

Learning with Laptops:

Digital Learning at the Cross Links Senior Community Centre

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Executive Summary:

This report offers an account of the *Learning with Laptops* workshops held from May 9th 2013 to May 23rd 2013 at the Cross Links Seniors Community Centre located in the North York Region of Toronto. The weekly workshops involved ten participants, over the age of 60, in a variety of digital learning experiences. Out of the ten participants who attended our four workshops, eight were women and two were men.

We divided the workshops into the following modules: 1) Introduction to Computer Basics and Internet Searches, 2) Scanning and Organizing Photos, 3) Email and Skype, and 4) A Review of Previous Workshops. Overall the workshops gave these seniors information and practical hands on experience in conducting internet searches and with the ways that new media technologies may allow them to connect with family and friends. *Learning with Laptops* specifically addressed the network needs of its multicultural and multi-linguistic participants, all residents of a housing complex located next to the Cross Links Seniors Community Centre. It sought to raise the participants' comfort levels with digital media technology, to increase their access to online services and to enhance their digital literacy levels. In terms of the broader social goals, the *Learning with Laptops* workshops were meant to make the interests of this group, often marginalized and ignored by mainstream media and technology programs, front and centre. After 4 weeks of hands on practice, participants surveyed registered their satisfaction with the program. We also witnessed this interest and enthusiasm, as instructors, during our sessions. Overall the *Learning with Laptops* workshops were a success for both the participants and the York team.

The following report offers a number of detailed practical pointers and recommendations for setting up further digital learning programs for seniors. Most important, in this regard, is the need for follow up sessions as well as the possibility for participants access to equipment and occasionally an assistant, to help them problem solve.

Acknowledgements:

Many people have aided us in this process. Firstly, we are grateful to Professor Barbara Crow for providing us this wonderful learning opportunity and guidance through every step. Maureen Galas, Suzanne Jaeger, Wanda MacNevin, Lorna Schwartzentruber all gave important feedback at the initial planning stages. Jaspal Sidhu initiated the partnership with Astral Zeneca Pharmaceuticals IT department, who generously loaned us four laptops for the workshops.

Cross Links director, Samantha Chhom, offered us her gracious hospitality at the Cross Links Senior Center and patiently answered all of our questions. Samantha also gave us access to her personal cupboard to store the laptops in between the workshops. Constance Lafontaine from the A-C-M assisted with the development of our webpage and the A-C-M network helped to finance and initiate this project, offering documentation from their workshops as an initial example. We are appreciative of Professor Kim Sawchuk's assistance with the editing of this report.

Finally, we thank all of the participants who attended our workshops at the Crosslinks Senior Centre and to those who volunteered their time to answer our follow-up questions after the workshops.

Learning with Laptops:

Digital Learning at the Loft Senior Community Center

Introduction:

The report describes the *Learning with Laptops* workshops developed in collaboration with the Loft Senior Community Centre located beside Crosslinks Seniors Housing & Support Services in the North York Region of Toronto. The primary goal of our workshops was to enhance the opportunities for seniors, living in this residence, to enhance their digital learning and computer skills and to improve their confidence in: 1) using a computer and other related hardware and 2) learning to navigate "network space" or use the online capabilities of these technologies to conduct personal research. This report offers a detailed discussion and reflection on the process of digital learning that we shared as a result of our participation in this collaboration.

Learning with Laptops: the steps

1. Planning and Organization

The planning for the workshops began on November 8th, 2012. An initial timeline included projections of the steps involved in completing this project (Appendix B). One goal of *Learning with Laptops* was to see if the digital learning workshops developed by Montreal's Mobile Media Lab and Atwater Library in 2012, *MemorySpace*, could or should be replicated in Toronto. This is commensurate with the goal of the ACM network (www.a-c-m.ca) to foster the collaboration and exchange of knowledge between ACM partner institutions and communities. While we took guidance from the *MemorySpace* project we elaborated and diverged from it in two ways. *MemorySpace* focused on the scanning of family photographs, and culminated in a group exhibition. In consultation with our community partners we decided to hold a range of workshops on digital learning. We also did not finish with an exhibition of the participants' scanned photos. Instead we developed a new program for digital learning with seniors, which we call *Learning with Laptops*.

