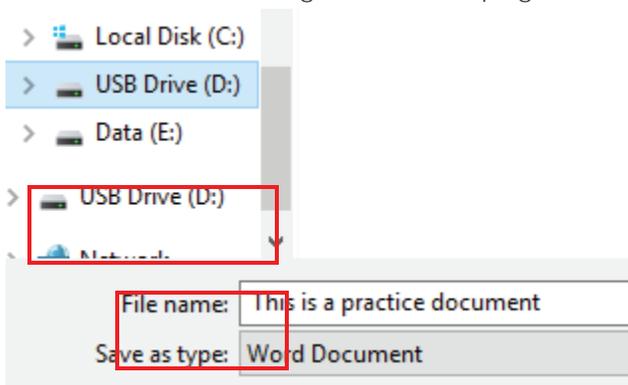


Now, find your flashdrive. Click left one time on **Browse**.



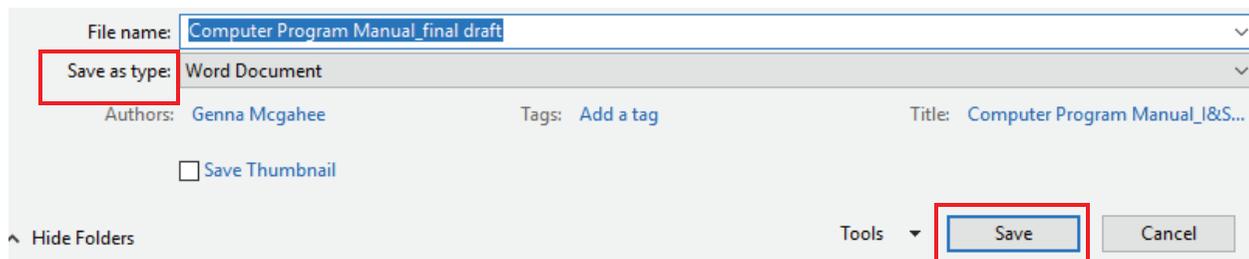
When you click left on **Browse**, a new window will open. You will see a list of files you can choose, and you will see the scroll bar.

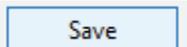
Use the **scroll bar** to go down the page until you see the file name for your flash drive.



Now, choose a name for your document. You will type the name in the **File name** box. Choose a name that is easy for you to remember. Choose a name that will help you find your document again later in your flash drive.

In the box with the title **Save as type** you will see Word Document. Word Document is the correct way to save your documents in Microsoft Word.



When you are ready to save, click left one time on the  button.

Now your document is saved in your flash drive. You can plug your flash drive into a different computer and view your document.

Practice: Show the person next to you how to save a document on a flash drive.



Syllabus for Beginner Level 2

In this six-week course, students will practice the basic computer skills learned in Level 1, and build on these skills. Students will practice using the online training tools, SkillSoft and Lynda.com. Students will learn more about Microsoft Word. Each class should begin with a 30 minute typing practice.

Classes 1 to 3

Review and Reinforcement of Beginner Level 1

- Navigating the Computer
- Navigating the Internet
- Mouse and Keyboard Skills
- Saving your Work
- Email skills Part 1 and 2
- Printing Skills

Class 4

Online Training Tools

- SkillSoft
- Lynda.com
- Important CU websites
- Online Training Calendars
- Internet Security

Classes 5 and 6

Microsoft Word

- Review of basic skills
- Bold, italics and underline
- Changing font size and color
- Inserting a shape
- Using a template

**COMPUTER
SKILLS ARE JOB
SKILLS.**



Important Websites for CU Employees

Jobs Website

You can add the CU jobs tile to your MyCUinfo homepage. Internal jobs are job postings only CU employees can see. In class, we will practice adding the jobs tile to your homepage.

