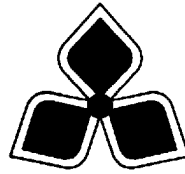


SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE. MARIE, ON



COURSE OUTLINE

Course Title: Computer Training

Code No.: CSE301 Semester: FIVE

Program: Computer Systems Support

Author: MARCEL VANLANDEGHEM/FRANK TURCO

Date: Sept 2000 Previous Outline Date: Sept 1999

Approved: \_\_\_\_\_  
Dean Date

Total Credits: 6 Prerequisite:

HOURS/WEEK 4 Total Credit Hours: 64

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**Computer Training**  
**COURSE NAME**

**CSE301**  
**COURSE CODE**

**I. COURSE DESCRIPTION :**

This course will prepare the student for a training role in the computer support field. It will focus on the characteristics of teachers and learners, and how they interact in the learning of hardware and software skills. This course will focus on developing skills at teaching and coaching at the one-on-one and small group level.

Students will learn a new software package in order to develop tutoring and presentation skills.

**II . LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE :**

**Upon successful completion of the course the student will demonstrate the ability to:**

**1 . Describe the characteristics of teaching and learning as it applies to computer skills.**

***Potential elements of the performance:***

- Describe the characteristics of adult learners and the various learning styles.
- Describe the various rolls the trainer may fill such as facilitator, mentor, coach and teacher.
- Analyze standard software programs from the perspective of learning requirements.
- Describe typical learning scenarios associated with the delivery of information, practice, and assessment of various software packages.

This will constitute approximately 20 % of the course grade.

2. Assess computer user's training needs.

***Potential elements of the performance:***

- Develop good listening skills.
- Analyze typical user functions.
- Assess the current skill level of users.
- Develop interview skills.

This will constitute approximately 20% of the course grade.

3. **Design training plans.**

***Potential elements of the performance:***

- Perform a needs assessment.
- Identify learning resources.
- Define specific objectives.
- Create a plan.

This will constitute 20% of the course grade.

4. **Evaluate student learning.**

***Potential elements of the performance:***

- Discuss the general principles of evaluation.
- Discuss assessment procedures and how they can be applied to various software packages..
- Develop practical laboratory assessment tools.
- Develop valid tests and quizzes.
- Validate assessment procedures.

This will constitute 20 % of the course grade.

5. Manage small group learning situations.

***Potential elements of the performance:***

- Discover the variety of learning styles within a group.
- Create a positive learning climate.
- Plan and carry out group discussions.
- Compare small group and individual learning environments.

This will constitute 20 % of the course grade.

**III TOPICS TO BE COVERED**

**TOPICS**

- 1 Principles of learning.**
- 2 The adult learner.**
- 3 Teaching software packages.**
- 4 Principles of evaluation.**
- 5 Personal Communication.**
- 6 Managing small groups.**

**IV. REQUIRED STUDENT RESOURCES**

Teacher of Adults course Notes from instructor.  
Additional handouts from instructor.  
Internet research sites.

The following semester grades will be assigned to students .

<b><u>Grade</u></b>	<b><u>Definition</u></b>	<b><u>Grade Point Equivalent</u></b>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies &amp; Procedures Manual – Deferred Grades and Make-up</i> ).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.	

**VI. SPECIAL NOTES:****Special Needs:**

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

**Retention of course outlines:**

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

**Plagiarism:**

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

**Course outline amendments:**

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

**VIII. DIRECT CREDIT TRANSFERS:**

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.