During a meeting on Wednesday, January 23rd, 2013 with Suzanne Jaeger (member of Research and Evaluation Working Group at the TD Community Engagement Centre), Wanda MacNevin (member Jane Finch Community and Family Centre), Maureen Galas (Manager of Jane Finch Community and Family Centres), Lorna Schwartzentruber (Manager at the TD Community Engagement Centre), and Barbara Crow (Interim Dean of Graduate Studies and ACM network member), we addressed the implementation of the exhibition in late April. During this meeting discussion revolved around which specific senior community centres would be involved and whether an exhibition in late spring would complement the project.

There were many concerns about the mounting of an exhibition in this time frame, including finding and hosting the exhibition. Since this would be a collaborative effort between the CEC and the ACM, sufficient space would be required for all participants and their family members. Most importantly, we would need to be able to provide workshops for as many as 30 - 40 seniors. Our team, composed of two research assistants and Dr. Barbara Crow, could not accommodate this number of participants within this time frame (Appendix B). We decided that the exhibition was not a priority, and adjusted our project timeline and the goals for the original workshop. We decided to allow a maximum registration of ten participants for our workshop (See recommendation section).

During the meeting, it was repeatedly suggested that we look at a possible collaboration with the Loft Senior Community Centre located at the Crosslinks Seniors Housing & Support Services (Location: Shoreham Hub located at 35 Shoreham Drive, unit 300 North York, ON M3N 1S5). This senior housing and support service "offers assisted living services in affordable housing for men and women aged 60 and over living in Toronto Community Housing apartment buildings in the Jane/Finch community. This program serves seniors who face complex challenges including mental illness, addiction, dementia, chronic physical health issues, social isolation, cultural dislocation, and abandonment" (See www.loftcs.org). Contact information for the Director of program, Samantha Chhom at the Community Centre was also provided.

After organizing a meeting with Dr. Barbara Crow, we contacted Arwen Fleming and Kendra Besanger the two research assistants who had worked on the ACM's *MemorySpace* project in Montreal, Quebec. Our Montreal partners provided a manual that they used during their workshops, which included important technical information about the scanners, detailed instructions on "How to Scan," and basics on the maintenance of the equipment. This guide helped us set up the scanning

software for the digital scanning workshop we later held. A follow up meeting involved finding laptops and scanners. There was also a need for a "tech" assistant who would help update and install all necessary software onto the laptops so that they would be compatible and work with the purchased scanners.

By February 5th, 2013 we had the equipment (six laptops, A/C adapters) and the tech assistant on-board. Our first inquiry to borrow laptops led us to communicate with a not-for-profit company called reBOOT. As their website states, "established in 1995, reBOOT Canada is a Canadian registered charity that refurbishes donated computer equipment and distributes it through our centres across Canada to support five national programs" (See www.rebootcanada.ca). Unfortunately, they were not able to provide laptops because of a backlog of requests. We then called a contact working for Astral Zeneca Pharmaceutical's IT department. After an initial meeting, we gained permission to borrow 4 IBM laptops with A/C adapters. This contact offered to drop by our pre-workshop meeting, scheduled for April 24th, 2013, to help set up the laptops and to install the necessary operating system updates and the new scanner software.

The next step [of planning] entailed a visit to the centre and a meeting with Samantha Chhom (Director of the Loft program) who confirmed her interest in letting us work with her centre. On February 20th 2013, we visited the centre and examined their equipment and facilities, determined what rooms were available, and ensured there were enough power outlets, and coordinated our activities with their weekly even schedule for the month of May - the projected workshop month. These were very important inquiries that would allow the workshops to be as efficient and convenient as possible. We noticed, for example, that the location had few power outlets, and so it was important that we used scanners that could be charged by being directly connected to a USB port located on the laptops. In terms of workshop dates, we booked every Thursday in May to hold the workshops (9th, 16th, 23rd, and 30th) with the times scheduled at 9 am until 12 noon. Samantha Chhom graciously offered to store our equipment in her office, which is always locked and secure. As there were a lack of power outlets, we decided to purchase four CanoScan LiDE 700 (Canon) Colour Scanners, which could be powered via the laptop.

We held a pre-workshop meeting on April 24th 2013 at the Centre. The tech assistant reviewed the scanning process with us and updated our equipment. During this meeting, we also updated Samantha Chhom and arranged a visit to the Centre on April 29th to drop off the equipment and to begin the registration process two weeks in advance. We created information

packages to give to interested seniors, which included the workshop dates and time reminder sheet, a Consent Form, and a detailed teaching plan for each workshop (Appendix D). Consent forms were crucial as we needed permission to use the participants' pictures to put up on the respective projects webpage on the Ageing Communication Media's research website after the completion of our project.