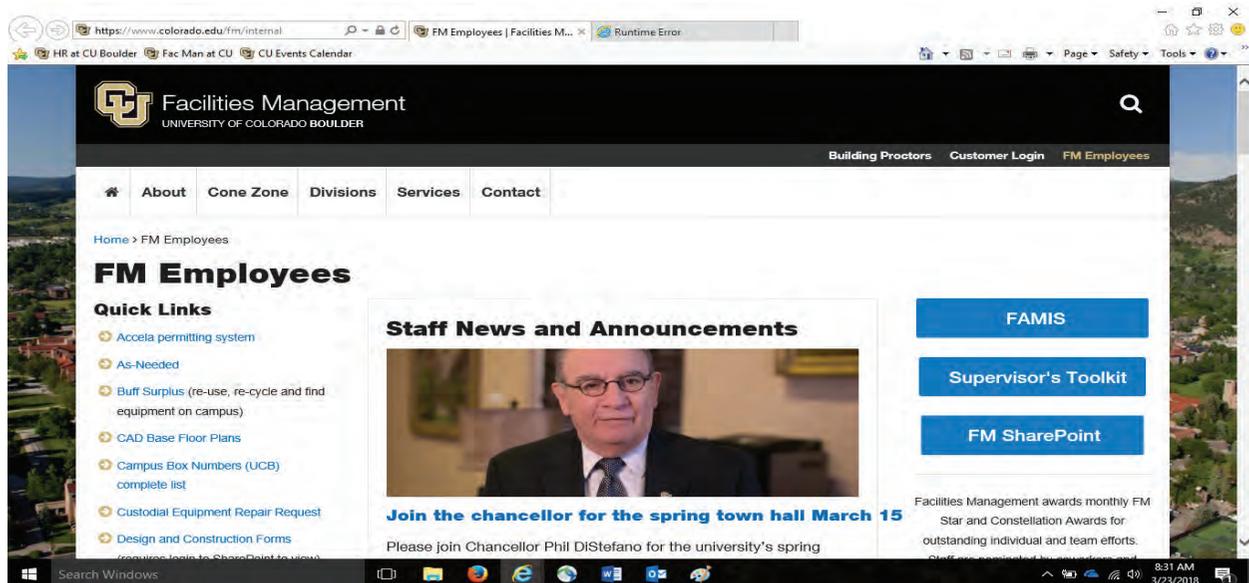
Facilities Management Website

Use a web browser to go to the internet.

In the search bar, type in this address: <https://www.colorado.edu/fm/internal>

On this website you can see news for employees in Facilities Management. Employees can find information about PERA, town hall meetings.

You can even nominate a coworker for an award!



HR website and Frontline Workers Website

Use a web browser to go to the internet.

In the search bar, type in this address: <https://www.colorado.edu/hr/>

On this website, you can see information about employee development. You can find the frontline service worker program and information about English classes.

Click left one time to go to the Diversity and Inclusive Excellence website. You will find the Frontline Worker page here.

The screenshot shows a web browser displaying the University of Colorado Boulder Human Resources website. The top navigation bar includes links for "Diversity & Inclusive Excellence", "Employee Learning", "Organizational Development", "Research Faculty HR Processes", "Policies & Guidance", and "Forms". The "Diversity & Inclusive Excellence" link is highlighted with a red box. Below the navigation bar, the page content includes a list of bullet points with star icons, an "Explore" section with two sub-sections, and a "Diversity & Inclusive Excellence Team Directory" section featuring a photo of four team members.

Human Resources
UNIVERSITY OF COLORADO BOULDER

- Diversity & Inclusive Excellence
- Employee Learning
- Organizational Development
- Research Faculty HR Processes
- Policies & Guidance
- Forms

Operationalize CU Boulder's commitment to diversity and inclusive excellence by defining the knowledge base and delivering employee development.

- ★ Contribute to and help drive campus efforts to increase diversity.
- ★ Enhance the work-life experience for Frontline Service Employees through transformative career development.
- ★ Ensure Affirmative Action Compliance.

Explore

- Diversity & Inclusion Learning & Development**
Intercultural Development Program • eLearning
- Front Line Service Employees**
Career Development • ESL Program • Campuswide Programs

Diversity & Inclusive Excellence Team Directory

Left to right: David Pacheco, Annie Piatt, Amy Moreno, Teresa Hernandez

Typing

Each week, we will practice typing in class. Typing skills are an important part of using the computer. The more you practice, the faster and more accurate your typing skills will be.

Although you do not need to be able to type extremely fast, being able to type quickly and correctly will save time when you are using your Outlook email or searching for something on the internet.

