

villages

Education



Curriculum Development Proposal

Presented by



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Introduction

1. Scope of Work

This section covers each task of the development and includes cost of task, duration of task and deliverables for each task.

2. Course Description

The description of the course provides a written specification for the course to be developed.

3. Budget - 3 sections

3a. Final Budget

This section lays out cost and duration for each task as well as the detailed list of contracted labor and materials.

3b. Pilot Test Course Budget

This budget (not a part of the above budget) outlines the necessary items needed to execute the Pilot (Control) test. Because of the timing of sales, this may become one of the most important tasks. 4 experienced trainers will serve as students in a much accelerated test of the principles developed in the scripting of the course. This equipment is very necessary to satisfactorily complete this task. The budget offers a **Purchase** and a **Rental** option for some equipment.

3c. Beta Test Course Budget

The Beta test will test all of our course principles in the real world. We need an optimally supplied classroom with the equipment listed. We hope this test can take place in the Los Angeles area for the best communication - particularly if this test turns out to actually become the first launch of the course. An estimate of the cost for a traveling trainer for this course is also added beneath the final numbers in the event travel is necessary.

4. Monthly Cash Flow

This document charts the flow of cash necessary to fund the Proposal and totals it on a monthly basis. Milestones are highlighted. Critical tasks on the timeline are in bold.

5. GANTT Chart

Updated to reflect most recent changes.

"SKILLED INFORMATION WORKER" TRAINING

SCOPE

The basic "Skilled Information Worker" Multi-media training course will instruct students in a fundamental understanding of the current computing environment and finish with strong concepts and skills in Word Processing, Spreadsheet, Presentation, Electronic Communication and Database management. The course is being constructed to concurrently train students in:

- computer operating and network operating system environments (Windows 95, Windows 3.1 and Windows NT)
- software application concepts
- communications in networked environments, including electronic mail
- the Internet and commercial on-line services.

A "themed" environment is being created to help students see these computer application tools as a means to perform meaningful tasks in a business environment. This environment will also help students prepare for the workplace by scripting the theme to develop the following skills and techniques:

- Team building
- Inter-personal skills
- Conflict resolution techniques
- Dress codes (role-playing)
- Daily planning
- Problem solving techniques

SCHEDULING

The course will take place over an eleven week training period (including certification testing), four hours a day, five days a week. The schedule provides for:

- defined work periods with a final week of recap and testing
- a four hour a day schedule which begins to approximate the work week
- up to three flights of students per classroom per day
- most cost effective use of full time salaried trainers

Each of the four hour daily training periods are comprised of two, two hour training sessions divided by a 15 minute break period. Each instructor-led training hour will introduce new concepts and use classroom demonstrations, hands-on participation and exercises to familiarize students with these concepts. Each training hour will be followed by an hour of instructor-supervised laboratory tasks designed to let students implement concepts and develop skills. At the end of each week, a defined review task, following the theme, will require the use of the previous week's skills. For example:

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Course Description

- setting up a computer workstation
- installing a printer
- preparation of basic business letter
- designing a rudimentary budget
- entering a database of addresses
- preparing a presentation

At the end of each four week period, a task will be prepared which will combine the preceding four weeks concepts and skills. Goals will be defined on a daily, weekly, four week and completion basis to allow both students and instructors to measure progress. These recap points will provide feedback for the instructor to judge evaluation of concepts and skills learned. The final week will be used to recap and complete a class project to prepare students for testing. This will:

- spread theory through the entire training process
- give the student immediate gratification for tasks completed
- introduce the student to the wide world of computing as the default environment

EVENT DRIVEN AND APPLICATION INTEGRATED TRAINING

This training will use a business simulation to take advantage of the best attributes of adult learning. Events will be scripted during the course of instruction which will motivate trainees to choose tools and learn specific skills to respond to these events. Learning is comprised of hands-on problem solving with theory, in most cases, following behind the task rather than before. This type of training provides more and quicker gratification to adult learners.

The use of an interesting theme should also provide motivation and a sense of drama to the learning process. Students should enjoy the process of learning.

The Computer Applications are integrated across the course horizontally rather than taught as single stand alone tools. This integration technique constantly reinforces the similarities between programs. The goal is to create confidence in the trainee's ability to quickly learn and apply any computer program by giving constant familiarity with the computer environment and techniques.

The Student Training Manual will be kept to a minimum and will provide an explicit resource for studying and future reference. To avoid overwhelming students, the Manual will be assembled during the training days as hand outs from the instructor.

GRADIENT

We consider the first week the most important in establishing a framework for the course. "De-mystifying" the computer as a tool and establishing a rapport with the instructor is the goal. Training exercises and tasks will allow the student to actually set up and assemble his own workstation. Being able to recognize the parts of the computer, internal and external, along with some very basic theory will create a knowledge foundation to support the following skill

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Course Description

training. This foundation will create reference points throughout the remainder of the course to insure that the student inherently understands the mechanics and logic behind the software tasks they will learn. This foundation is especially important to insure that students are able to induce and deduce computing solutions beyond the classroom as well as throughout the course.

Specific goals for the following weeks will be built on previous knowledge. The gradient must allow students to enjoy their training process with plenty of time for questions and at the same time, move quickly enough to give trainees a feeling of accomplishment and maintain their interest. Time is allowed to cover disciplines beyond the computer software training, i.e., students need to understand not only how to create a budget but what a budget is, why a business letter must be spelled correctly, how and why databases are used.

DESIGN CONSIDERATIONS

During training, the students will regularly reference the software publisher's manual and Help screens. Emphasis of the course will be geared toward data input and manipulation rather than design.

A User Reference Guide will be prepared for each student covering the daily, weekly and monthly topics covered. It will be particularly designed for reference both in the day to day classroom activities but for review in the final week and on-going trainee support beyond the classroom.

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