Protocols: The *Learning with Laptops* workshops

The workshops were held at 35 Shoreham Drive, Toronto, Canada, home to the Crosslinks Seniors Housing & Support Services, where our participants lived. The participants all remarked upon the importance of the proximity of the workshops to their place of residence: all emphasized the difficulty of travel.

Workshop 1: Introduction to Computer Basics and Internet Searches

Date: Thursday May 9th, 2013 9:00 AM – 12 PM

Objectives:

The goal of the first lesson was to introduce the basic uses of the laptop as well as how to conduct internet searches. This included the layout of programs on the Windows XP desktop 2007, the location of the Start button, and how to open desired programs. The workshops also demonstrated the uses of various Microsoft programs such as Microsoft Word and PowerPoint.

Description and Discussion:

The workshop's attendance included all of the participants who had registered (a total of 10). Out of the ten participants, eight were women, two were men¹. In order to facilitate the group efficiently, we separated the group into two smaller groups, which included five participants each. This was done so that one instructor could work with 5 participants at a time. From there, the groups were organized into one dyad and one triad to ensure that the seniors collaborated and could troubleshoot problems with their peers. This strategy worked well within the group as it initiated

¹ It was interesting to note that majority of participants who wanted to enhance their digital literacy were females. This was interesting to note and may have some relationship with the fact of their desire to stay connected with their children. See interview section, Appendix A.

helpful conversations amongst the participants and assisted us, the instructors, in moving the lesson plan forward.

As the workshop progressed, the lesson plan became more difficult to complete. Since only two out of the eight participants in the workshop actually had some experience with computers², we were obliged to spend a significant amount of time on basic functions such as mouse control, keyboard tutorials, and finding specific icons on the desktop. This led us to re-organize our lesson plan. We allowed more time for each checkpoint. We also grappled with differences in skills amongst the participants. Two participants were "computer experienced." This included one of the participants who frequently used the computers in Loft Senior Community Center to check his email. Although this participant had basic skills, he remarked on his desire to learn how to use a laptop computer more effectively. He also commented on the timeliness of the workshops: his tech savvy son had offered to aid him with an introduction to computers years before. He explained that he now understood the importance of the computer and wished to become more proficient.

The section of this workshop that the participants enjoyed most was on accessing information on the internet. These workshops began with an explanation of the internet, how to access different websites, how to type in each website, as well as the way to navigate the different websites. The participants were shown various browsers such as Google, were taught how to use Google Maps, and how to find videos on YouTube. The participants were unclear about the difference between a laptop and a computer, and some displayed low levels of anxiety when using a laptop for the first time. Once the difference was explained the participants became more comfortable with the inter-changeability of the computer and laptops.

Workshop 2: Scanning and Organizing Photos

May 16th, 2013 9:00 AM – 12 PM

Objectives:

The initial goal of the second workshop was scanning personal photographs, using a USB stick, and using email (Hotmail, Outlook, Gmail etc). Based on the feedback from the participants, these goals were scaled back. As a result, the workshop focused more on reviewing information

² One participant mentioned that she had previously attended a six week computer workshop prior to our workshop. However, when asked why she did not currently attend those workshops she mentioned that it was difficult for her to commute. The second participant mentioned that his tech savvy son had helped him learn how to use the computer. This participant would easily open internet browsers and check his email.

covered in the previous week, before turning to the scanning and then saving photos onto the computer.

Description and Discussion:

To reinforce the previous week's learning, we re-introduced information on how to do internet searches. Many of the participants found Google easy to navigate and set up their own searches of flowers, recipes, directions, as well as various news network websites. Some of the participants used Google Maps' Street View to see places they once lived, while others travelled to landmarks like Niagara Falls. The use of Google Maps for directions was very popular among the participants. This function was used by one of the participants to find directions to a library that we had recommended which provided various programs for learning with computers (Appendix C). YouTube was also an absolute hit among the participants! The participants searched for artists who had passed away, for current artists such as Maroon 5, and for the video version of certain interviews conducted by news organizations. The participants positively remarked on how easy it was to use Google to navigate to YouTube as well as on YouTube's simple interface, which would allow them to access other videos in the "Recommended Videos" column on the right-hand side of the screen.

The participants enjoyed the scanning process. However, before any scanning could be done we handed out consent forms to advise the participants of their rights and to request the use of their photos or quotes for later documentation of the workshop. Although some of the participants initially preferred to merely watch others scan, with some one-on-one help, they soon became interested in the scanning process. For those who did not bring their own images, pages from magazines were used to learn the process.