The picture below is a diagram of where to put your fingers on the keyboard. Putting your fingers in the correct places will help you to type faster.

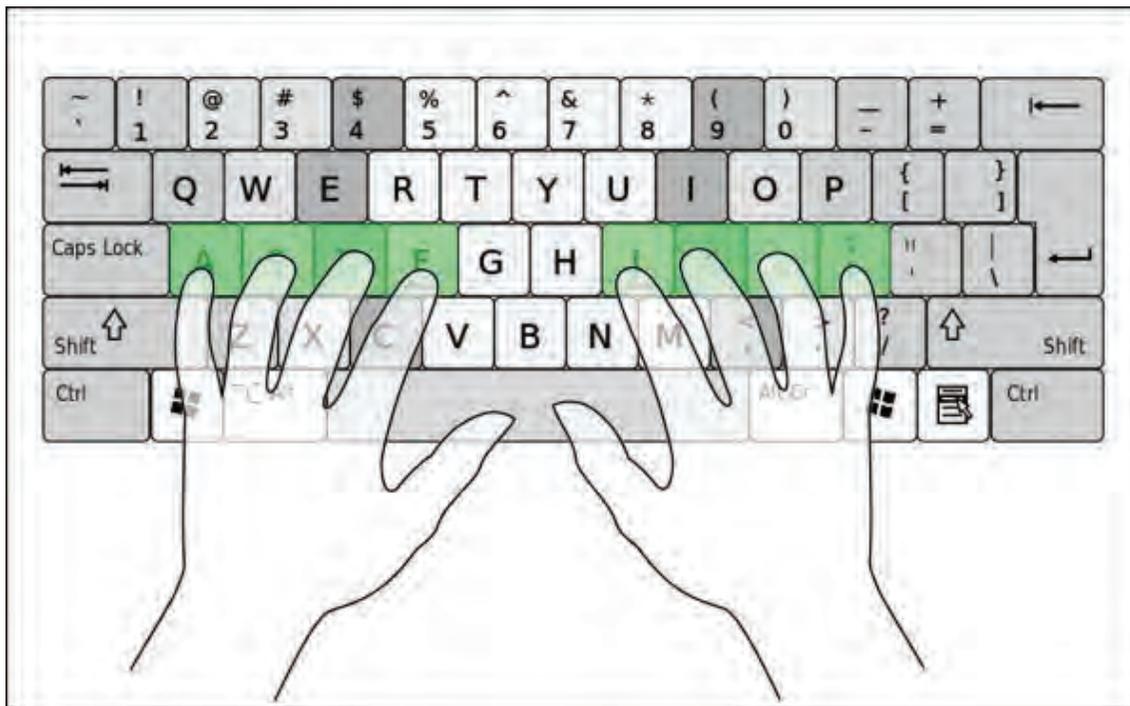
Practice: Study the diagram. Even when you do not have a computer and keyboard at home, you can study these diagrams to help you prepare for class.



The Home Row Keys

Touch typing means typing on the keyboard without looking at the keys or your hands. The most important principle of touch typing is to always return your fingers to the **home row** when you are not typing. The home row is the reference point to find the other keys without looking at your keyboard.

Most keyboards have small bumps on the **F** and **J** keys to help you find the home row without looking.



When you practice typing, focus on **accuracy** – typing every letter correctly. Typing accurately is more important than typing quickly.

Learning to type is similar to learning other skills such as riding a bike or cutting vegetables with a knife. You do not look down at the handlebars of a bike when you ride it. You know where your hands need to go, by feeling the handlebars. You do not focus on your fingers when you are cutting a vegetable. You look at the knife blade and the vegetable.

Practice: put your hands and fingers on the home row of the keyboard. Do you feel the bump on the F key and the J key?

QWERTY Keyboard

The more you practice on the computer, the more you will hear about a keyboard called the QWERTY keyboard.

The QWERTY (pronounced KWEHR-tee) keyboard is the standard typewriter and computer keyboard used in most countries that use a Latin-based alphabet.

QWERTY refers to the first six letters on the upper row of the keyboard.



Why QWERTY, Not ABCDE?

Practice: Look at your keyboard in class. Look at the keyboard pictures in your manual. Find the letters Q W E R T Y on your keyboard.