As noted previously, we felt that the lesson plan had to include less information per workshop as the seniors wanted more time to practice. We also learned the importance of reviewing lessons from the previous week.

Workshop 3: Email and Skype

Thursday May 23rd, 2013 9:00 AM – 12 PM

Objective:

The initial goal of the third workshop was to make family slideshows on Windows Movie Maker and to introduce Facebook and Skype. We changed this goal, and focused instead on creating email accounts, which many of the participants did not have before these workshops. We allowed time for scanning for those who were unable to participate in the previous week's workshop, and we introduced participants to Skype.

Description and Discussion:

For the participants who did not have an email account, we introduced them to Hotmail/Outlook and signed them up. These accounts were greatly anticipated as a way for the participants to have greater connectivity with family members. Creating an email account also allowed participants to sign-up to other services to enhance their connectivity and share the digital copies of the photos they had scanned. It was extremely important for the participants who had attended the workshop to have their scanned photos on a USB stick or ready to share with others, so they would leave the workshop with something tangible. The participants benefitted from the one-on-one approach for email. The participants preferred to make their email information (passwords and usernames) easy to remember. They emphasized the need to write down the information to be safe.

The last section of the workshop introduced participants to the Skype program. The participants enjoyed Skype and its ability to let them see the other person face-to-face. One participant remarked on the importance of seeing someone while talking to them, explaining that so much a conversation is not what is said but how the person says it as well as their expressions.

These workshop goals were adjusted to meet the different learning needs and speeds of our participants. We realized the importance of leaving more time for peer-to-peer learning and practice. Some of the participants had previous experience with emailing, while others had not. Some were acquainted with scanning from the previous week and assisted other participants with their computer-related problems. Setting up an environment where the participants could help each other seemed to be extremely successful for consolidating the learning process.

Workshop 4: Review and Feedback session

Thursday May 30th 2013 9:00 AM – 12 PM

Objectives:

When *Learning with Laptops* began we did not anticipate a fourth workshop as a review, however, we decided to run a final workshop to go over the programs we had introduced. We dedicated time to review surfing between different websites on the internet, the creation of email accounts for those who did not have an opportunity during the last session, as well as a review of Youtube.

Description and Discussion:

During the last workshop, there were a significantly lower number of participants because other events were taking place at the Centre. We began this workshop with a group interview to record the responses of the participants to the workshop and to ensure that the following and last workshop would be as successful as possible. The participants involved in the interview process included four members who were all female. The interview revealed the desire of the participants to learn, connect with family members, each other, as well as the common craving for greater experience. The participants responded positively to the scanning experience and especially well to YouTube.

Once the interviews were complete we split the group into two groups once again to ensure the participants had time to absorb the information that we were giving to them. Despite the smaller number of participants, or perhaps because of the smaller numbers, the workshop went smoothly. The smaller number meant more time one-on-one, a process that allowed each participant to feel that their questions were answered. The participants seemed to retain more information during this session, perhaps because of the smaller numbers, perhaps because of the incremental learning process. The participants all remarked that our patience improved the learning experience. The separation of the group allowed for those who already had created emails to continue with Skype while those who did not have emails could create the email accounts and then move onto creating Skype accounts. Once all of the accounts had been created and the tutorial had taken place showing the participants how to use the program, we stepped back to allow for the participants to practice

this process on their own. This was facilitated because there was one laptop for every participant. Although some participants had some difficulty when starting on their own, their fellow participants aided those troubled when they possessed the necessary knowledge.

Interviews

When we conducted interviews with the participants some interesting trends and statements were noted. This section will examine the selected trends and statements following the questions asked. (See Appendix A).

1) [What did you know about computers before these workshops?](#)

The interviews showed the diversity in the previous experience of the workshops' participants. The previous six-week course which took place at York Gate, demonstrated the willingness and the drive of the participants to learn to better understand the computer and to gain a greater facility with online life. They also underscored the importance of proximity. The participants mentioned that the previous class they attended took place in the evening (at York Gate Mall) after Seneca College finished its classes for the day.

2) [What are some things you learned from these workshops?](#)

Again, the diversity of the answers is beneficial to note. While one of the participants emphasized the refining of certain computer skills, there were other participants who attended the workshops who had never touched a desktop computer, let alone a laptop, in their lives. It seemed that some of the best-learned parts of the program included basic functions of the computer and its operating system. In addition, the desire to greater connections with family members through the computer can be noted.

3) [How comfortable are you with using computers now compared to your comfort level before the workshops?](#)

Overall, the workshops increased the participants' comfort levels with computers/laptops. A challenge is the difficulty of sustaining knowledge without the equipment (i.e. laptops) to maintain, refine, and build the skills of the participants beyond the workshops.

4) [What was your favorite part of the program?](#)

Scanning and YouTube ranked as the most popular programs taught during the workshops. Those who favoured scanning emphasized the desire for a digital copy of their personal images as well as the ability to send these photos to friends and family. Those who favoured YouTube enjoyed its entertainment as well as educational value. Some of the participants who attended other workshops would use YouTube to watch clips from certain news broadcasters or to watch videos of singers who had died. Two women remarked on their joy to hear their favourite singer's voice as well as the ability to see him once more.

5) [If you could change anything about the workshops, what would it be and why?](#)

The participants did not have anything to suggest for future workshops. The participants all noted in some way that their lack of experience with technology made it more difficult to state things that could be changed.

6) [How effective were these workshops to you? \(rank 1 to 5, with 5 being very effective\)](#)

There was a consistent high ranking of the workshops, yet we do note a bias here. The participants would verbally agree or nodding while others spoke. This made it more difficult for the members to answer the question critically. This question prompted discussion of the workshops benefits for strengthening the memories of the participants. It also prompted positive remarks regarding our patience while teaching and explaining the different programs and practices.

7) [If there were more workshops of this nature, would you attend?](#)

All of the participants reflected on their desire for more learning opportunities. All of the participants favoured a program that would come to the Centre to accommodate their needs, as distance would deter the participants away from finding programs outside of the center.

Challenges:

ATTENDANCE

We faced a problem with the consistency in the number of participants. Some of the participants were unable to stay for the full workshops due to other appointments; some did not come to all of the workshops and lost out on learning the new methods with the rest of the group. When the participants would arrive at the next workshop wanting to learn what

they had missed it was difficult for us to maintain the lesson plan and hold the attention of everyone as this time had to be treated as a brief review.

INSTRUCTOR TO PARTICIPANT RATIO

One of the most serious problems we faced during the workshop was the unequal distribution of participants and instructors. There were only two instructors during the course of the workshops and this made it difficult to provide enough attention to each individual participant. Because of our short staff the time allocated to each individual was short. In order to compensate for this problem, we decided to separate the group into two smaller groups. One group would be for a group that had little or no experience using the computer and internet, whereas the other group was for individuals who had a little more knowledge and/or used a computer before. This allowed us to divide the group in a much more manageable way. It also allowed us to work with the participants at a comfortable pace for them. Further, dividing the large group allowed us to provide the attention required for each individual systematically.

EQUIPMENT: DURING WORKSHOP

Another problem that we faced was the acquisition and distribution of laptops. As mentioned previously, we obtained the four laptops from a generous sponsor, but unfortunately we were not able to provide a laptop to each individual. We also had some difficulty with one of the provided computers. This increased the dependence of the participants on the instructors. Even though the seniors were not able to get a laptop to themselves, when they worked in dyads and triads, the learning was reinforced. We found that the seniors worked well together when facing computer-related learning obstacles.

POST-WORKSHOP EQUIPMENT

The participants noted the difficulty of retaining the information taught and the need for on-going practice. Numerous remarks were made on the loss of knowledge without the ability to practice. Even though every week, all individuals remembered majority of the skills we taught in the week prior, the learning would have been better reinforced if we could have a permanent laptop computer on site. To compensate for this problem, we provided a thorough recap of the previous session before every new session. We tried to provide a friendly environment where seniors could ask as many questions as they liked. As well, it was

important to stress that a laptop is like a regular computer. The Crosslinks facility does not contain laptops but it does contain desktop computers, which could allow for the participants to continue having the opportunity to practice what was taught.

Recommendations:

LOCATION

The first recommendation for someone who would want to pursue a project like this is to find a location that is easily accessible to participants. The location of the Community Centre beside the residency facilitated the participation of seniors in our workshops. Finding a location that is easily accessible helps to reduce the difficulty in the transportation of equipment. The location of the workshops should be relatively isolated. Since we did not have any option, due to the fact that there was only Wi-Fi available on the third floor, many seniors who had not signed up in our first session joined unexpectedly. This made it hard to keep all of the names and group size equivalent.

BE ON TIME; HAVE ENOUGH SET-UP TIME

This is important: when these workshops begin one has to be able to arrive on time and be fully organized. We arrived at the seniors centre one full hour before the start time. We needed to charge the laptops, set up scanners, and set up work-stations.

DISTRIBUTION OF EQUIPMENT

Another recommendation is to find enough laptops for the projected amount of participants. This way each participant can have their own laptop to practice and solidify their knowledge. Also, this way an instructor can even acquire a projector and go through "essential skills" portion much more easily (clicking certain tabs, connecting to internet etc). This allows the seniors to follow along and learn essentially by themselves.

ACKNOWLEDGING EXPERIENCE

People come to workshops with different levels of experience and skills, which affects the learning experience. To deal with this issue we split up the participants into groups. Once we split the group based on their level of experience/ absorption and attendance rate the

workshops went smoothly. Those with less experience would not be confused by those with more detailed or 'advanced' questions. It is also recommended that peer-to-peer learning be encouraged. Get experienced members to assist those with less experience.

PACING

More can be less. Leave more time to review, but also fewer activities in one lesson. We also encourage slower explanations along with visual aids to allow for the participants to absorb the information taught as well as allow for the various types of participants to learn the way they do best.

DIFFERENT LEARNING AIDS

People learn in different ways as well as combinations we encourage the visual and auditory explanation while the participants have a chance to follow the steps on the laptops/desktops.³

PEER ASSISTANT

Given the need for more instructors, one possible

POST WORKSHOP EQUIPMENT ACCESS

The final recommendation is that the instructors should try to acquire equipment that they could keep at the facility they work at even after the project is completed. This way the seniors can always practice their computer skills, and can have opportunity to use what they learned to connect with their family members.

Conclusion:

The *Learning with Laptops* workshops an opportunity to increase their access to online entertainment and education, to enhance their connectivity and to use digital technology to maintain familial relationships. The *Learning with Laptop* workshops were a success, and provide an initial prototype and model for working with seniors in other residencies. As we learned more generally,

³ Using a projector for guided instruction would benefit both the instructor and participants the most. This would allow participants to follow what the instructor is doing simultaneously while the other instructor could circulate and help those who are having trouble.

there is a desire for many seniors for digital learning and for on-going connectivity with friends and family, but also with their past. Challenges remain, but what is also important to note is that this was a valuable learning experience for both us, as students, as well as for our participants. We hope that opportunities can be established for post-workshop follow-up with seniors so that the skills learned are not lost over time. It is hoped that with this report that the ACM network might find ways of continuing this program to better understand the on-going needs of those who are marginalized with our technologically mediated society where digital communications is a new way of life.

Appendix A

This section contains the interview questions and answers collected on May 30th 2013 for the purpose of finding the participants view on the workshops as well as their levels of comfort with the technology

What did you know about computers before these workshops?

RW- Not too much, I started learning in downtown, but it was difficult to travel that distance due to health issues, and after that I postponed further learning. I find it interesting, there are a lot of things you can do on the computer. I have been here (In Canada) for 30 years (71).

S- I did a six-week course, where I learned a little at Yorkgate Mall. Since I don't have a computer it became difficult to become proficient. I am very interested in learning more. I have been living in Canada since 92. I also sent pictures through computer to family in the Unites States when I was more familiar with it.

I- I did two computer courses, when I first came to Canada I had the time to learn. In Guyana I had a job using manual typewriter (bookkeeping). I knew that using a computer is important if I want a job here. I went to a computer class, and I received two certificates (Word perfect and something else). I have always been interested in computers, emailing others, and to be able to communicate with others.

SS- I had six weeks of practice using a desktop (at York gate mall - Seneca college), and it was once a week. I still remember some things about the workshops. I do remember some of the lessons learned at these workshops. I love Google and use it whenever I can.

[Those who took the class at Yorkgate Mall explained that the workshop took the class in the evenings after the students were finished classes]

What are some things you learned from these workshops?

RW- I learned how to send emails, and how put your picture up on the laptop through scanner. I also learned how to send email and insert documents as attachments. I also know the basic functions of the mouse, keyboard, and internet.

S- I learned how to refine my emailing skills and have the confidence to learn more. The only thing stopping me is the access to laptops. I can access the internet and find Google to search for any of my needs. It will be hard to refine/build on this information without a computer to practice on.

I- I learned how to browse for files on the computer. I learned how to save documents in various folders. I also refined my emailing skills and attachments skills. I also refined my basic computer skills (mouse, keyboard)

SS- I learned how to send emails and messages to my daughter. I learned how to check my emails. I learned how to scan photos, save them on the desktop, and then attach those files onto emails to send to family. I can now send pictures to my daughter and she sends images back, which is very exciting. If I had a laptop it would be a lot easier to remember/maintain my knowledge on these topics.

How comfortable are you with using computers now than you were before the workshops?

RW- I am comfortable. I am now able to consider buying a laptop. I find the laptop very interesting and feel that I have the skills that would allow me to successfully purchase and use laptop.

S- I am very comfortable now. These workshops helped me remember what I learned in the past and have provided me with new skills. If I had a laptop it would be even better.

I- I have learned quite a bit. These workshops allowed me to learn new techniques. I created my email account, have a functional email address and password. What I have learned will allow me to go onto a laptop with confidence.

SS- I am quite comfortable. I learned a bit more than I learned before. If I don't have a computer to practice than the learning will become more difficult to remember.

What was your favorite part of the program?

RW- I think scanning was a very fun part. I learned how to put my pictures onto the laptop.

S- I love that I could scan my pictures and put it on the computer. I had fun learning about all the different file folders.

I- I liked to learn about scanning, and how to attach documents and send mails to others. I liked creating an email account. I liked learning about YouTube. I thought that was great.

SS- I loved learning about YouTube. One of my favorite parts of these workshops was that I have learned how to talk to my daughter through email. This was one of the most memorable parts of the workshops.

If you could change anything about the workshops, what would it be and why?

RW- There isn't anything that I would like to change.

S- I wouldn't want to change anything. I think that it would be great if we could have workshops that have a longer duration. I want to learn more.

I- I don't think I would want to change anything. I just wish to learn more.

SS- I don't have much experience to change anything. If we could more workshops it would widen our experience more and we could learn more.

How effective were these workshops to you? (rank 1 to 5, with 5 being very effective)

RW- 5

S- 5 (I find that these workshops helped to keep our memories sharp)

I- 5

SS- 5 (Your patience aided our learning experience)

If there were more workshops of this nature, would you attend?

RW- Yes I would. Location sometimes is an issue.

S- Of course. I would prefer that the commute between the workshops in other centres is closer to home.

I- Sure. I prefer workshops in the seniors centre. It is very convenient.

SS- Yes. I prefer workshops in this centre, especially during winter when participation can be a problem.

Appendix B

This section provides the initial planning schedule for the workshops and potential exhibition (order is reversed).

- "1. End of April: the end of the school term and exhibition launch
 2. April: finalize exhibition. Put up web site, make interactive screen and projections, make screens and do tests; publicity and cards
 3. March: Workshops with contributors on the exhibitions (i.e. gathering materials from them for the site, interviewing with them on the stories connected to the photos; looking at final sites for display, talking about the "collective narrative" for the exhibition.
 4. mid-Feb: workshops on making an individual slideshow.
 5. mid-Jan: workshops on digital scanning of family photographs (maximum 32 participants- 4 workshops with 8 participants).
- Dec-Jan- Planning and recruitment and publicity for the workshops "

Appendix C

This section provides a glimpse of the manual that we used as a reference for our scanner use.



Introduction

Photographs are a wonderful way to document and remember the special events of our lives. With the advent of digital technology, it is even easier for us to take photos, digitize print photos, and to share them with our friends and family. In this workshop we will learn how to digitize the printed photographs for emailing or sharing online. Topics we will cover include:

- What to Scan
- Preparing to scan
- Settings and Resolution
- Sending Photos as an Email Attachment

This manual is a step by step guide to scanning, which assumes that you have access to a scanner and a computer with an internet connection. If you do not have access to a scanner at home, copy centres provide access to a computer and scanner for a fee - or use one of the multiple scanners in the Computer Centre of the Atwater Library! At the back of the manual is a glossary of terms to help you.

Memoryscapes: An Exhibition at the Library this Fall

This September, in collaboration with Concordia University's Mobile Media Lab, the Library will be hosting a two-week, public exhibition of photographs reflecting the history and life stories of our community. We're looking for your involvement! You're invited to participate by submitting your own photographs for display, including the pictures you prepare during this workshop.

Are you interested in helping tell the stories of our Library community? We're looking for exhibition curators! No experience required. Join us for workshops this July, where you can learn about curatorial techniques, share your own interests in photography and storytelling, and work with other seniors, Library staff and the Mobile Media Lab to develop a public exhibition.

If you are interested in contributing photos or participating in a curatorial workshop, please let your workshop instructor know or contact **Beth Symansky** at [514-935-7344](tel:514-935-7344) or beth@atwaterlibrary.ca.

Appendix D

This section displays the information pamphlets given out to registered participants. These provide details regarding what activities would take place on each workshop day.

LEARNING WITH LAPTOPS

- Do you want to learn how to use the internet?
- Do you want to learn how to scan and upload family photographs onto the computer?
- Have you always wondered how you can keep in touch with your family members & friends online?

**If so, come on down to our computer workshops on
the 3rd floor, outside the Crosslinks office...**

Every Thursday from 9 AM - 12 PM

Note: Please do not forget to bring your signed consent forms on **May 9th** if you agree to give us permission to use your pictures!

May 9th: First Session

Ice breakers and introduction to the basic use of the computer and internet

- Personal Introduction and why I'm here.
 - Let's get to know each other and tell me what you want to learn from these classes ! (Ice Breakers)
 - Introduction to the features of Windows XP (the START button, My Documents, My Pictures, My Music, Games, My computer, Windows media player, Calculator)
 - Any Questions?
 - Break Time (5 minutes)
 - What is Microsoft Office?
 - Features of Microsoft Office (Word, Excel, PowerPoint)
 - Any Questions?
 - Break Time (10 minutes)
 - Quiz: What do you remember?
 - Connecting to Wi-Fi successfully
 - Any Questions?
 - The use of internet browsers and search engines (Google and Yahoo)
 - Any questions?
 - Introduction to Youtube, Map quest/Google Maps, Canada 411, other databases
 - Bring family photos for next week! - will be discussed during session*
- Wrap-up, Review + Discussion.
See you next week!

May 16th: Second Session

Learning how to scan photographs onto the computer, how USB sticks are used, and an introduction to Hotmail (Outlook, Gmail etc).

- Review from last week
- Any Questions?
- Scanning 101: Learning how to connect and use scanners with laptops
- Picture scanning, desktop transfer, Printing.
- Any Questions?
- Break Time (5 minutes)
- Learn how to transfer saved documents from laptop to portable USB stick
- Any Questions?
- Introduction to Hotmail, Creating an account, and uses of web mail
- Sending attachments: messages, pictures, and videos through web mail

Note: Please do not forget to bring your signed consent forms on **May 9th** if you agree to give us permission to use your pictures!

- Any Questions?
- Break Time (10 minutes)
- Show me how to scan! Group exercise: scan, save, and send through email
- Wrap-up, Review + Discussion.
- See you next week!

May 23rd: Last Session

Learn how to make family slideshows on Windows Movie Maker! Introduction to Facebook and Skype.

- Review
- Any Questions?
- Uploading pictures from USB to laptop
- Learning how to create family slideshows on Windows Movie Maker
- Burning Slideshows on CD-ROM
- Any Questions?
- Break Time (5 minutes)
- Introduction to Facebook, creating an account - optional*
- Discussing functions of Facebook, learning how to get connected with friends and family
- Any Questions?
- Break Time (10 minutes)
- Introduction to Skype, creating an account - optional**
- Discussing functions of Skype, learning how to get connected with friends and family
- Wrap-up Review
- Surveys and closing discussion



Photographs and Video Consent (Short Form)

I hereby grant permission to York University and its representatives to take photographs or videos of me and to make recordings of my voice. I further grant to York University and its representatives the right to reproduce, use, exhibit, display, broadcast and distribute these images and recordings in any media now known or later developed for promoting, publicizing or explaining York University and its activities and for administrative, educational or research purposes.

Photographs, video images and voice recordings are the property of York University.

Print Name _____

Signature _____ Date _____

I hereby grant permission to York University to use my name with these images and recordings.

Signature _____ Date _____

Privacy: Personal information including images and recordings in connection with this form is collected under the authority of *The York University Act, 1965* and will be used for promoting, publicizing or explaining York University and its activities and for administrative, educational or research purposes. Personal information may be disclosed to outside service providers for processing and production. If you have any questions about the collection of personal information by York University, please contact: Information and Privacy Coordinator, York University, 1050 York Research Tower, 4700 Keele Street, Toronto, ON M3J 1P3, tel. 416-736-2100 Ext. 20359, email info.privacy@yorku.ca.